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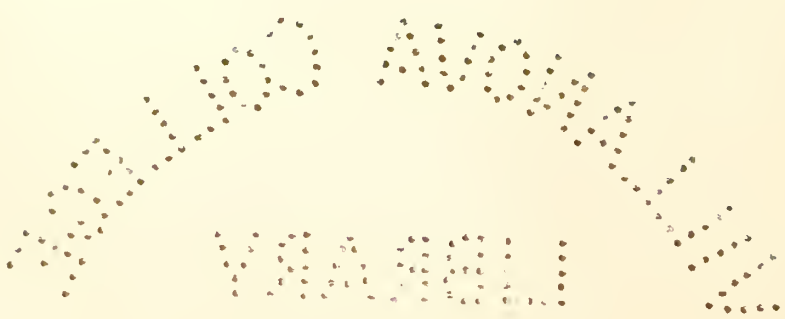
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EDUCATION AND CRIME.

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THE POWER OF COMMON SCHOOLS TO REDEEM THE STATE FROM SOCIAL VICES AND CRIMES.[1]

By HORACE MANN,
Secretary Massachusetts State Board of Education.

The incontestable progress which the cause of popular education is making in Massachusetts and in some of the other States of our Union is a subject for hearty congratulation among ourselves and for devout gratitude to Heaven. It can not be denied that the cause has won to itself most able and earnest advocates, who are in no way officially connected with it, but who cherish it from the purest motives of duty and philanthropy. But it happens to this, as to all other good causes, that some of its professed friends have attached themselves to it from collateral and some from sinister motives. It is equally true that the cause has enemies, although in this community there are but few who dare to make open proclamation of their hostility. But opponents are all the more formidable when their opposition is secret. Their measures of counteraction are not the less efficient because they are indirect and hide their origin under specious pretenses. There is a third class who have no faith in the utility of education. They number it among what they are pleased to call the Utopian schemes of reform with which the age is teeming, and they regard with an ill-concealed suspicion either the honesty of purpose or the soundness of intellect of those who are laboring to uphold its banner and to bear it forward. There are those also who suspect in education the existence of some unknown and mystical power which, should it once obtain the ascendency, would bear the community onward, they know not whither; and having some *ism* or *ology* of their own by which, provided all civil institutions and Nature herself will succumb to their dictation, they can forthwith extricate the world from all its troubles and carry it forward in the directest line and with the swiftest speed to a millennial goal, they discard an agency whose power they can neither control nor comprehend. And lastly, there are those who array themselves against education solely from mercenary

[1] From the Eleventh Annual Report (1847) of Horace Mann to the Massachusetts State Board of Education, pp. 39–135.

motives—because of the one or two mills upon the dollar which its support subtracts from their property.

To meet the opposition and the indifference originating in these and similar prejudgments, the subject of education has been very much "agitated," particularly in the northern portion of our country, within the last dozen years. There can be no hazard in affirming that far more has been spoken and printed, heard and read, on this theme within the last twelve years than ever before, were it all put together, since the settlement of the colonies. The consequence certainly has been a very marked development of the merits of the subject and a corresponding opening or expansion of the public mind for their recognition. To many sensible men it has come like a revelation, inspiring hopes for the amelioration of mankind and for the perpetuity of our institutions which they had never dreamed of before. There are thousands of persons among us whose once darkened minds have been so quickened with life and illuminated with wisdom on this subject as to beget an intolerable impatience under old imperfections, a perception of which has made rest impossible and the pleasures of home uncomfortable until, within their respective spheres, they had effected a reform.

In order to make this subject more intelligible to the common mind, as well as to conform to broad distinctions which Nature herself has established, it has been considered under a threefold aspect—first, as embracing the proper care and training of the body, that its health and longevity may be secured; second, as cultivating the faculties by which we perceive, compare, analyze and combine, remember, reason, and perceive natural fitness and the beauty of things, so that we may know more of the world in which we are placed and of the glorious attributes of its Maker, and so that, by more faithfully harmonizing our conduct with its laws, we may the better enjoy its exquisite adaptations to our welfare; and third, as fashioning our moral nature into some resemblance to its divine original, subordinating our propensities to the law of duty, expanding our benevolence into a sentiment of universal brotherhood, and lifting our hearts to the grateful and devout contemplation of God.

In pursuance of these fundamental ideas, it has been shown by the authority of the highest medical men in the country that even in the present imperfect state of physiological science more than one-half of all the cases of bodily disability and disease, more than one-half of all the pains and expenditures of sickness, more than one-half of all the cases of premature death—that is, of death under the age of 70 years—are the consequence of sheer ignorance—not of any irrepealable decree or fatality necessitating their existence, independently of our consent and cooperation, but of our own brutish ignorance of the conditions of health and life to which our bodies have been subjected by their Maker. And I desire, also, to be here understood as not including in this moiety of unnecessary suffering and of untimely death a single one of that extensive class of cases which result from a slavish submission to some tyrannous appetite, such as intemperance for instance, where the knowledge, even if we possessed it, might be overborne in a conflict with the sensual desire; but I mean maladies, pains, and death which a bad man would be as quick to avoid as a good one, which every sane man would desire to escape from as he would from blindness or deafness, the gout or the toothache. Even were ignorance, then, to be classed among the greatest luxuries of life, it would be found too costly an indulgence to be borne by an economical people.[1]

The indispensableness of education to worldly prosperity has also been demonstrated. An ignorant people not only is but must be a poor people. They must be destitute of sagacity and providence, and, of course, of competence and comfort. The proof of this does not depend upon the lessons of history, but on the constitution of nature. No richness of climate, no spontaneous productiveness of soil, no facilities

[1] See letters of eminent physicians, in my Sixth Annual Report; also, Common School Journal, vol. 5.

for commerce, no stores of gold or of diamonds garnered in the treasure chambers of the earth, can confer even worldly prosperity upon an uneducated nation. Such a nation can not create wealth of itself; and whatever riches may be showered upon it will run to waste. The ignorant pearl divers do not wear the pearls they win. The diamond hunters are not ornamented by the gems they find. The miners for silver and gold are not enriched by the precious metals they dig. Those who toil on the most luxuriant soils are not filled with the harvests they gather. All the choicest productions of the earth, whether mineral or vegetable, wherever found or wherever gathered, will in a short time, as by some secret and resistless attraction, make their way into the hands of the more intelligent. Within the last four centuries the people of Spain have owned as much silver and gold as all the other nations of Europe put together, yet at the present time poor indeed is the people who have less than they. The nation which has produced more of the raw material and manufactured from it more fine linen than all contemporary nations is now the most ragged and squalid in Christendom. Let whoever will sow the seed or gather the fruit, Intelligence will consume the banquet.

It must be admitted, indeed, that when the people composing any particular state or country are compared with each other, the wisest are not always the wealthiest. This natural law, like others, is liable to fluctuations and disturbances from artificial and arbitrary institutions. Primogeniture, entail, monopoly, may derange its action. Yet even here, as if to add confirmation to the general principle, it is always found that the families of inferior minds who inherit wealth, and the imbecile sovereigns or rulers who inherit power, owe their elevation to the greatness of some ancestor, whose mental superiority not only won preeminence for himself, but for his descendants also. Where wealth or social position has not been earned or won by the possessors themselves, it is the representative of some ancestral talent whose force is not yet expended.

Who that visited the late Mechanics' Fair in the city of Boston was not bewildered by the number and diversity of the products of inventive genius and skill there exhibited? To the common observer it was profusion producing confusion. What would be the result and "sum total" of a mechanics' fair among a tribe in the interior of Africa or among the aborigines of our Western wilderness? Hardly more than a stone hatchet, a flint-headed arrow, a stick burned at the end and sharpened into a spear, and a few yards of tawdry wampum. Yet the variety and richness of the one compared with the poverty and rudeness of the other would be but feeble symbols of the relative power and weakness of the minds from which they sprung. And whence came the vast, the wonderful intellectual superiority? It came from the old slate and pencil; the bit of chalk and the bit of board, planed or unplaned; the spelling book, and the reading book, which have been found in every household through all our borders from the time of the first rude huts that went up, amid winter and storm, about Plymouth Rock, which have been the companions and playthings of every nursery and the business things of every schoolroom for more than two centuries, until the children, as if by force of hereditary instinct, seem to look round inquiringly after them almost as soon as they are born. These are the acorns whence the majestic forest has sprung.

If the difference between persons dwelling in the same community and living side by side be less striking to the senses, it is not less instructive to the reason. In my fifth annual report I presented the testimony of some of the most eminent and successful business men amongst us, proving from business data and beyond controversy that labor becomes more profitable as the laborer is more intelligent, and that the true mint of wealth, the veritable coinage of the country, is not to be found in magnificent Government establishments, at Philadelphia or New Orleans, but in the humble schoolhouse.

On the occasion referred to one of our most sagacious manufacturers declared, not

only in accordance with the conclusions of his own reason, but as the result of an actual experiment, that the best cotton mill in New England, if worked by operatives so low in the scale of intelligence as to be unable to read and write, would never yield the proprietor a profit—that the machinery would soon be worn out, the owner impoverished, and the operatives themselves left penniless. Another witness, for a long time superintendent of many work people, made the following striking remark: "So confident am I that production is affected by the intellectual and moral condition of help that whenever a mill or a room should fail to give the proper amount of work my first inquiry, after that respecting the condition of the machinery, would be as to the character of the help, and if the deficiency remained any great length of time I am sure I should find many who had made their marks upon the pay roll, being unable to write their names; and I should be greatly disappointed if I did not, upon inquiry, find a portion of them of irregular habits and suspicious character." [1]

Is it not, in fact, most palpably demonstrable from a comparison of the nature of man with the powers and properties of the material universe in which he is placed that he was designed to reach a point of intellectual and moral elevation far higher than any which the most favored people on the earth have yet attained? A material world, active with such invisible energies and constantly displaying such fitful changes as belong to our planet, would be the most cruel prison house to beings capable of perceiving its aspects but incapable of understanding its laws. The superiority of our affective and sympathetic faculties over those possessed by the lower orders of creation would only render us so much the more miserable and defenseless if we had not the faculties of reason and judgment, also, by which we are able to bring ourselves into harmony with surrounding circumstances. Without knowledge our present lives would be far more wretched than those of the brutes which perish, for we should be vulnerable on all sides, capable of suffering the keenest pain while incapable of avoiding its causes. The revolution of the seasons would inflict want and debasement upon the whole race if we could not foresee their vicissitudes and provide for their varying necessities. Comets and eclipses are fitted in their very natures to shed consternation and dismay upon the hearts of men until the intellect comes in to explain the sublime order that produces them.[2]

To the savage, thunder and lightning are tokens of divine wrath; while to the Christian philosopher they are only emphatic and vivid proofs of the greatness and wisdom of God. To the enlightened mind a tempest or a whirlwind is only a tempest or a whirlwind; but a barbarian dreads them a thousand times more for the anger of the gods which they denote and for the evils they portend than for any actual injuries which they inflict. The auroras of the north, so beautiful to the eye of science, have shaken myriads of hearts with fear. That numerous and varied class of phenomena which we call optical illusions are sources of the direst terror to the ignorant, while they gratify a philosophic curiosity with the purest delight. In short,

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[1] See Fifth Annual Report, pp. 86–100; also, Common School Journal, vol. 4, p. 361.

[2] It has been well said, "No eye has ever witnessed the spectacle of a total eclipse of the sun, even when announced with every characteristic of accuracy, without a shudder of awe, a sensation of deep terror, which reason in vain essays to subdue. The chilling and somber darkness which spreads over nature; the manifest terror of birds and animals; their instinctive retreat to the abodes of man, as if some awful danger was impending; the horror of the idea of the destruction of the great source of light and life, and the possible dissolution of nature—all conspire to render this one of the most terrific scenes that the eye of man has ever witnessed. What, then, must have been the horror which seized every spectator of this awful scene in those ages of the world when profound ignorance of its physical causes existed, and this terrible phenomenon burst suddenly upon the world, unanticipated and unannounced?

"The great Roman historian and annalist has, in a few graphic sentences, depicted the effect of an eclipse of the moon on the devoted legions of Pannonia. These hardy veterans, these iron men, born and bred to battle and to war, cowered before the awful spectacle, marched in agony to their contemned commanders and implored their forgiveness and deprecated the wrath of the avenging gods for their disobedience and insubordination."—Sidereal Messenger.

we know that all the wonders and glories which nature displays in her majestic course are only sources of superstition to those who have not learned her sublime laws—darkening the already darkened mind, debasing the debased, and terrifying the affrighted. It seems impossible that a benevolent Being could have gifted the human race with its high faculties if He had not provided for and ordained their development and education. All the other orders of animated nature are adapted to their condition; but a human soul, quickened by irrepressible impulses of curiosity, subject to the illusions of hope and to the agonies of fear, but with no power to unriddle the mysteries by which it is encompassed—with no power to realize the hopes spontaneously springing up within it or to emancipate itself from the bondage of fear—such a soul would be forever the trembling slave of nature, while nature would be a tyrant over it, deaf and remorseless. Whatever name might be given to the place of its habitation, it would be a habitation of unquenchable fire.

Knowledge and a highly developed and highly trained reason are to the temporal necessities of man what instinct is to the brute. But instinct is complete, perfect, self-active; while knowledge and reason can never reach any adequate height without vigorous self-effort and copious instruction from others. Far better, therefore, would it have been for mankind had they never been elevated in the scale of existence above the simian tribe—the ape, the monkey, or the baboon—than that they should have been endowed with the faculties of memory, of hope, of fear, and of imagination, without an adequate ability to derive wisdom from past experience and to make provision for future necessities. There is no earthly power but education which, by supplying these wants, can rescue the human race from sinking as much below the brute creation as they were designed to rise above it.

So, too, if the practice of equity, virtue, and benevolence were not possible for the race, its condition would be far more deplorable than that of any horde of wild beasts that ever prowled through a wilderness or hid themselves for ambush in the depths of a jungle. Even tigers and wolves, with all their ferocity, can inflict but a transitory pain upon each other or upon the weaker races around them. The most ingenious of all the animals have never invented machines to torture those of their own or of an inferior order. The iron boot, the thumbscrew, the rack, the fagot, are dreadful realities in natural history, but the infamy of their invention and their use belongs not to the brute creation. Brutes can not build ships and cross oceans to despoil or enslave a defenseless and kindred race in another hemisphere, nor can they forge any fetters, whether of iron or of law, which shall bind in remorseless bondage not only the victim himself, but generations of his descendants. Brutes can not bereave each other of their natural instincts, make the mother forget her young, the mated pair assail each other's lives, or the offspring lay parricidal hands upon its parent, by transforming the choicest fruits of the earth into poison, and selling this poison for ignominious gain. The most selfish and ignoble races that ever flew through the air or swam in the sea never availed themselves of the accidental possession of power to establish orders of patrician and plebeian, or of lord and commoner, and thus to doom one portion of their number to perform all the toil and bear all the burdens of the tribe while they themselves monopolized all its leisure and its luxuries. What a spectacle would be presented if a few individuals of some family of insects, gathering themselves into conclave upon some spire of grass in the middle of a vast plain, or upon some leaf in a boundless forest, should there presume, not only to adjudicate upon all the purposes of creation and all the mysteries of eternity, but should denounce imprisonment and torture, the fagot and the scaffold, upon all who would not bow to their authority and vow assent to their conclusions. There are tribes of the brute creation, it is true, which prey upon other tribes, but it is only for the satisfaction of a physical want, and when their hunger is appeased their fierceness subsides; but not in the north, where their rage is whetted by arctic cold, nor in the south, where their blood is fevered by tropical heats, do they ever inflict upon a victim

the life-long solitude of a dungeon or gratuitously burn his body and heap contempt upon his ashes for not believing as they believe, or for not acknowledging as the Great Spirit of the universe the idol which they may have set up. If, then, I say, it had not been a part of the divine determination in the creation of our race that its terrible propensities should be controlled and its higher susceptibilities advanced into supremacy, zoology has yet to discover the species of animals so vile, so wretched, so mutually predaceous, that mankind has not reason to envy them. If posterity is to be what history shows us that nineteen-twentieths of all the preceding world have been, what not less than four-fifths of it now are, then is man not the noblest but the ignoblest work of creation, the accursed and not the favored of heaven. Not believing in such a destiny, I believe there is a way to avoid it.

Having proved, then, in former reports, by the testimony of wise and skilled men, that disease may be supplanted by health, bodily pain by enjoyment, and premature death by length of life, merely by the knowledge and practice of a few great physiological principles, such as every person can easily master before the age of sixteen years; and having also shown, by testimony equally authentic and satisfactory, that intelligence, cooperating with the bounties of nature, is sufficient to secure comfort and competence to all mankind, I propose to myself in the residue of this report the still more delightful task of showing, by proofs equally unexceptionable and convincing, that the great body of vices and crimes which now sadden and torment the community may be dislodged and driven out from amongst us by such improvements in our present common-school system as we are abundantly able immediately to make.

During the last summer, in order to a clear and full presentation of the subject to those persons whose testimony I wished to obtain, I prepared a circular setting forth, with as much precision and completeness as possible, certain specific emendations of our present school system—only such emendations, however, as we can readily make—and appealing to the experience and judgment of the persons addressed, to know what would be the results were the system to be so amended. This circular was sent to teachers highly competent to give evidence on so important a subject—competent, from their science and from their personal experience, from the sobriety of their judgment and from their freedom from any motive to overstate facts, or to deduce inferences too broad for the premises on which they were founded. In fine, the circular was sent to persons whose elevated character and whose extended personal acquaintance with the subject-matter on which they testify place them above denial, cavil, or suspicion.

The circular and the answer to it follow:

Circular.

To ——— ———*:*

I desire to obtain the opinion of teachers who are both scientific and practical on a subject of great importance to the cause of popular education. Your long experience in school keeping, the great number of children whom you have had under your care, and your well-earned reputation as an instructor and trainer of youth prompt me to apply to you for answers to the subjoined inquiries.

My general object is to obtain such an opinion as your experience will authorize you to give respecting the efficiency in the formation of social and moral character of a good common-school education, conducted on the cardinal principles of the New England systems. In other words, how much of improvement in the upright conduct and good morals of the community might we reasonably hope and expect if all our common schools were what they should be, what some of them now are, and what all of them, by means which the public is perfectly able to command, may soon be made to become?

As we look around us we see that society is infested by vices both small and great. The value of life is diminished, and even life itself is sometimes made burdensome and odious by the existence amongst us of pests and nuisances in human form, whom the law forbids us to destroy, and whom, with all our efforts, we are unable wholly

to reform. Were we permitted to hunt out and exterminate from society a wicked or mischievous man as we would a prowling wolf from the sheepfold, or could we apply the sovereign antidote of extinction to a pestilent brood of children whom profligate parents are about to send forth into the world, we might then secure ourselves in a summary manner from present fears and from future annoyance. So, too, if we could arrest the momentum of long habit or win back to the paths of virtue those who by their frequent tread have worn the highways of vice both smooth and broad, we should then have access to a milder though a more laborious remedy. But the common sentiments of mankind would revolt at any proposal to prevent all violations of the moral code by extinguishing the life of the violators; and all history and experience afford concurrent proof that the inbred habits of grown men and women, their accustomed trains of thought and of action, are mainly beyond the control of secondary causes. Hence it is that a great part of the legislation of every State and nation, a vast majority of the decisions of all legal tribunals, and a still larger proportion of all the labors and expenditures of philanthropic and Christian men have been devoted to the punishment of positive wrong or to the vain attempt to repair its nameless and numberless mischiefs. Could these wrongs and mischiefs be prevented our descendants would inherit a new earth.

The classes of common offenses by which society is vexed and tormented are numerous, but the individual acts of commission under the respective classes are absolutely incomprehensible save by the Omniscient.

There is the detestable practice of profane swearing, which is motiveless and gratuitous wickedness. This is a vice which neither gives any property to the poor man nor any luxury to the rich one. It degrades even the clown to a lower state of vulgarity, and it would render the presence even of the most polished gentleman offensive and disgusting, if it were ever possible for a gentleman to be guilty of it.

Though greatly restricted at the present day in its destructive agency and gradually withdrawing itself from the more respectable and intelligent classes to the two extremes of society, to the luxuriously rich and the self-made poor, yet the vice of intemperance still exists amongst us. Wherever it invades it eats out the substance of families, not only consumes the means of educating children, but eradicates also the very disposition to educate them; involves the innocent in the sufferings of the guilty, even torturing them with superadded pangs of shame which the guilty do not feel, and, according to the divinely ordained laws of our physical being, it visits the iniquities of the fathers upon the children unto the third and fourth generation by sowing in their constitution the seeds of inordinate desires.

Below that degree of slander or defamation which the law denounces as punishable there exists such an amount of censoriousness and detraction as often estranges acquaintances, dissolves friendships, introduces discord into neighborhoods and communities, and sometimes entails hereditary animosities upon families and circles which might otherwise be blessed by harmony and peace.

Nor can the gross and cowardly offense of lying be omitted from this odious catalogue. This vice includes in its very nature so much of the assassin and the dastard that it lurks to inflict secret blows or only ventures abroad when large numbers, bound together by strong ties of passion or of interest, impart mutual confidence and boldness in the prosecution of a common object. Hence a private individual who is known as a liar is detested, scorned, and shunned, while profligate political defamers and sectarian zealots, inspired by a common sentiment of ambition or of intolerance and keeping themselves in countenance by their numbers and their partisanship, welcome this vice as an ally and rejoice in the successes obtained by its aid. No patriotism is proof against the rancor of party spirit, no piety or good works against the rage and blindness of religious bigotry.

In pecuniary transactions, the temptations to overreaching, to exorbitance, and to actual dishonesty are yielded to with a most lamentable frequency. The buyer takes advantage of the necessities of the seller, and obtains a transfer of his property for a small part of its value; or sometimes, by adroit management and preliminary scheming, he creates the necessity which places the victim within the jaws of his avarice. The seller knowingly overstates the quantity, the quality, or the value of the commodities he sells; and perhaps takes advantage of the ignorance or credulity of the purchaser to obtain a price which he knows to be exorbitant and inequitable. The employer often avails himself of the necessities of the employed to obtain his services for less than they are worth; he summons in hunger, and cold, and the sufferings of a dependent family, as advisers in helping to make an unrighteous bargain, and as sureties for its performance. Men without any pecuniary resources which they can call their own embark in hazardous speculations, where, if the rash adventure should chance to prove successful, they will pocket all the gain; but should it turn out to be disastrous, their creditors must suffer all the loss.

In some of the commercial countries of Europe, a merchant's insolvency affects his moral character hardly less than his pecuniary credit. If a bankrupt can not show that his deficiency of means was occasioned by some disaster which he could not control, or by some loss which he could not reasonably be expected to foresee, he forfeits his mercantile standing amongst honorable dealers, and can retrieve his character only by actual proof of returning or of newly created honesty. A second failure, unexplained and unatoned for, brands with disgrace, and expels not more from the traffic than from the companionship of honorable men.

The above classes of wrongdoing, together with many others of a kindred nature, are regarded by the law as minor offences. Some of them it does not undertake to punish; yet, from their widespread prevalence and great frequency, they perhaps inflict as large an aggregate of evil upon society as those of a more heinous and formidable character, but of less frequent occurrence.

In regard to offences of a graver nature—such as come under the head of crimes or felonies—the condition of our country compares favorably with that of any other part of Christendom. Especially will this remark appear true, if we consider the slight amount of preventive force made use of in any part of our Union to deter from actual transgression; and as a general rule the lightness of the penal sanctions held up as a terror to evildoers. Yet that there does exist amongst us an appalling amount of criminality of this deeper dye; that flagrant offences against the rights of property, of person, of reputation, and of life are perpetrated, is proved by the records of our criminal courts, and by the mournful procession of convicts and felons, whom we see on their way to our penitentiaries and other receptacles prepared for the guilty.

Including all classes of offenders, both the less and the more flagitious, it is undeniable that there exists amongst us a multitude of men of whom it may be truly said, that it would be better for the community had they never been born; or had they died in childhood before their propensities for evil had been developed, or before they had gone abroad to disturb the peace of society, and to destroy that sense of security which every honest man is entitled to feel. To thin the ranks of this host of enemies to the welfare of the race, or to cripple the evil energies of those who could not be wholly reclaimed, has been the object of philanthropists and sages from the beginning of time. Their efforts, however, have been expended a million fold more upon the old than upon the young; and a million fold more, also, in the way of punishment than of prevention.

Among the republics of ancient times, a few wise and sagacious men did clearly perceive the bearing of education upon character; and, of course, upon innocence and guilt, both personal and public; but among the masses of the people there never existed any settled and operative conviction of this truth; and not a single year can be pointed out in all their long annals, where a majority of those who held the reins of government, and framed the laws of the State, rose to any practical or even theoretical conception of the grand idea, that the vital intelligence or the stupidity, the integrity or the dishonesty of the people at large, will be measured and bounded by the kind and degree of the education imparted to its children, just as the zones upon the earth's surface are measured and bounded by the amount of sunlight which is shed upon them.[1]

In modern times this relation of early education to adult character has been more clearly and generally recognized as being what it truly to a very great extent is, a relation between cause and effect. As one means of establishing this truth, many earnest well-wishers of their race have made extensive collections of what are called the "Statistics of Education and Crime." The inmates of large penal establishments have been subjected to a personal examination, in order to ascertain whether a greater portion of them, than of the community at large from which they were taken, were wholly ignorant of letters. In this investigation the comparison has been made between those who were able both to read and write, and those who could perform neither or but one of these operations.

I will not dwell here upon the amazing absurdity of any definition of the word "education," whose spirit or whose terms are satisfied by the mere ability to read and write. Reading and writing may be, and among this class of persons they usually are, mere mechanical processes; and how such attainments should ever have been dignified by the name of education, or confounded with that noble culture of the soul which pours the noonday illumination of knowledge upon the midnight darkness of ignorance, which seeks to enthrone the moral faculties over all animal desires and propensities, and to make the entire course of instruction subservient to the great duties of love to God and love to man—how an absurdity so extravagant

[1] Even Marcus Aurelius declared himself satisfied if he could only improve a few persons; and he denied the possibility of establishing Plato's republic.

and now so obvious could ever have been committed can be explained only by reference to the low and unworthy ideas of education which once prevailed.

The naked capacity to read and write is no more education than a tool is a workman, or a telescope is a Laplace or a Le Verrier. To possess the means of education is not the same as to possess the lofty powers and immunities of education, any more than to possess the pen of a poet is to possess a poet's skill and "faculty divine;" or than the possession of the Gospel is the possession of that liberty wherewith Christ maketh his disciples free; and, that reading and writing are only instruments or means to be used in education, is a truism now so intuitively obvious as to disdain argument. And hence it is, that, of two persons one of whom can barely write his name or spell out a paragraph in a newspaper, while, to the mind of the other, the contents of all manuscripts and of all libraries have no more existence than nonentity has to his senses, it would be hazardous to affirm that the chances of the former for a virtuous life are much superior to those of the latter. Nor do the best authorities dispel all the clouds of doubt which hang over this question. Some writers maintain that crime actually increases in proportion to the diffusion of the rudiments of knowledge, provided the knowledge which is diffused stops with mere rudiments. I think, however, it must be conceded that the preponderance of names and of statistical results does, on the whole, clearly favor the opinion that crime recedes as knowledge advances; and that, as the full-risen sun enables a traveller to see his path and to avoid the dangers that beset it, so the first and faintest gleaming of the morning twilight helps him to discover his way and to shun its perils. It must also be remembered, that when great numbers are taken as the basis of comparison, all of whom possess the rudiments of knowledge, it will always happen that some of them will possess more than the rudiments. Hence, taking whole communities together, I believe the legitimate and inevitable conclusion to be that every advance in knowledge amongst a people is pro tanto an invasion of the domain of crime.

For years past, however, although I have carefully scrutinized these so-called "Statistics of Education and Crime," and am convinced that they do establish a distinction between the two classes—one of which can read and write, while the other can do neither of these things or but one of them—in regard to their relative exemption from crime, or exposure to it, yet I have never been able to bring myself to present these schedules to our people, as an argument in favor of that elevated and ennobling education to which it is their duty to aspire. I have felt that, by so doing, the argument would be shorn of half its power by the feebleness of the proofs brought to sustain it. It would be like exhibiting a taper to prove the existence of light, while surrounded by the sun's effulgence. Our present state of society, the form of government under which we live, the improvable faculties with which we have been endowed by our Maker, and the solemn destiny that awaits us, all demand vastly more than "a knowledge of the nature and power of letters, and the just method of spelling words," and the mechanical ability to imitate, with a pen, their written of printed signs.

Yet this degrading idea of education, which was first conceived in reference to the ignorant classes of Europe, has been, to some extent, adopted and acted upon in our own country. The last census of the United States, taken by authority of a law of Congress, and in compliance with a provision of the Federal constitution, proceeded upon this European fallacy. It virtually adopted the old line of distinction between education and ignorance, for it required an enumeration of all persons over twenty years of age who were unable to read and write. The results have been published and they are now embodied with the permanent statistics of the country. Towns, counties, and States are classed, their condition is mentioned with honor or with opprobrium, according to their relative position above or below this absurd standard of knowledge and culture. It is inevitable that this legislative sanction of such a standard—this naturalization of it, so to speak—should have a most baneful effect in debasing public opinion upon the subject. Facts of an interesting nature are presented, it is true, but their tendency is to rob education of all its noblest attributes.

But though the public mind always tends strongly to conform its modes of thinking to legal definitions, and to subscribe to opinions sanctioned by high authority, yet the common sense of the community, especially in the more educated States of the Union, has outgrown these contracted notions, and has claimed for the word education a far ampler and loftier significance. All intelligent thinkers upon this subject now utterly discard and repudiate the idea that reading and writing, with a knowledge of accounts, constitute education. The lowest claim which any intelligent man now prefers in its behalf is, that its domain extends over the threefold nature of man—over his body, training it by the systematic and intelligent observance of those benign laws which secure health, impart strength, and prolong life; over his intellect, invigorating the mind, replenishing it with knowledge, and culti-

vating all those tastes which are allied to virtue; and over his moral and religious susceptibilities also, dethroning selfishness, enthroning conscience, leading the affections outward in good will toward men, and upward in gratitude and reverence to God. In thousands of reports, prepared by school committees; in frequent addresses and lectures, delivered on public occasions; in all educational documents emanating from high official sources; and in every work pretending to scientific accuracy, or to any comprehensive outline of the subject, these sacred and majestic attributes have been set forth; and it has been demonstrated, hundreds of times over, that the effect of a sound education of the people must, not accidentally but necessarily, not occasionally but always, be, to repress the commission of crime and to promote the diffusion of human happiness; and that to act in conscious defiance or disregard of these truths is treachery to the best interests of our fellow men, and impiety towards the Author of the moral universe.

But, notwithstanding all that has been said, and so well said, as to the moral power of education in reforming the world, there have still been a vagueness and an indefiniteness in regard to the extent of that power which have shorn argument and eloquence of much of their strength. Nowhere have its advocates set forth distinctly and specifically how much they believe can be accomplished by it. When an alleged improvement is presented to a judicious man, he wishes to know whether and to what extent its benefit will exceed its cost. A capitalist will not aid a new enterprise with his money until he is satisfied of the profitableness of the investment, nor will a manufacturer purchase new machinery unless he is convinced that it will do better work in the same time or equal work in less.

It seems to me that the time is now arrived when the friends of this cause should plant themselves on a more conspicuous position, when, surveying the infinite of wretchedness and crime around them, before which the stoutest heart is appalled and humanity stands aghast, they should proclaim the power and the prerogatives of education to rescue mankind from their calamities. Founding themselves upon evidence that can not be disputed, and fortifying their conclusions by the results of personal experience, they should proclaim how far the miseries of men can be alleviated and how far the dominion of crime can be overthrown by such a system of education as it is perfectly practicable for every civilized community forthwith to establish, and thus they should awaken the conscience of the public to a sense of its responsibility.

The idea will be more distinctly presented under an inquiry like the following:

Under the soundest and most vigorous system of education which we can now command, what proportion or percentage of all the children who are born can be made useful and exemplary men—honest dealers, conscientious jurors, true witnesses, incorruptible voters or magistrates, good parents, good neighbors, good members of society? In other words, with our present knowledge of the art and science of education, and with such new fruit of experience as time may be expected to bear, what proportion or percentage of all children must be pronounced irreclaimable and irredeemable, notwithstanding the most vigorous educational efforts which in the present state of society can be put forth in their behalf; what proportion or percentage must become drunkards, profane swearers, detractors, vagabonds, rioters, cheats, thieves, aggressors upon the rights of property, of persons, of reputations, or of life; or, in a single phrase, must be guilty of such omissions of right and commissions of wrong that it would have been better for the community had they never been born? This is a problem which the course of events has evolved, and which society and the Government must meet. If, with such educational means and resources as we can now command, 80, 90, 95, or 99 per cent of all children can be made temperate, industrious, frugal, conscientious in all their dealings, prompt to pity and instruct ignorance instead of ridiculing it and taking advantage of it, public spirited, philanthropic, and observers of all things sacred; if, I say, any given proportion of our children, by human efforts and by such a divine blessing as the common course of God's providence authorizes us to expect, can be made to possess these qualities and to act from them, then just so far as our posterity shall fall below this practicable exemption from vice and crimes, and just so far as they shall fail to possess these attainable virtues, just so far will those who frame and execute our laws, shape public opinion and lead public action be criminally responsible for the difference. I can conceive of no moral proposition clearer than this. Society, in its collective capacity, is the possessor of all the knowledge and the owner of all the property in existence. Governments have been organized and are invested with power to use any needful amount of this property for purposes of education, and by holding out adequate inducements and remuneration they can command the services of the highest talent. Here, then, duty and the means to perform it come together. The only remaining question is how much can be done? For in a cause and for a pur-

pose like this nothing which can actually be done can be guiltlessly omitted. If it is proved with a reasonable degree of certainty that 99, 95, 90, 80, or any other given percentage of all children, can be rescued from vice and crime and can be so educated and trained as to become valuable citizens but the State refuses or declines to do this work, then the State itself becomes a culprit, and before the great Moral Judge who is seated on the throne of the universe it must stand a spectacle of shame and guilt, like one of its own inferior culprits before its own judicial tribunals.

With these preliminary observations, which seemed to be necessary in order to a full exposition of the object I have in view, I proceed to submit the following specific inquiries, and to request your answer to them:

1. How many years have you been engaged in school keeping, and whether in the country or in populous towns or cities?

2. About how many children have you had under your care, of which sex, and between what ages?

3. Should all our schools be kept by teachers of high intellectual and moral qualifications, and should all the children in the community be brought within these schools for ten months in a year, from the age of 4 to that of 16 years; then, what proportion, what percentage, of such children as you have had under your care could, in your opinion, be so educated and trained that their existence on going out into the world would be a benefit and not a detriment, an honor and not a shame, to society? Or, to state the question in a general form, if all children were brought within the salutary and auspicious influences I have here supposed, what percentage of them should you pronounce to be irreclaimable and hopeless? Of course, I do not speak of imbeciles or idiots, but only of rational and accountable beings.

You will perceive that in certain respects I am supposing no change in the present condition of society. I am taking families as they are now, and am allowing all the unfavorable as well as the favorable influences of the old upon the young to continue to operate, at least for a time, as heretofore. Nor do I suppose any sudden or transforming change in cooperative or auxiliary institutions—such as the Sabbath school, the pulpit, and so forth—although it is certain that such a state of things as is here outlined would gradually impart new vigor to all that advances the progress of society, while it would impair the force of all that retards it.

On the other hand, however, I am supposing two great changes. I am supposing all our children to be placed under the care of such a class of men and women as we now honor by the appellation of first-class or first-rate teachers, of such teachers as are able in the schoolroom, both to teach and to govern, and who, out of the schoolroom, will be animated by a missionary spirit in furthering the objects of their sacred vocation. I have also supposed that all the children in the community shall be brought under the forming hands of such teachers, from the age of 4 to that of 16, ten months in each year.

While, therefore, the above supposition leaves children exposed in many cases to the pernicious family and social influences, under which they are now suffering, it assumes that all the children, when out of school, shall meet only such children as are enjoying the same high training, the same daily instillation of moral principles as themselves. My supposition allows a continuance of the same family and adult influences, at least until these shall be supplanted by the better influences of the rising generation, action and reaction hastening results, because these influences are facts which no earthly power can cause to be immediately changed. But I have supposed this noble company of teachers, this length of schools, and this universality of attendance, because these are reforms on the present condition of things which can be effected without any great delay, at the furthest a very few years being an ample allowance for the completion of such a change.

To reduce my third question, then, within its narrowest limits and to make it as definite and precise as possible, suppose yourself to be stationed as a school teacher in a place similar to any of those in which you have before labored; suppose yourself, too, to be surrounded by teachers fully as capable and as zealous in all respects as yourself; and suppose, further, that all the children are brought under your care or theirs, as above specified—that is, for a period of twelve years, or from 4 to 16, and ten months in each year, and will you then please to declare what proportion or percentage of those under your own care you believe could be turned out, the blessing and not the bane, the honor and not the scandal, of society; and on what proportion or percentage—the complement of the other—would your experience compel you to pronounce the doom of hopelessness and irreclaimability?

Very truly and sincerely, yours, etc.,

HORACE MANN,
Secretary of the Board of Education.

I extract from the replies to this circular only the specific answers to the circular.

Letter from John Griscom, esq.

BURLINGTON, N. J., *August 27, 1847.*

MY ESTEEMED FRIEND: * * *

My belief is that, under the conditions mentioned in the question, not more than 2 per cent would be irreclaimable nuisances to society, and that 95 per cent would be supporters of the moral welfare of the community in which they resided.

With teachers properly trained in normal schools, and with such a popular disposition toward schools as wise legislation might effect, nineteen-twentieths of the immoralities which afflict society might, I verily believe, be kept under hatches, or eradicated from the soil of our social institutions.

Every step in such a progress renders the next more easy. This is proved not only on the grand scale of comparing country with country, and state with state, but district with its adjacent district, and neighborhood with neighborhood.

Finally, in the predicament last stated in the circular, and supposing the teachers to be imbued with the Gospel spirit, I believe there would not be more than one-half of one per cent of the children educated, on whom a wise judge would be "compelled to pronounce the doom of hopelessness and irreclaimability."

In nothing which I have advanced has it been my intention to advocate any sectarian instruction in our schools; or anything adverse to the statutory limits of the Massachusetts school system. I therefore expressly disavow any intention to recommend truths or doctrines as part of the moral instruction to be given in public schools, which any believer in the Bible would reasonably deem to be sectarian.

I am, with true esteem, thy friend,

JNO. GRISCOM.

Letter from D. P. Page, esq.

STATE NORMAL SCHOOL,
Albany, N. Y., November 20, 1847.

HON. HORACE MANN,

DEAR SIR: * * *

Could I be connected with a school furnished with all the appliances you name, where all the children should be constant attendants upon my instruction for a succession of years; where all my fellow-teachers should be such as you suppose, and where all the favorable influences described in your circular should surround me and cheer me, even with my moderate abilities as a teacher, I should scarcely expect, after the first generation of children submitted to the experiment, to fail, in a single case, to secure the results you have named. * * *

But I should not forgive myself, nor think myself longer fit to be a teacher, if, with all the aids and influences you have supposed, I should fail, in one case in a hundred, to rear up children who, when they should become men, would be "honest dealers, conscientious jurors, true witnesses, incorruptible voters or magistrates, good parents, good neighbors, good members of society," or, as you express it in another place, who would be "temperate, industrious, frugal, conscientious in all their dealings, prompt to pity and instruct ignorance, instead of ridiculing it and taking advantage of it, public-spirited, philanthropic, and observers of all things sacred;" and, negatively, who would not be "drunkards, profane swearers, detractors, vagabonds, rioters, cheats, thieves, aggressors upon the rights of property, of person, of reputation or of life, or guilty of such omissions of right and commissions of wrong that it would be better for the community had they never been born." * * *

With sincere regard, your friend,

D. P. PAGE.

Letter from Solomon Adams, esq.

BOSTON, *November 24, 1847.*

HON. HORACE MANN.

MY DEAR SIR: * * *

1. I have been engaged in this profession twenty-four years. The first five years in the country, the remainder of the time in a city.

2. My whole number of pupils is a little below two thousand. The last nineteen years my pupils have been females. Previously, both sexes. * * *

If a well-conducted education produces benevolence, justice, truth, patriotism, love to God, and love to man, in one case, the same education, in the same circum-

stances, will produce the same results in all cases. The results for which we look and labor sometimes fail, not because the great law of uniformity is at fault, but by reason of counteracting causes which may escape our most careful scrutiny. Does the failure impair our confidence in the uniformity of moral causes and effects? The moment the law fails, every cord that binds society together is sundered; society is disintegrated. Every social enactment by which society attempts to regulate its members, every motive by which one man hopes to influence another, assumes this uniformity. It is the hinge on which all social influences turn. Without it we could not shape moral means to moral ends. To destroy it—to doubt it—would be the moral unhingement of society.

In this great law are the teacher's hopes and encouragements. The great outline of the means he is to employ is well defined. It is his province to bring all those moral appliances to bear upon the soul, which are suited to lead it into harmony with truth and with God—to train it to the perception and love of truth and goodness. In doing this the faithful teacher is a coworker with God, and may confidently look to the Author of all good to give the crowning blessing to his strenuous endeavors. There are those (and I confess myself of the number) who believe and feel that all human endeavors, unaided by an influence from on high, will prove fruitless so far as the highest wants of the immortal spirit are concerned. Yet those who feel so can tell us of no way in which they are authorized to expect such an influence, and of no way in which it is exerted even by almighty power, except through the instrumentality of truth presented to the mind. There might as well be a conflagration without fire, or a flood without fluid.

I confess I do not see how our different theological views can essentially alter our modes of instruction. We are all to train the young in the way in which they should go, "giving line upon line, precept upon precept, here a little and there a little," waiting for and expecting precious fruit. The fruit may ripen slowly. From day to day you may not be able to see any progress. This holds true both in moral and intellectual training. But by comparing distant intervals progress is perceptible. At length a result comes which repays all the teacher's labor and inspires new courage for new efforts. You ask for my own experience. This is my apology for alluding with freedom to myself. Permit me to say that in very many cases, after laboring long with individuals almost against hope and sometimes in a manner, too, which I can now see was not always wise, I have never had a case which has not resulted in some good degree according to my wishes. The many kind and voluntary testimonials given years afterwards by persons who remembered that they were once my wayward pupils are among the pleasantest and most cheering incidents of my life. So uniform have been the results that I have unhesitatingly adopted the motto, "Never despair." Parents and teachers are apt to look for too speedy results from the labors of the latter. The moral nature, like the intellectual and physical, is long and slow in reaching the full maturity of its strength. I was told a few years since, by a gentleman who knew the history of nearly all my pupils for the first five years of my labor, that not one of them had ever brought reproach upon himself or mortification upon friends by a bad life. I can not now look over the whole list of my pupils and find one who had been with me long enough to receive a decided impression whose life is not honorable and useful. I find them in all the learned professions and in the various mechanical arts. I find my female pupils scattered as teachers through half the States of the Union, and as the wives and assistants of Christian missionaries in every quarter of the globe.

So far, therefore, as my own experience goes, so far as my knowledge of the experience of others extends, so far as the statistics of crime throw any light on the subject, I should confidently expect that ninety-nine in a hundred, and I think even more, with such means of education as you have supposed and with such divine favor as we are authorized to expect, would become good members of society, the supporters of order and law and truth and justice and all righteousness.

That I may not be misunderstood, allow me to add a few explanatory remarks.

I have no confidence in the reformatory power of education into which moral and religious influences do not enter. I assume—as anyone having the slightest acquaintance with your writings and teachings on this subject knows that you do—that the three great classes of powers—the physical, intellectual, and moral—shall each receive its proper training; and then I feel authorized to look confidently for that providential blessing which will secure the high results already alluded to. Without such a training I have no right to expect the blessing of Heaven or a good result; I do not fulfill the conditions on which such results are promised. * * *

It is to be feared, yea, to be for a lamentation, that comparatively few of teachers and still fewer of the community have looked upon a school education as anything more than a very limited intellectual training, leaving physical and moral culture to

take care of themselves. The school laws of Massachusetts have always contemplated other attainments and vastly higher ends. Yet it so happens that that part of the law has been best remembered and acted upon which speaks of reading, writing, and the elements of arithmetic. These have been insisted on chiefly with reference to their direct application to the business and traffic of life, as if it were the chief end of man to count coppers, pocket them, and keep them. While the law contemplates these elementary attainments as merely the beginnings and inlets to all the treasures of wisdom, how many have looked upon them as the education of the boy and the man! * * *

Very truly, your friend and obedient servant,

S. Adams.

Letter from Rev. Jacob Abbott.

New York City, *June 25, 1847.*

Hon. Horace Mann,

Dear Sir: * * *

1. I have been engaged in the practical duties of teaching for about ten years, chiefly in private schools in Boston and New York.

2. I have had under my care, for a longer or shorter time, probably nearly eight hundred pupils. They have been of both sexes, and of all ages from four to twenty-five.

3. If all our schools were under the charge of teachers possessing what I regard as the right intellectual and moral qualifications, and if all the children of the community were brought under the influence of these schools for ten months in the year, I think that the work of training up the whole community to intelligence and virtue would soon be accomplished, as completely as any human end can be obtained by human means.

I do not think, however, that, so far as the formation of the habits of virtue in the young is concerned, the accomplishment of the result depends either upon the intellectual powers or attainments of the teacher, or upon the amount of formal moral instructions which he gives his pupils. Knowledge alone has but little tendency to affect the feelings and principles of the heart; and formal moral instructions, except as auxiliaries to other influences, have very little power, according to my experience, over the consciences and characters of the young.

The true power of the teacher in giving to his pupils good characters in future life, seems to me to lie in his forming them to the practice of virtue, while under his charge, by the influence of his own personal character and actions. To do this, however, he must have the right character himself. He must be governed, in all that he does, by high and honorable principles of action. He must be really benevolent and kind. He must take an honest interest in his pupils—not merely in their studies and general characters, but in all their childish thoughts and feelings, in the difficulties they encounter, in their temptations and trials, in their sports, in their contentions, in their troubles—in everything, in fact, that affects them. He must, in a word, feel a strong interest and sympathy for them, in the thousand difficulties and discouragements they must encounter, in slowly finding their way, with all their ignorance and inexperience, to their place in the complicated and bewildering maze of human life.

A teacher who takes this sort of interest in his pupils will understand them and sympathize with them, in a way which will at once command their kind regard, and give him a powerful, and, in the view of others, a very mysterious ascendancy over their minds. They feel as if he was upon their side, taking their part, as it were, against the difficulties, and dangers, and troubles, which surround them. Thus he becomes one of them—a sharer in their enjoyments—a partaker of their feelings. They come to him with confidence. He plans their amusements; he joins them in conversation; he settles their disputes. They see on what principles he acts, and they catch, themselves, the same mode of action, from him, by a kind of sympathy. They imbibe his sentiments insensibly and spontaneously, not because he enunciates them, or proves them in lectures, but because he exhibits them in living reality in his conversation and conduct. This sort of sympathetic action between heart and heart has far greater influence, among all mankind, than formal teachings and exhortations. It is the life and spirit of virtue, in contradistinction from the letter and the form. * * *

If all the children of this land were under the charge of such teachers, for six hours in the day, and ten months in the year, and were to continue under these influences for the usual period of instruction in schools, I do not see why the result would not be that, in two generations, substantially the whole population would be

trained up to virtue, to habits of integrity, fidelity in duty, justice, temperance, and mutual good will. It seems to me that this effect would take place in all cases, except where extremely unfavorable influences out of school should counteract it, which I think would hardly be the case, except in some districts in the more populous cities.

I am, very respectfully, yours,

JACOB ABBOTT.

Letter from F. A. Adams, esq.

Hon. HORACE MANN,

DEAR SIR: * * *

I do not hesitate to express the conviction that there is no agency which society can exert, through the Government, capable of exerting so great a moral influence for the rising generation as the steady training of the young in the best schools. * * *

In reply to the specific inquiry in your circular, What proportion of our youth would probably, under the advantages of schooling presupposed in the circular, fail of fulfilling honorably their social and moral obligations in society? I would say that in the course of my experience for ten years in teaching between three hundred and four hundred children, mostly boys, I have been acquainted with not more than two pupils in regard to whom I should not feel a cheerful and strong confidence in the success of the proposed experiment. In regard to these two cases I should not despair, but should have a strong preponderance of fear that under the best influences, such as you have supposed, they would still remain wedded to low and mischievous habits. From their peculiar temperament there was much reason to suppose that a life of steady and hard labor would do for them much, in a moral point of view, which the influences of school could not accomplish.

The class of youth I have had under my care would in some respects afford a better than average chance for the success of the experiment, as they in all cases have been exempt from the evils of poverty. In other respects, however, this exemption was counterbalanced by habits of self-indulgence, which could not have existed had the pecuniary means been wanting.

I remain, dear sir, with sincere respect and esteem, yours,

F. A. ADAMS.

ORANGE, N. J., *December 11, 1847.*

Letter from E. A. Andrews, esq.

NEW BRITAIN, CONN., *December 8, 1847.*

Hon. HORACE MANN,

DEAR SIR: * * *

In reply to your first and second questions, permit me simply to remark that I have been connected with the department of education, either as pupil or as teacher, for more than fifty years. I have instructed both in the country and in cities; in the former I have, for the most part, had the charge of only a few select pupils; in the latter, for about twenty years, I was connected with large institutions of instruction. I have no means of determining with any tolerable approach to accuracy the whole number of my pupils, nor the proportion of each sex. * * *

I do not hesitate to express my conviction that such an education as your question supposes, continued for so long a period as twelve years, and including all the children of the community, would remove a very large portion of the evils with which society is now burdened. I need not say that I would be far from attributing so important results to any system of merely intellectual training, or even to the most perfect combination of intellectual, physical, and moral discipline, to the exclusion of that which is strictly religious. Such a qualification of my meaning might have been necessary, on account of the limited sense in which the word education is often used, had not the necessity been removed by the express terms of the conditions annexed to the questions in your circular.

It may indeed be feared that society is not yet fully prepared to put forth the effort necessary to accomplish so desirable a result; but I can not believe that the time is very remote when its attainment will be considered an object of paramount importance. It can not be that the millions of intelligent men found in this and in other Christian countries can much longer permit their feelings to be enlisted, and the resources of the communities to which they belong to be employed, in promoting objects of far inferior value; while the advantages of a good system of general education are, in so great a degree, overlooked. If, as I fully believe, it is in the power of the people of any State, by means so simple as your question supposes,

and so completely in their own power as these obviously are, so to change the whole face of society in a single generation that scarcely 1 or 2 per cent of really incorrigible members shall be found in it, it can not be that so great a good will continue to be neglected, and the means for its attainment unemployed.

In forming our estimate of the probability of so important a result as I have supposed, it must not be forgotten, that, simple as are the means now proposed for its attainment, they have never been employed, so far as I know, in any extended community whose experience is on record. In Scotland, and of late in Prussia, a considerable approximation has been made toward reaching the supposed conditions, and with benefits, it is believed, fully corresponding with the degree of perfection of their respective systems. The common schools of New England, which have done so much to elevate her character, have still fallen immeasurably short of the conditions supposed. With all their acknowledged defects, however, the instances, I believe, are few in which those who have been trained in them, from childhood to the close of the period usually allotted to education in these schools, have afterwards, on mingling with the world, proven to be incorrigibly vicious, a burden rather than a benefit to society. The records of our criminal courts and the doors of our penitentiaries, have seldom been opened to those who, in childhood, had been in regular daily attendance, for ten or twelve years, upon the exercises of our common schools, however imperfect these schools may have been in their organization, and notwithstanding all the evil influences of uneducated associates to which the pupils have been exposed when out of school. The cell of the convict has, on the contrary, been almost uniformly occupied by those who have enjoyed few of the benefits of our common schools; and even the tenants of our poorhouses, it is believed, have, in most instances, belonged to the same unfortunate class. * * *

Very truly, yours, etc.,

E. A. Andrews.

Letter from Roger S. Howard, esq.

Thetford, Vt., *September 1, 1847.*

Hon. Horace Mann,

Dear Sir: * * *

Judging from what I have seen and do know, if the conditions you have mentioned were strictly complied with, if the attendance of the scholars could be as universal, constant, and long-continued as you have stated, if the teachers were men of those high intellectual and moral qualities, apt to teach, and devoted to their work, and favored with that blessing which the word and providence of God teach us always to expect on our honest, earnest, and well-directed efforts in so good a cause, on these conditions, and under these circumstances, I do not hesitate to express the opinion that the failures need not be, would not be, one per cent. Else, what is the meaning of that explicit declaration of the Bible, "Train up a child in the way he should go, and when he is old he will not depart from it?"

I am aware that the opinion I have expressed above may by some be considered extravagant. But I have not formed or expressed it without deliberation. During all my experience as a teacher, I have never known the scholar whom, if brought within the reach of these salutary and auspicious influences for the length of time named, I should now be willing to believe, or dare to pronounce, utterly hopeless and irreclaimable. I do not mean to say that I never failed. But I do say that, in some of the most difficult and desperate cases I have ever met with, as a teacher, the result of direct, special, and perserving effort was such as to create the conviction that, with more zeal, patience and perseverance, and especially with the favoring influences above alluded to, success would have been certain and complete. And this conviction became more settled and strong the longer I continued to teach.

The power of a truly enlightened and Christian system of common-school education is but little understood and appreciated. When parents shall begin to feel, as they ought, its importance, when the community generally shall be willing to make the necessary efforts and sacrifices, and when teachers of the requisite literary qualifications and of high moral aims shall enter upon the work with a martyr's zeal, conscious that every day they are making deathless impressions upon immortal minds, then we shall see, as I believe, results which will greatly surpass the highest expectations of the most ardent and enthusiastic advocates of popular education.

But I am occupying more space than I intended, and will only add that I am, dear sir,

Very respectfully and truly, yours,

Roger S. Howard.

Letter from Miss Catherine E. Beecher.

BRATTLEBORO, *August 20, 1847.*

HON. HORACE MANN.

DEAR SIR: In reference to the questions you propose, I would reply that I have been engaged directly and personally as a teacher about fifteen years in Hartford, Conn., and Cincinnati, Ohio. I have had a few classes of quite young children under my care, for the purpose of making some practical educational experiments; but most of my pupils in age have ranged from twelve to twenty. I have had pupils from every State in the Union, and, though I have no precise records, I think the number can not be less than a thousand.

I have ever considered intellectual culture as subordinate to the main end of education, which is the formation of that character which Jesus Christ teaches to be indispensable to the eternal well-being of our race. Excepting the few classes of young children before named, my efforts have been directed to measures for reforming bad and supplying good habits and principles in minds already more or less developed by education; and this I consider a much more difficult work than the right training of minds as yet uninjured by pernicious influences.

In reference to the work of reforming miseducated minds, I have found that the noblest constructed minds when greatly mismanaged are most liable to become the worst, while at the same time they most readily yield to the reformatory measure, so that, as a general rule, with exceptions, of course, I should expect to do the most good to the worst class of pupils, and in some cases to make finer characters from this class than from those who, possessing less excitable temperaments, have not fallen so far.

I would also remark that in the results I should anticipate, in the case to be supposed hereafter, my chief hope of success would rest on the proper application of those truths and motives which distinguish the teachings of Jesus Christ from what is called "natural religion," and by modes of presentation more simple and practical than I have ever seen fully adopted, or than I ever adopted myself when a practical teacher.

With these preliminaries, which I hope will be carefully pondered and borne in mind as indispensable, I will now suppose that it could be so arranged that in a given place, containing from ten to fifteen thousand inhabitants, in any part of our country where I ever resided, all the children at the age of four should be placed six hours a day for twelve years under the care of teachers having the same views that I have, and having received that course of training for their office that any State in this Union can secure to the teachers of its children. Let it be so arranged that all these children shall remain till sixteen under these teachers, and also that they shall spend their lives in this city, and I have no hesitation in saying I do not believe that one, no, not a single one, would fail of proving a respectable and prosperous member of society; nay, more, I believe every one would at the close of life find admission into the world of endless peace and love. I say this solemnly, deliberately, and with the full belief that I am upheld by such imperfect experimental trials as I have made or seen made by others; but more than this, that I am sustained by the authority of Heaven, which sets forth this grand palladium of education, "Train up a child in the way he should go, and when he is old he will not depart from it."

This sacred maxim surely represents the divine imprimatur to the doctrine that all children can be trained up in the way they should go, and that when so trained they will not depart from it. Nor does it imply that education alone will secure eternal life without supernatural assistance, but it points to the true method of securing this indispensable aid.

In this view of the case I can command no language strong enough to express my infinite longings that my countrymen who as legislators have the control of the institutions, the laws, and the wealth of our physically prosperous nation should be brought to see that they now have in their hands the power of securing to every child in the coming generation a life of virtue and usefulness here and an eternity of perfected bliss hereafter. How then can I express or imagine the awful responsibility which rests upon them, and which hereafter they must bear before the great Judge of nations, if they suffer the present state of things to go on, bearing as it does thousands and hundreds of thousands of helpless children in our country to hopeless and irretrievable ruin.

Respectfully, yours, C. E. BEECHER.

P. S.—All I anticipate, as stated in my communication, may come to pass without any departure from your statutory regulations in regard to religious instruction, as I understand these statutes, and as I suppose them to be understood by the great body of those who formed them, and of those who are bound by them.

C. E. B.

The above answers are not choice specimens selected from among many; they are all I have received; and every person to whom the circular was sent was pleased to answer it. From conversations, held at different times, with many other teachers I believe the amount of testimony might have been very much increased, though no confirmation can be needed of its authority. The witnesses here introduced certainly possess all the requisites to entitle them to implicit credence. Their character for honor and veracity repels the idea of distrust. Years of experience in different places and the training of children in great numbers qualify them in point of knowledge to speak with authority, and they are exempt from any imaginable bias to warp or to color the truth.

From time immemorial it has been customary for Parliaments and other legislative bodies to commit important practical subjects to committees, and through their instrumentality to obtain the testimony of learned and skilled men on the matter of inquiry. Sometimes witnesses are heard at the bar of the House—that is, before the legislative body by whom the inquiry was instituted. Now I have desired, in the present case, to introduce testimony of such credibility and cogency that no legislative committee could report against it, and no legislative body could act against it, without incurring an historic odium, either for want of intelligence or want of integrity.

So, too, by the rules of "common law," all questions of fact are decided by the intervention of a jury. In ancient times, when the character of juries was very different from what it now is, they sometimes gave a corrupt verdict; that is, a verdict so contradictory to evidence as to be of itself proof that they had discarded the testimony adduced and been governed by some dishonest motive in their own breasts. A jury convicted of this offense was said to be "attainted." Its members were punished by a fine and rendered infamous ever after. It was my intention, in the present case, to introduce evidence of such authority and directness as if submitted to a jury and rejected by them would, under the ancient law referred to, subject them to the penalties of an "attaint."

There is one quality or characteristic common to all the witnesses whose testimony is above introduced which, as it seems to me, I am not only justified in stating, but which it would be inexcusable to withhold. All of them, without exception, are well-known believers in a theological creed one of whose fundamental articles is the depravity of the natural heart. They hold, in a literal sense and with regard to all mankind, that the innate affections or dispositions of the soul are "not subject to the law of God, neither indeed can be," until another influence, emanating from the Godhead, and equal in itself to an act of creation, shall have renewed them. With this private belief of the witnesses, of course, neither the board of education nor any man or body of men have aught to do, unless, indeed, it be to affirm their right to hold it, in common with every other man's right either to agree with them or to dissent from them. But as bearing upon the point under consideration the fact is most important; it adds great cogency to their testimony, and invests it, as it were, with a compulsory power. For, if those who believe that the human heart is by nature alienated from God, that its innate relation to the Holy One is that of natural repulsion and not of natural attraction, nor even of neutrality; if they, from their own experience in the education of youth, believe that our common-school system, under certain practicable modifications, can rear up a generation of men who will practice toward their fellow-men whatsoever things are true, honest, just, pure, lovely, and of good report; then, surely, a rational community can need no additional evidence or motive to impel it to the work of reform. And all those, if such there are, who believe that moral evil comes from the abuse or misuse of powers in themselves good, and not from any inborn and original predilection for wrong, may well take courage, and may tender their heartiest cooperation in furthering an enterprise which, even under fundamental postulates the most adverse, promises results

so glorious. If they who believe that there is a principle of evil in the human soul, lying back of consciousness incorporated as an original element into its constitution, beginning to be when the spirit itself began to be, and growing with it through all the primordial stages of its growth, which, indeed, belongs to the antenatal period of every descendant of Adam, as much as spottedness belongs to an unborn leopard before it has a skin, or venom to an unhatched cockatrice before it has a sting; if those who believe this do nevertheless believe that our common-school system, with certain practicable modifications, can send out redeeming and transforming influences which shall expel ninety-nine hundredths of all the vices and crimes under which society now mourns and agonizes, then those who dissent from the belief that the natural heart is thus organically intractable and perverse, will be all the more ready to proclaim the ameliorating power of education, and will all the more earnestly labor for its diffusion. And the crowning beauty of the whole is that Christian men of every faith may cordially unite in carrying forward the work of reform, however various may be their opinions as to the cause which has made that work necessary; just as all good citizens may unite in extinguishing a conflagration, though there may be a hundred conflicting opinions as to the means or the men that kindled it. In short, it may be difficult to determine which class will act under the more conscience-moving motives—those who hold to a total depravity or corruption of the human heart, but still believe it can be emancipated from worldly vices and crimes by such instrumentalities as we can readily command; or those who hold that heart to be naturally capable of good as well as evil, and who therefore believe, not only that a still larger proportion of the race can be rescued from the dominion of wrong doing, but that a consummation so glorious can be reached at a still earlier period and with a less expenditure of effort.

But this divine result of staying the desolating torrent of practical iniquity by drying up its fountain head in the bosoms of the young, is promised only on the antecedence or performance of certain prescribed conditions. These conditions are the three following:

1. That the public schools shall be conducted on the cardinal principles of the present New England system;

2. That they shall all be taught, for a period of ten months in each year, by persons of high intellectual and moral qualifications—or, in other words, that all the teachers shall be equal in capacity and in character to those whom we now call first-class or first-rate teachers; and

3. That all the children in the Commonwealth shall attend school regularly—that is, for the ten months each year during which they are kept—from the age of 4 to that of 16 years.

As it is on the performance of these conditions that the renovation of society is predicated, it is, of course, necessary to show that they are practicable conditions. I therefore proceed to consider and, as I trust, to establish their practicability.

I. The first condition—namely, that the schools shall be conducted on the cardinal principles of the New England system—is already satisfied. The Massachusetts school system represents favorably the systems of all the New England States. Not one of them has an element of prosperity or of permanence, of security against decay within, or the invasion of its rights from without, which ours does not possess. Our law requires that a school shall be sustained in every town in the State—even the smallest and the poorest not being excepted—and that this school shall be as open and free to all the children as the light of day or the air of heaven. No child is met on the threshold of the schoolhouse door to be asked for money, or whether his parents are native or foreign, whether or not they pay a tax, or what is their faith. The schoolhouse is common property. All about it are inclosures and hedges, indicating private ownership and forbidding intrusion; but here is a spot which even rapacity dares not lay its finger upon. The most avaricious would as soon think of monopo-

lizing the summer cloud, as it comes floating up from the west to shed its treasures upon the thirsty earth, as of monopolizing these fountains of knowledge. Public opinion—that sovereign in representative governments—is in harmony with the law. Not infrequently there is some private opposition, and occasionally it avows itself and assumes an attitude of hostility; but perseverance on the part of the friends of progress always subdues it, and the success of their measures eventually shames it out of existence.

The law requires all public schools to be kept by a teacher whose literary and moral qualifications have been examined and approved by a committee chosen for the purpose by the people themselves. Not less than the six following branches of knowledge are to be taught in every town; namely, orthography, reading, writing, English grammar, geography, and arithmetic. The teaching of "good behavior," which includes all the courtesies of life, and all the minor morals, is also expressly enjoined. These peremptory requisitions are the minimum, but not the maximum. Any town may enlarge the course of studies to be pursued in its schools as much as it may choose, even to the preparation of young men for the university, or for any branch of educated labor. It may also bestow an equivalent education upon the other sex. The law also contains a further provision (subject, however, to be set aside by the express vote of a district or town), that in every school of more than fifty scholars in regular attendance an assistant teacher shall be employed. Although there is no statutory provision to this effect in any other of the New England States, yet the good sense of the community everywhere advocates this rule.

Nor are the needs of the intellect alone provided for. In prescribing the education to be given to the moral nature the law grows more earnest and impressive. Its beautiful and deep-toned language is, "It shall be the duty of the president, professors, and tutors of the university at Cambridge, and of the several colleges, and of all preceptors and teachers of academies, and all other instructors of youth to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction the principles of piety, justice, and a sacred regard to truth, love to their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded, and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will permit, into a clear understanding of the tendency of the above-mentioned virtues to preserve and perfect a republican constitution and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices." But lest any individual or body of individuals, forgetful of the divine precept to do unto others as they would be done unto, should seize upon this statutory injunction, or upon some part of it, as a pretext for turning the schools into proselytizing institutions, the law rears a barrier against all sectarian encroachments. That which is "calculated to favor the tenets of any particular sect of Christians" is excluded from the schools. The use of the Bible in schools is not expressly enjoined by the law, but both its letter and its spirit are in consonance with that use, and, as a matter of fact, I suppose there is not, at the present time, a single town in the Commonwealth in whose schools it is not read. Whoever, therefore, believes in the Sacred Scriptures has his belief, in form and in spirit, in the schools, and his children read and hear the words themselves which contain it. The administration of this law is intrusted to the local authorities in the respective towns. By introducing the Bible they introduce what all its believers hold to be the rule of faith and practice, and although, by excluding theological systems of human origin, they may exclude a peculiarity which one denomination believes to be true, they do but exclude what other denominations believe to be erroneous. Such is the present policy of our law for including what all

Christians hold to be right, and for excluding what all, excepting some one party, hold to be wrong.

If it be the tendency of all parties and sects to fasten the mind upon what is peculiar to each and to withdraw it from what is common to all, these provisions of the law counterwork that tendency. They turn the mind toward that which produces harmony, while they withdraw it from sources of discord, and thus through the medium of our schools that song which ushered in the Christian era, "Peace on earth and good will to men," may be taken up and continued through the ages.

The first condition, then, not only may be, but actually is, complied with, in the the school system of Massachusetts as now established and administered.

II. The second condition requires that all our schools shall be kept, for ten months in each year, by persons of high intellectual and moral qualifications—by persons equal in capacity and in character to those whom we now call first-class or first-rate teachers.

This condition supposes two things which, as yet, we are very far from having attained. The question is, are they attainable?

In regard to teachers, it supposes such an improvement as shall advance all those who are now behind what we call the front rank until they shall come upon a line with it. Of course if this be done, some will be found in advance of this line, for it never can happen, with regard to all the members of any profession, that they will stand precisely abreast. It supposes, also, that all our schools shall be kept for ten months each year.

The questions, then, for consideration under this head, are two, namely:

1. Is there, in the community at large, sufficient natural endowment or capacity from which, by appropriate training and cultivation, the requisite number of teachers possessing the supposed qualifications can be prepared? And

2. Can the towns and the State, separately or as copartners, bear the expense of maintaining the required class of teachers for the required length of time?

Is not the first question answered in the affirmative by observation and experience? For the last two generations, with exceptions comparatively few, all the eminent men of our State, whether men of letters, physicians, lawyers, clergymen, legislators, or judges, have taught school, more or less, during the early part of their lives. Now, it is no disparagement to say, respecting those who constitute at present our best class of teachers, that they are not superior in endowments or natural capacity, in industry or in versatility of genius to a vast number of their predecessors who, having labored for a limited period in this field, at length abandoned it in quest of some other occupation truly known to be more lucrative and falsely supposed to be more honorable. It is no unauthorized assumption, then, to say that great numbers of those who left the employment of school keeping for something deemed to be more eligible would, had they continued in it, have won the honor of standing in the foremost rank of this noble profession.

In the second place, to prove that there is no lack of natural talent in existence from which to form the supposed class of teachers, I may refer to the general history and experience of mankind in all other departments of human effort. No new calling has ever reached such an elevation as to insure honor and emolument to its professors which has not, without delay, attracted to itself an adequate number of followers. Witness the intrinsically odious profession of arms—a profession so odious that those have been held worthy of especial reward who resisted the natural love of ease and instincts of self-preservation to encounter its hardships and perils. So, also, has it been in regard to commerce and the useful arts; and in those truly dignified and honorable professions—the legal and clerical—where mind is the object to be acted upon, as well as the agent to act, the supply has generally exceeded the demand. Now, could the business of education take its stand in public estimation

by the side of the most honorable and lucrative callings in life, we are authorized by all the experience of mankind to conclude that it would soon cluster around itself an amount of talent, erudition, and genius at least equal to what has ever adorned any other avocation among civilized men.

But, independently of personal knowledge and of historic experience, may not a conclusive argument in support of the general position be drawn from the energy and versatility with which, as we all know, Nature has gifted the minds of her children? In the variety and strength of the capacities belonging to the race there must be the means or instruments by which Providence can accomplish every good work. Somewhere, in each generation, the powers exist by which the generation that is to succeed it may be advanced another stage along the radiant pathway of improvement. But in the whole of the past history of the world no generation has yet existed whose faculties have not, to a very great extent, lain dormant, to say nothing of the perversion of those which have been developed. But our free institutions cherish growth. The future with us is not to be measured by the past. The mind of the masses, which for so many ages had been crippled, and fettered after it was crippled, is here unbound. Under the stimulus applied to native vigor, talent and genius start up as naturally as vegetation in the spring. The desire of bettering one's condition springs from a universal instinct in the human mind. With us every man sees that the gratification of this desire is within his reach. Including the lifetime of a single generation—that is, within the last forty or fifty years—there is not a school district in Massachusetts, however obscure, which has shown any interest in the character of its schools, that has not sent out one or more men who have become conspicuous in some of the honorable positions of society. They are found throughout the Union—wherever enterprise or talent is rewarded. Those districts and, still more, those towns, where common schools have been an object of special regard, have sent forth many such men. While visiting different parts of the State, for the last ten years, facts in sufficient numbers to make a most interesting and instructive book have come to my knowledge, showing that those districts and towns, where special pains have been exerted and special liberality bestowed in behalf of common schools, have supplied a proportion of all the distinguished men of the vicinity corresponding with the superior excellence of the early education afforded them. So, on the other hand, neglectful towns and districts have been comparatively barren of eminent men. The great ears of corn will not grow on sand hills. Great men will not spring up in an atmosphere void of intellectual nutrition. Nature observes a law in this respect in regard to her spiritual as well as her physical productions. Now, although something has been done in Massachusetts for the culture and expansion of the common mind, yet indefinitely more may be done. Even were it admitted, therefore, that the State had not been able in the past times to supply the requisite number of teachers of the highest grade, it would by no means follow that she could not do so in the future.

The intrinsically noble profession of teaching has, most unfortunately, been surrounded by an atmosphere of repulsion rather than of attraction. Young men of talent are generally determined by two things in selecting an employment for life. The first of these is the natural tendency of the mind—its predisposition toward one pursuit rather than toward another. In this way nature often predetermines what a man shall do, and, to make her purpose inevitable, she kneads it, as it were, into the stamina of his existence. She does not content herself with standing before his will, soliciting or tempting him to a particular course, but she stands behind the will, guiding and propelling it, so that, from birth, he seems to be projected toward his object, like a well-aimed arrow to its mark. Those in whom the love of beautiful forms, colors, and proportions predominate are naturally won to the cultivation of the fine arts or to some branch of the useful arts most congenial to the fine. Those who have a great fondness for botany and chemistry, and to whom physiological

inquiries are especially grateful, become physicians. Persons enamored of forensic contests, roused by their excitements and panting for the eclat which their victories confer, betake themselves to the study of the law and become advocates. The clerical profession is composed of men whose minds are deeply imbued and penetrated with the religious sentiment, and who ponder profoundly and devoutly upon the solemn concerns of an hereafter.[1] This constitutional or moral affinity for one sphere of employment rather than for another predetermines many minds in choosing the object of their pursuit for life. It is like the elective attractions of the chemist, existing beforehand, and only awaiting the contiguity of the related substances to make their secret affinities manifest.

But this natural tendency is often subjected to a disturbing or modifying force; and it yields to this force the more readily as it is itself less intense and dominant. All minds have a desire, more or less energetic, for pleasure, for wealth, for honor, or for some of that assemblage of rewards which obtains such willing allegiance from mankind. Hence the internal, inborn impulse is often diverted from the specific object to which it naturally points, and is lured away to another object, which, from some collateral or adventitious reason, promises a readier gratification.

There is also a class of minds of vigorous and varied capacities which stands nearly balanced between different pursuits, and which, therefore, may be turned, by slight circumstances, in any one of many directions. They are like fountains of water rising on a table-land, whose channels may be so cut as to cover either of its slopes with fertility.

Now, the qualities which predispose their possessor to become the companion, guide, and teacher of children are good sense, lively religious sensibilities, practical, unaffected benevolence, a genuine sympathy with the young, and that sunny, genial temperament which always sees its own cheerfulness reflected from the ever-open mirror of a child's face. The slightest exercise of good sense makes it apparent that any one year of childhood will exert a more decisive control over future destiny than any ten years afterwards. The religious and benevolent elements seize instinctively upon the promise made to those who train up children in the way they should go. The love of children casts a pleasing illusion over the mind, in regard to everything they do—if, indeed, it be an illusion, and not a truth above the reach of the intellect—elevating their puerile sports into dignity, hailing each step in their progress as though it were some grand discovery in science, and grieving over their youthful wanderings or backslidings with as deep a sorrow as is felt for the turpitude of a full-grown man, or for the heaven-defying sins of a nation. So that genial, joyous, ever-smiling temperament, which sees only rainbows where others see clouds, and which is delighted by the reflection of itself when coming from one child's face, will never tire of its labors when the same charming image perpetually comes back from the multiplying glasses of group after group of happy children—ever varying, but always beautiful.

Now, I think we have abundant reason to believe that a sufficient number of persons, bearing from the hand of nature this distinctive image and superscription of a school-teacher, are born into the world with every generation. But the misfortune is that when they arrive at years of discretion, and begin to survey the various fields of labor that lie open before them, they find that the noblest of them all, and the one, too, for which they have the greatest natural predilection, is neither honored by distinction nor rewarded by emolument. They see that if they enter it many of their colleagues and associates will be persons with whom they have no congeniality of feeling, and who occupy a far less elevated position in the social scale than that to which their own aspirations point. If they go through the whole country and question every man, they can not find a single public-school teacher who has acquired

[1] This general remark must be taken with the exception of a few of the very worst men which any age ever produces. These become members of the clerical profession because, under the mask of its sanctity, they hope to practice their iniquities with impunity.

wealth by the longest and the most devoted life of labor. They can not find one who has been promoted to the presidency of a college, or to a professorship in it; nor one who has been elected or appointed to fill any distinguished civil station. Hence, in most cases, the adventitious circumstances which surround the object of their preference repel them from it. Or, if they enter the profession, it is only for a brief period, and for some collateral purpose; and when their temporary end is gained they sink it still lower by their avowed or well-understood reasons for abandoning it. Such is the literal history of hundreds and of thousands who have shone or are now shining in other walks of life, but who would have shone with beams far more creative of human happiness had they not been struck from the sphere for which nature preadapted them.

Look at the average rate of wages paid to teachers in some of the pattern States of the Union. In Maine it is $15.40 per month to males and $4.80 to females. In New Hampshire it is $13.50 per month to males and $5.65 to females. In Vermont it is $12 per month to males and $4.75 to females. In Connecticut it is $16 per month to males and $6.50 to females. In New York it is $14.96 per month to males and $6.69 to females. In Pennsylvania it is $17.02 per month to males and $10.09 to females. In Ohio it is $15.42 per month to males and $8.73 to females. In Indiana it is $12 per month to males and $6 to females. In Michigan it is $12.71 per month to males and $5.36 to females. Even in Massachusetts it is only $24.51 per month to males and $8.07 to females. All this is exclusive of board; but let it be compared with what is paid to cashiers of banks, to secretaries of insurance companies, to engineers upon railroads, to superintendents in factories, to custom-house officers, navy agents, etc., and it will then be seen what pecuniary temptations there are on every side, drawing enterprising and talented young men from the ranks of the teachers' profession.

Nor does the social estimation accorded to teachers much surpass the pecuniary value set upon their services. The nature of their calling debars them almost universally from political honors, which throughout our whole country have a factitious value so much above their real worth. Without entire faithlessness to their trust they can not engage in trade or commercial speculations. Modes of education have heretofore been so imperfect that I do not know a single instance where a teacher has been transferred from his school to any of those departments of educated labor in which such liberal salaries are now given. And thus it is that the profession at large, while they enjoy but a measured degree of public respect, seem shut out from all the paths that lead to fortune or to fame. No worldly prize is held up before them; and, in the present condition of mankind, how few there are who will work exclusively for the immortal reward. It supposes the possession only of very low faculties to derive pleasure from singing the praises of a martyr; but, to be the martyr oneself requires very high ones.

Hence it is, as was before said, that when the aspiring and highly endowed youth of our country arrive at years of discretion, and begin to survey the varied employments which lie spread out before them, they find that the noblest of them all presents the fewest external attractions. Those whose natural or acquired ambition seeks for wealth go into trade. The mechanical genius applies himself to the useful arts. The politically ambitious connect themselves with some one of those classes from which public officers are usually selected. Medicine attracts those who have the peculiar combination of tastes congenial to it. Those who ponder most upon the ways of God to men minister in sacred things. Who, then, are left to fill the most important position known to social life? A few remain whose natural tendencies in this direction are too vehement to be resisted or diverted; a somewhat larger number, who have no strong predilection for one sphere of exertion rather than for another, and to whom, under the circumstances peculiar to each, school keeping is as eligible as any other employment. But many, very many, the great majority,

engage in it not for its own sake, but only to make it subservient to some ulterior object, or (with humiliation be is said) perhaps only to escape from manual labor.

The profession of school keeping, then, as a profession, has never had an equal chance with its competitors. On the one hand, it has been resorted to by great numbers whose only object was to make a little money out of it and then abandon it; and, on the other, its true disciples, those who might have been and should have been its leaders and priesthood, have been lured and seduced away from it by all the more splendid prizes of life.

Even though, therefore, the profession of school keeping has not been crowded by learned and able men, devoting their energies and their lives to its beneficent labors, this fact wholly fails to prove that nature does not produce, with each generation, a sufficient number of fit persons, who, under an equitable distribution or apportionment of honors and rewards for meritorious services, would be found preadapted for school keeping in the same way that Newton was for mathematics, or Pope for poetry, or Franklin for the infallibility of his common sense. Indeed, the proportion of good teachers whom we now have, notwithstanding all their discouragements against entering and their seducements for leaving the profession, seem demonstrative of the contrary.

Thus far the argument has proceeded upon the basis that the required number of teachers, possessing the high grade of qualifications supposed, must equal the present number, such as these are. But it is almost too obvious to need mentioning that if the qualifications of teachers were to be so greatly enhanced and the term of the schools so materially lengthened, as is proposed, teaching would then really become a profession, and the same teachers would keep school through the year. Instead, therefore, of changing from male teachers in the winter to females in the summer, back again to males in the winter, and so on, alternately—the children of each school suffering under a new stepfather or a new stepmother each half year—they would enjoy the vastly improved system of continuous training under the same hands. This would diminish by almost one-half the required number of teachers for our schools; the poorer half would be discarded, the better half retained. Surely, under these circumstances, if a sufficient number of the very highest class of teachers could not be found, it would not be owing to any parsimony of nature in withholding the endowments, but to our unpardonable niggardliness in not cultivating and employing them.

Feeling now authorized to assume that the first proposition has been satisfactorily established, it only remains to be considered, under this head, whether the community at large—the towns separately, or the towns and the State by joint contributions—can afford to make such compensation as shall attract to this field of labor the high order of teachers supposed, and shall requite them generously for their services.

To induce persons of the highest order of talent to become teachers, and to deter good teachers from abandoning the profession, its emoluments must bear some close analogy to those which the same persons could command in other employments. The case, too, as presented in the circular, and upon which the evidence has been obtained, supposes the schools to continue for ten months in each year. Although in many large towns the schools are now kept more than this portion of the year, yet their average length for the whole State is but eight months. The increased expense, then, both of the longer term and of the more liberal compensation, must be provided for. Can the community sustain this expense?

Let us suppose for a moment that 99 per cent of our whole community should be temperate, honest, industrious, frugal people—conscientious in feeling and exemplary in conduct—is it not certain that two grand pecuniary consequences would immediately follow, namely, a vast gain in productive power and a vast saving in the criminal destruction and loss of property? Either of these sources of gain would more

than defray the increased expenses of the system, which, according to the evidence I have obtained, would insure both. The current expenses last year for the education of all the children in the State between the ages of 4 and 16 was $3.14 on an average for each one. Look into the police courts of our cities in the morning—and especially on Monday morning—when the ghastly array of drunkards is marched in for trial. A case may not occupy ten minutes, and yet the fine, costs, and expenses would educate two children for a year in our public schools at the present rate, or one child at double the present rate. The expenses incurred in punishing the smallest theft that is committed exceed the present cost of educating a child in our schools for a year. A knave who proposes to obtain goods by false pretenses will hardly aim at making less than $1,000 by his speculation. There are more than 150 towns in Massachusetts—that is, about half the whole number in the State—in each of which the annual appropriation for all its schools is less than $1,000. A burglar or highway robber will seldom peril his life without the prospect of a prize which would educate 500 or 1,000 children for a year. An incendiary exhibits fireworks at an expense which would educate all the children of many a school district in the State from the age of 4 to that of 16, while the only reward he expects is that of stealing a few garments or trinkets during the conflagration. In a single city in the State, consisting of 16,000 or 17,000 inhabitants, it was estimated by a most respectable and intelligent committee, that the cost of alcoholic drinks during the last year far exceeded the combined cost of all the schools and all the churches in it, although, for both religion and education, it is a highly liberal city. The police expenses alone of the city of New York are about half a million a year. But all these are but a part of the sluiceways through which the hard-earned wealth of the people is wasted. What shall be said of those stock swindlings and bank failures whose capitals of hundreds of thousands of dollars are embezzled in "fair business transactions;" whose vaults, sworn to be full of specie or bullion, remind one, on inspection, not merely of a pecuniary, but of a philosophical vacuum; what of those epidemic speculations in land—often fairyland, though void of both beauty and poetry—where fortunes change hands as rapidly as if dependent upon the throw of a gambler's dice; and what of those enormous peculations by government defaulters, where more money is engulfed by one stupendous fraud than Massachusetts expends for the education of all her children in a year? All this devastation and loss the public bears with marvelous, with most criminal composure. The people at large stand by the wreck-covered shore, where so many millions are dashed in pieces and sunk, and seem not to recognize the destruction; and—what is infinitely worse—there are those who rejoice in the howl of the tempest and the shrieks of the sufferers, because they can grow rich by plundering only here and there a fragment of property from the dead or the defenseless. By charity, by direct taxes, by paying 20 or 30 per cent more for every article or necessary of life than it is equitably worth, by bad debts, by the occasional and involuntary contributions of a pocketbook, a watch, a horse, a carriage, a ship, or a cargo, to which the robber and the barrator help themselves, by paying premiums for insurance, and in a hundred other ways, the honest and industrious part of the people not only support themselves, but supply the mighty current of wealth that goes to destruction through these flood-gates of iniquity. The people do not yet seem to see that all the costs of legislating against criminals, of judges and prosecuting officers, of jurors and witnesses to convict them; of building houses of correction, and jails and penitentiaries for restraining and punishing them, is not a hundredth part of the grand total of expenditure incurred by private and social immoralities and crimes. The people do not yet seem to see that the intelligence and the morality which education can impart is that beneficent kind of insurance which, by preventing losses, obviates the necessity of indemnifying for them—thus saving both premium and risk. What is engulfed in the vortex of crime, in each generation, would build a palace of more than Oriental splendor in every school dis-

trict in the land; would endow it with a library beyond the ability of a lifetime to read; would supply it with apparatus and laboratories for the illustration of every study and the exemplification of every art, and munificently requite the services of a teacher worthy to preside in such a sanctuary of intelligence and virtue.

But the prevention of all that havoc of worldly goods which is caused by vice transfers only one item from the loss to the profit side of the account. Were all idle, intemperate, predatory men to become industrious, sober, and honest, they would add vast sums to the inventory of the nation's wealth, instead of subtracting from it. Let any person take a single town, village, or neighborhood and look at its inhabitants individually, with the question in his mind—how many of them are producers and how many are nonproducers; that is, how many, either by the labor of the body or the labor of the mind, add value and dignity to life, and how many barely support themselves, and I think he will often be surprised at the smallness of the number by whose talent and industry the storehouses of the earth are mainly filled and all the complicated business of society is principally managed. Could we convert into coworkers for the benefit of mankind all those physical and spiritual powers of usefulness which are now antagonists or neutrals the gain would be incalculable.

Add the two above items together—namely, the saving of what the vicious now squander or destroy, and the wealth which, as virtuous men, they would amass—and the only difficulty presented would be to find in what manner so vast an amount could be beneficially disposed of.

But it is not to be disguised, whatever reforms may be instituted, that the cost of crime can not at once be prevented. For a season, therefore, and until the expense of education shall arrest and supersede the expenses of guilt, both must be borne. I wish to state the difficulty without extenuation. The question, then, is, Can both be temporarily borne?

The appropriations for which the towns voluntarily taxed themselves last year for the current expenses of the schools—that is, for the wages and board of teachers and for fuel—were $662,870.57. Adding the income of the surplus revenue, when appropriated for the support of schools, it was $670,628.13. The valuation of the State I suppose to be not less than $450,000,000. Last year's tax, therefore, for the current expenses of the schools was less than one mill and a half on the dollar—less than one mill and a half on a thousand mills. Taking the average of the State, then, no man was obliged to pay more than one six hundred and sixty-sixth part of his property for this purpose; or, rather, such would have been the case had there been no poll tax—had the whole tax been levied upon property alone. At this rate it would take six hundred and sixty-six years for all the property of the State to be once devoted to this purpose. And does not the portion of our worldly interests which is dependent upon public schools bear a greater ratio to the whole of those interests than 1 to 666? I need not argue this point, for who, out of an insane asylum—or even of the curable classes in it—will question the fact? Who will say that the importance of this interest as compared with all the earthly interests of mankind is not indefinitely greater than this? Who will say that to secure so precious an end as the diffusion of almost universal intelligence and virtue, and the suppression, with an equal degree of universality, of ignorance and vice it would not be expedient to do as the Bishop of Landaff once proposed that the British nation should do in an eventful crisis of its affairs—vote away, by acclamation, one-half of all the wealth of the kingdom? But there is no need of carrying our feelings or our reason to this pitch of exaltation. There is no need of any signal or unwonted sacrifice. There is no need of a devotion of life as is done in battle. There is no need of periling fortunes as is done every day in trade. There is no need that any man in the community should lose one day from his life, or an hour from his sleep, or a comfort from his wardrobe or his table. Three times more than is now expended—that is, 4½ mills

on every 1,000 mills of the property of the State, or only 1 part in 222, instead of 1 in 666—would defray every expense and insure the result. Regarded merely as a commercial transaction—a pecuniary enterprise whose elements are dollars and cents alone—there is not an intelligent capitalist in the State who would not, on the evidence here adduced, assume the whole of it, and pay a bonus for the privilege. When the State was convinced of the lucrativeness or general expediency of a railroad from Worcester to its western border, it bound itself at a word to the amount of $5,000,000; and I suppose it to be now the opinion of every intelligent man in the Commonwealth that when the day of payment shall arrive the road itself, in addition to all the collateral advantages which it will have conferred, will have paid for itself, and will then forever remain, not merely a monument of wisdom, but a reward for sagacity. Yet, what is a railroad, though it does cut down the mountains and lift up the valleys, compared with an all-embracing agency of social and moral reform which shall abase the pride of power and elevate the lowliness of misfortune? And those facilities for travel which supersede the tediousness of former journeyings and the labor of transportation, what are they when compared with the prevention of that "lamentation, mourning, and woe" which come from the perpetration of crime. When the city of Boston was convinced of the necessity of having a supply of pure water from abroad for the use of its inhabitants it voted $3,000,000 to obtain it; and he would be a bold man who would now propose a repeal of the ordinance, though all past expenditures could be refunded. Yet all the schoolhouses in Boston, which it has erected during the present century, are not worth a fourth part of this sum. For the supply of water the city of New York lately incurred an expenditure of $13,000,000. Admitting, as I most cheerfully do, that the use of water pertains to the moral as well as to the ceremonial law, yet our cities have pollutions which water can never wash away—defilements which the baptism of a moral and Christian education alone can remove. There is not an appetite that allies man to the brutes, nor a passion for vain display which makes him more contemptible than any part of the irrational creation, which does not cost the country more every year than such a system of schools as would, according to the evidence I have exhibited, redeem it almost entirely from its follies and its guilt. Consider a single factitious habit of our people, which no one will pretend adds any degree to the health, or length to the life, or decency to the manners of the nation—I mean the smoking of tobacco. It is said, on good authority, that the annual expenditure in the country for the support of this habit is $10,000,000; and if we reflect that this sum, averaged upon all the people, would be only half a dollar apiece, the estimate seems by no means extravagant. Yet this is far more than is paid to the teachers of all the public schools in the whole United States.

Were nations to embark in the cause of education for the redemption of mankind, as they have in that of war for their destruction, the darkest chapters in the history of earthly calamities would soon be brought to a close. But where units have been grudged for education, millions have been lavished for war. While for the one purpose mankind have refused to part with superfluities, for the other they have not only impoverished themselves, but levied burdensome taxes upon posterity. The vast national debts of Europe originated in war; and but for that scourge of mankind they never would have existed. The amount of money now owed by the different European nations is said, on good authority, to be $6,387,000,000. Of this inconceivable sum the share of Great Britain is about $4,000,000,000 (in round numbers, £800,000,000; of France, $780,000,000); of Russia and Austria, $300,000,000 each; of Prussia, $100,000,000; and the debts of the minor powers increase this sum to $6,387,000,000. The national debt of Great Britain now amounts to more than $140 for every man, woman, and child in the three kingdoms. Allowing six persons to each family, it will average more than $850 to every household—a sum which would be deemed by thousands and tens of thousands of families in that country to be a

handsome competence—nay, wealth itself—if it were owing to instead of from them.

It is estimated that during the twenty-two years preceding the general peace of 1815 the unimaginable sum of £6,250,000,000 sterling, or $30,000,000,000, had been expended in war by nations calling themselves Christians—an amount of wealth many fold greater than has ever been expended for the same purpose by all the nations on the globe whom we call savage since the commencement of the Christian era. The earth itself could not be pawned for so vast a sum as this, were there any pawnbroker's office which would accept such a pledge Were it to be set up at auction, in the presence of fierce competitors for the purchase, it would not sell for enough to pay its war bills for a single century. The war estimates of the British Government, even for the current year of peace, are $85,000,000; and the annual interest on the national debt incurred by war is at least $120,000,000 more, or more than $200,000,000 for a common and, on the whole, a very favorable year. Well might Christ, in the Beatitudes, pronounce His emphatic benediction upon the "peacemakers."

We have emulated in this country the same gigantic scale of expenditure for the same purpose. Since the organization of the Federal Government, in 1789, the expense of our military and naval establishments and equipments, in round numbers, is $700,000,000. Two of our ships of the line have cost more than $2,000,000. The value of the arms accumulated at one time at the arsenal in Springfield, in this State, was $2,000,000. The Military Academy at West Point has cost more than $4,000,000. In our town meetings and in our school-district meetings wealthy and substantial men oppose the grant of $15 for a school library, and of $30 for both library and apparatus; while at West Point they spend $50 in a single lesson at target firing, and the Government keeps 100 horses, and grooms and blacksmiths to take care of them, as an indispensable part of the apparatus of the Academy. The pupils at our normal schools, who are preparing to become teachers, must maintain themselves; the cadets at the Academy receive $28 a month during their entire term as a compensation for being educated at the public expense. Adding bounties and pensions to wages and rations, I suppose the cost of a common foot soldier in the Army can not be less than $250 a year. The average cost of female teachers in the public schools of Massachusetts last year was only $13.60 a month, inclusive of board, or at a rate which would give $163.20 for the year; but the average length of the schools was but 8 months, so that the cost of two common soldiers is nearly that of five female teachers. The annual salary of a colonel of dragoons in the United States Army is $2,206; of a brigadier-general, $2,958; of a major-general, $4,512; that of a captain of a ship of the line, when in service, $4,500; and even when off duty it is $2,500. There are but seven towns in Massachusetts where any teacher of a public school receives so high a salary as $1,000, and in four of these towns one teacher only receives this sum.

Had my purpose been simply to show the pecuniary ability of the people at large to give the most generous compensation to such a company of accomplished, high-minded, noble teachers as would lift the race at once out of the pit of vice and ignorance and superstition, as safely and as tenderly as a mother bears her infant in her arms; had my purpose been merely to show this pecuniary ability, then I have already said too much. But my design was not merely to carry conviction to the minds of those who would contest this fact, but to make the denial of it ridiculous.

III. But the consummation of this reformatory work is not promised except upon the performance of a third condition,—namely, that all the children in the State between the ages of 4 and 16 years shall be brought into school for ten months in each year. In other words, while the schools are kept the attendance of all the children upon them, with one or two exceptions to be hereafter noticed, must be regular.

Since the keeping of registers in our schools has made known the enormous amount of absences from them there is but one subject which has excited greater alarm or given rise to louder complaints. Teachers complain of this absence, because, while it increases their labors, it diminishes their success; indeed, it makes entire success an impossibility. Parents who do send their children regularly to school complain of it, because the tardy and the occasional comers are a dead weight upon the progress of those who are uniformly present and prompt. Committees complain of it in behalf of the towns which they represent, because it lowers the general standard of intelligence among the people, and because, taken on an average for the whole State, it incurs a total loss of from one-third to one-half of all the money which is annually levied by taxation for the support of schools. Men of wealth who have no children to send to school, or who for any reason send none, complain of it, because, though they may be willing to be taxed for the education of all, yet they are not willing to be taxed to have their money taken and thrown away. They think it, and with good reason, too, to be an intolerable hardship to be first confronted with the argument that they are bound to secure the general intelligence and morality of the people through the instrumentality of schools, and when they have acknowledged the validity of this argument and cheerfully paid their money to have the very men who so argued and so claimed turn upon them and say, We are still at liberty to throw your money away by keeping our children at home; and though you must keep the school regularly for us we have a right to use it irregularly, or not at all, as we please. Thus the delinquents, where they owe apology and repentance, retort with indignity and persevere in injustice.

I can not believe that our people will always, or even long, submit to this enormous abuse, now made known to them by well-authenticated documents. For an economical people, who form political parties on the subject of expenditures by the Government and make "retrenchment" a watch-word; for a people whose legislature sometimes debates for days together whether the salary of an officer shall be a few hundred dollars more or less, to continue to throw away, as was done last year, more than $200,000 on account of voluntary, gratuitous, and, in most cases, wanton absences from school is not credible. For a people who are sufficiently proud, to say the least, of their general intelligence and who are sincerely anxious to perpetuate and improve their moral character, to be willing to forfeit one-third part of all the blessings of their free school system, without any necessity or any plausible pretext, is not to be believed. This great evil must be dealt with according to its magnitude. Violent diseases demand energetic remedies. It would be as unwise in a State as in an individual to allow its precautions to diminish while its dangers increase; to sleep more quietly as peril becomes more imminent. When we know that a malady is dangerous and that a remedy is at hand wisdom dictates its speedy application.

I propose, then, to consider the objections that may possibly be urged to the regular attendance of all our children upon school for ten months in each year, from the age of 4 to that of 16 years. I believe them to be by no means insurmountable; nay, that their formidableness will wholly disappear if subjected to a candid examination.

1. It may be said that there is a class of parents amongst us who depend partially upon the labor of their children for the support of their families, and who are too poor to forego the earnings of these children for ten months in the year and for twelve years of their minority.

With regard to a portion of the class of parents referred to this suggestion would have a foundation in fact; with regard to another portion of them it would have no such foundation. It is well known that a class of parents exists amongst us who work their children that they may themselves be idle; who coin the health, the capacities, and the future welfare of their own offspring into money, which money when gained is not expended for the necessaries or the comforts of life, but is wasted

upon appetites that brutify or demonize their possessor. The objections of this class against permitting their children to be educated at the public expense are not legitimate. It would be infinitely better for them, for their families, and for the public if they were cut off from these means of sinful indulgence. It would improve their condition still further if they were obliged to be industrious, even though coerced to labor by the goads of hunger and cold. The best of all conditions for them would be that they should themselves labor for the support of their children at school, where those intellectual and virtuous habits would be formed and that filial piety inculcated which would lead the children in after years to return to their parents, with a generous requital, the favors they had received.

There is, doubtless, another portion of this general class with whom the alleged necessity for their children's earnings as a part of the means for family support is no pretence. The number or age of the family, sickness, misfortune, or other cause may render this or some other resource indispensable to the procurement of the necessaries and decencies of life. I would not underrate the number of the necessities of this class of persons; they have claims upon our warmest sympathies; but I have reason to believe that the class itself is not a very large one. Where the heads of the family enjoy good health; where they may have the assistance of their children who are of an age able to render it, for several hours each day, for one or two entire half days each week and for two months uninterruptedly each year the circumstances must be peculiar where industry and frugality, with such favors as the honest and praiseworthy poor may always count upon from their better-conditioned neighbors, will not supply the means of a comfortable subsistence.

Still cases of necessity do and will exist; and where the need is not supplied by individual charity there is no other alternative but to do it at the public expense. This would introduce no new principle into our legislation. It would be only a moderate but highly beneficial extension of an existing one. Our laws now provide for physical destitution, whatever may be its cause; and they enjoin upon school committees the duty of furnishing all needful school books at the expense of their respective towns, to all children whose parents are unable to procure them.

The question then arises, What degree of destitution—and there is no propriety in restricting this to physical destitution—makes it expedient for a wise government to interfere and afford relief? "Poor laws," as we understand the term, are of modern origin. They were not only unknown to all barbarous nations, but to most Christian and civilized ones, until a recent period. In England they date from the reign of Elizabeth. In Scotland, although in a small class of extreme cases legal relief may have been rendered, yet "poor laws" can hardly be said ever to have had an effective existence in that country. In Ireland they were unknown until recently. In this country they are almost coeval with our colonial settlements.

But there neither is, nor ever has been, any legal standard of poverty. The degree of destitution which shall entitle the sufferer to relief is not a fixed quantity, like the statutory length of a yard, or the Winchester bushel. The general notions of men as to what constitutes poverty range between wide extremes, according to their prevalent style of living, their enlightenment, and their benevolence. It is said that when the present King of France heard that the income of the Jewish banker in London amounted only to some hundreds of dollars each hour, he expressed his deep grief at learning that he was so poor. With us he who can command a comfortable shelter, decent clothes, and a sufficient supply of wholesome food for himself and family excites no special commiseration for his poverty; while there are places upon the earth where a potato a day is considered an independent fortune. Now, between these extremes, what shall the true definition of poverty be?

So the line which divides poverty from competence is not a stationary, but a movable one. The laws themselves change; and the same law, on a question like this, will be made to speak a very different language under different administrators. In

favor of the militia, or of the country's defense, our law exempts from attachment, execution, and distress, whether for debt or for taxes, the uniform, arms, ammunition, and accouterments which officers, noncommissioned officers, and privates are required to possess. In favor of the common sentiments of humanity, our law exempts also from attachment and execution not only wearing apparel, but a great variety of articles of household furniture—bedsteads, beds, bedding, an iron stove, fuel, and other commodities, to the value of $50; also a cow, six sheep, one swine, and two tons of hay; also the tools and implements used by a debtor in his trade, not exceeding $50 in value; and also rights of burial, and tombs used as repositories for the dead. Our legislation on this subject has been humanely progressive, as may be seen by reference to statutes 1805, chapter 100; 1813, chapter 172; 1822, chapter 93, section 8; 1832, chapter 58; 1838, chapter 145, etc. In a neighboring State, by a late law, a portion of the debtor's homestead is also brought within the same rule. In favor of learning and religion, all schoolbooks and Bibles used in the family are also exempted from attachment and execution for debt; and, as was before said, all schoolchildren destitute of schoolbooks are first supplied with them at the public expense, and where the parents are unable to reimburse the cost the supply is gratuitous. Massachusetts has from time to time founded and endowed hospitals for the insane, and she makes annual and liberal appropriations for the education of the blind and the deaf and dumb. She is now engaged in erecting a noble institution for the reformation of juvenile delinquents; and a commission, instituted by her, is inquiring at the present time into the condition of idiots, which unfortunate, repulsive, and hitherto outcast portion of the community, it is not to be doubted, she will soon gather together and, in imitation of the noble examples set by France, Switzerland, and Prussia, will educate to cleanliness, to decency, and to no inconsiderable degree of positive enjoyment and usefulness. Each one, too, of all these great movements, when carried out into execution, has proved economical, as well as philanthropic and Christian. What striking results, in proof of this, are exhibited by the statistics of the State Lunatic Hospital at Worcester. According to the last report of that institution which Dr. Woodward made, the average expense of 24 old cases, taking the first 24 on the list, and not selecting them or taking them at random, was $1,945.83 each, and their aggregate expense $46,700; while the average expense of the same number of recent cases, taking the last on the list who were discharged cured, was $41.53 each, and their aggregate expense $996.75; so that the whole expense of twenty-four recent cases was but about one-half as much as of one old one. That hospital already has far more than paid for itself by the saving it has effected, because without it all the new cases would have been old ones. I present these economical aspects of the subject by no means because I deem them to be the most important, but because all over the world there is a large class of persons with whom the pecuniary argument is the most persuasive and eloquent, and who will be induced to lend their services in aid of great social ameliorations only when they find that humanity is economy and that "godliness" is "great gain" in a worldly sense. They will then enlist for the sake of the "great gain," though quite indifferent as to the other quality. When I have been asked by persons from the fertile and exuberant regions of our own country or from transatlantic nations how it is that with our ungenerous soil and ungenial clime we are pecuniarily able to support these various and costly establishments, my answer has been that we are able because we do support them.

But the question recurs, What is poverty? What is that straitness of circumstances which for educational purposes would require a wise and profound statesman, and, of course, the State itself, to interpose and to supply those means for the education of the child which the parent is unable to render? It being proved if all our children were to be brought under the benignant influences of such teachers as the State can supply from the age of 4 years to that of 16, and for ten months in each year,

that ninety-nine in every hundred of them can be rescued from uncharitableness, from falsehood, from intemperance, from cupidity, licentiousness, violence, and fraud, and reared to the performance of all the duties and to the practice of all the kindnesses and courtesies of domestic and social life—made promoters of the common weal instead of subtractors from it—this being proved, I respectfully and with deference submit to the board, and through them to the legislature and to my fellow citizens at large, that every man is poor in an educational sense who can not both spare and equip his children for school for the entire period above specified; and that while he remains thus poor it is not only the dictate of generosity and Christianity, but it is the wisest policy and profoundest statesmanship, too, to supply from the public treasury—municipal or State, or both—whatever means may be wanted to make certain so glorious an end. These principles and this practice the divine doctrines of Christianity have always pointed at, and a progressive civilization has now brought us into proximity to them. How is it that we can call a man poor because his body is cold, and not because his highest sympathies and affections have been frozen up within him in one polar and perpetual winter from his birth? Hunger does not stint the growth of the body half so much as ignorance dwarfs the capacities of the mind. No wound upon the limbs or gangrene of vital organs is a thousandth part so terrible as those maladies of the soul that jeopard its highest happiness and defeat the end for which it was created. And infinitely aggravated is the case where children are the sufferers; where moral distempers are inflicted upon them by parents or are inherited by them from ancestors; where they are born into an atmosphere saturated with the infection of crime; where vice obtrudes itself upon every sense and presses inward through every pore to be imbibed and copied just as the common air forces itself into the nostrils to be breathed, and where in their early imitative transgressions they are no more consciously guilty than in the heaving of their lungs in an act of respiration.

Were a ship in midocean to be overtaken by a storm, to be dismantled, dismasted, and reduced to an unmanageble hulk, and while its crew were famishing and in momentary danger of foundering, were another ship to pass within hail, but to refuse all succor and deliverance, should we not justly regard the deed as an enormous atrocity? But what moral difference does it make whether we pass by our perishing "neighbor" on the sea or on the dry land? The pitfalls of perdition on shore are deeper and far more terrible, and are inhabited by direr monsters, than any ocean caves. Now, it is the children of the man who through sickness or other misfortune has not the means fully and thoroughly to educate them for the duties of life who represent this perishing and foundering crew, and the man who has superfluities, or even an independency of means, but refuses to aid in giving these children an education sufficient for all the common responsibilities of life, he is the hardened mariner who sails recklessly by and sees the helpless sufferers engulfed in the wake of his own proud vessel.

On this point, then, are we not authorized to conclude, in the first place, that the cases are comparatively few where parents can not afford to forego the earnings of their children and to send them to school for the length of time and with the regularity proposed; and, in the second place, were the cases of destitution far more numerous than they are, that there is still an abundance of means as well as an obvious duty on the part of the public to supply all deficiencies? Assuming the value of all the property in the State to be $450,000,000, the simple interest upon it alone at 6 per cent, and without any addition from earnings, is $27,000,000 annually. The industrial statistics of the State show that its income from all its occupations and trades is more than $100,000,000 annually, and even this does not include improvements upon its wharves, bridges, roads, or lands. Must such a State pare and clip and scrimp, and dole out its means with a niggardly hand when unfolding the mortal and the immortal capacities of its children?

2. But though the means for supporting the schools are abundant, and though the earnings of children as a part of the family's daily livelihood may be foreborne in one class of cases and made up in the other, a further question still remains, Can the State itself afford to forego these juvenile services? Can the machinery be operated, the shoes bound, the types set, the errands and "chores" done, and the doorbells tended if all children under 16 years of age are withdrawn from the performance of these kinds of service for ten months each year? Minors under 16 are let out to corporations to be employed in manufacturing establishments; they are taken into the families of the wealthy and forehanded as underservants; a few are employed as errand boys in the offices and shops of cities, and in several of the lighter handicrafts they are put to regular labor. There are no exact data by which to determine the number of children so employed in the State. Compared with the whole number of children in it between the ages of 4 and 16, I suppose it to be inconsiderable, so inconsiderable, indeed, that if their services in these employments were henceforth to be wholly discontinued it would subtract hardly an appreciable fraction from the aggregate products of our labor and machinery. A highly intelligent gentleman, who has been engaged in manufacturing business for many years, informs me that the company with which he is associated now employs 3,119 persons, namely, 2,571 in five cotton mills, 450 in two machine shops, and 98 in one woolen mill. In the cotton mills 346 persons are employed who are under 16 years of age, equal to 13 per cent. In the machine shops there are none. In the woolen mill there are 6, or 6 per cent. The average for the whole is about 11 per cent. He adds: "I am of the opinion that this statement may be taken as a fair representation, in regard to age, of the persons in these several employments. Very few are under 15. * * * This class of labor is not profitable to the employer, and, except in particular cases, is only employed from motives of charity. From my recollection of the labor required in print works [he was formerly extensively engaged in printing calicoes], I am inclined to think the proportion of persons under 16 is not greater than the average in the mills and shops before mentioned."

Here, then, is a statement worthy of implicit reliance respecting the largest branch of labor in which those children are employed who, on the proposed reformatory plan, would be sent to school. Can a substitute be found for this juvenile labor?

In the first place, if that class of parents who now coin into money their children's highest capacities for usefulness and enjoyment that they themselves may live in idleness and intemperance were peremptorily deprived of this source of gain they could perform a portion of the labor now exacted of the children; or, if not capable of performing this particular kind of labor, they could at least do some other work, and thus set free a class of persons who could perform it.

In the second place, manufacturers could employ, at a slightly enhanced price, a few more adults, or more persons over the age of 16. I trust that no liberal-minded manufacturer would object to employing older help at the present time on the plea of nonremunerating returns.

But, thirdly—a consideration of more significance than all the rest—the children who had enjoyed such a school development and training as we are now supposing would go into the mills, after the completion of their educational course, with physical and intellectual ability to help and with a moral inability to harm, which of itself would far more than compensate for all the loss of their previous absence. Take any manufacturer whose mind has ever wandered, even by chance, to a contemplation of the only true sources and securities of wealth, and what would he not give to have all his operatives transformed at once into men and women of high intelligence and unswerving morality; to have them become so faithful and honest that they would always turn out the greatest quantity and the best quality of work, without the trouble and expense of watching, and weighing, and counting, and superintending; that they would be as careful of his machinery as though it were

their own; that they would never ask or accept more in payment than their just due; that they would always consult their employer's interest, and never sacrifice it from motives of personal ease, or gain, or ill-will.

I have been told by one of our most careful and successful manufacturers that, on substituting, in one of his cotton mills, a better for a poorer educated class of operatives, he was enabled to add 12 or 15 per cent to the speed of his machinery, without any increase of damage or danger from the acceleration. Here there was a direct gain of 12 or 15 per cent—a larger percentage than that of the supposed whole number of children under 16 years of age in all our factories. And this gain was effected, too, without any additional investment of capital or any increased expense for board. The gain from improved morals would far exceed that from increased intelligence. On the whole, then, if all children under 16 years of age were withdrawn from the factories for ten months of each year, in order to be sent to school, there is reason to believe that the aggregate amount of the fabrics produced by the mills would not be diminished even a yard.

The above considerations have special reference to children employed in factories. I have selected this department of labor because I suppose that at least as many children under 16 are let out to service in factories as in all other branches of business taken together. The same views, with inconsiderable modifications, will apply to all others. It will be seen at a glance, therefore, that the contemplated diversion of children from manual labor to mental and moral pursuits will not be such as to impair the industrial resources of the State or to diminish the marketable value of its products.

But there is one remark which applies alike to all these classes of employers. They use the services of children not their own. Now, it must be conceded that there exists a well-grounded reluctance, on the part of free governments, to any such interference with parental relations as is not made necessary by the nature of the government itself or by the criminal conduct or culpable neglect of the parents. But those who employ other men's children for their own profit can not intrench themselves behind the sacredness of parental rights. Their object is their own personal gain, a lawful and laudable object, it is true, when pursued by justifiable means, but one which can not sanction for a moment the infliction of a positive injury upon any child, or the deprivation of any privilege essential either to his well-being or to the permanence and prosperity of the Republic. The Republic, indeed, if true to itself, can never allow any of its members to do what will redound to its own injury; and, where no parental title can be alleged, the assertion of any right over the labor of children has as little foundation in natural justice or equity as the tyrant's claim to the toil of his vassals. How can any man, having any claim to the character, I will not say of a Christian or a philanthropist, but to the vastly lower one of a patriot, use the services of a child in his household, his shop, his office, or his mill when he knows that he does it at the sacrifice, to say the least, of that child's highest earthly interests? How can any man seek to enlarge his own gains, or to pamper his own luxurious habits, by taking the bread of intellectual and moral life from the children around him?

I can anticipate but one objection more having the aspect of plausibility. It may be said that although the schools should be kept for the proposed length of time by teachers ennobled with all the intellectual and moral attributes contemplated, yet there are persons capable, like brutes, of bringing children into the world, but impervious to those moral considerations which should impel them to train up those children in the way they should go, and that in regard to this class of parents some coercive measures will be necessary to secure the attendance of their children at school. I admit this. But is coercion a new idea in a community where there are houses of correction, and jails, and State prisons, and the gallows? Surely bolts and bars, granite walls, and strangulating hemp are strange emblems of the voluntary

principle. Massachusetts has at the present moment about two thousand persons under lock and key, nineteen-twentieths of whom, had they been blessed with a good common-school education, would, according to the testimony I have adduced, be now useful and exemplary citizens, building up instead of tearing down the fabric of public welfare. With a population of between 800,000 and 900,000 she has at least 5,000 police officers and magistrates, armed with power to seize and restrain and bring to trial and punishment any transgressors of those laws which she has paid many other thousands for enacting. Does it not argue, then, a perversion of intellect or an obliquity of the moral sense to contend that a child, for the purpose of being blessed by the influences of a good school, can not be taken from a parent who is preparing him to become at least a private, if not an officer, in the great army of malefactors, while it is conceded that by and by, when this same child becomes a parent, he may then be taken from his children, imprisoned, put to hard labor, or put to death? So far as force is concerned, so far as any supposed invasion of private rights is concerned, does not the greater contain the less a thousand times over? If the State can send a sheriff's posse to take a man from his own bed at midnight and carry him to jail, to trial, and to execution, does it require a greater extension or a bolder use of its prerogatives for the same State to send a kind, moral guardian to take a child from the temptations of the street or from the haunts of wickedness and bring him within the benign influences of a good school?

Should it be said that in the case of the adult offender there has been a forfeiture of civil rights by some overt act of violation, while in the case of the child the violation is prospective only, I reply that nothing is more common than to arrest and imprison men on probable suspicion merely; nothing is more common than to hold men to bail in sums proportioned to the suspected offense, and when a man gives proof that he intends to do a wrong and is only awaiting a favorable opportunity to execute his intention nothing is more common than to put him under bonds for his good behavior. Every child who is not receiving a good education comes at least within these latter categories. He is an object of violent suspicion. The presumption is strong that he will not make a good citizen; that in some form or other he will get his living out of the earnings of his fellow-men or offend against their welfare. If the Commonwealth, then, has a right to imprison an adult, or hold him to bail on suspicion, or to bind him over to keep the peace and be of good behavior, has it not an equal, nay, a superior, right to demand guaranties for the child's appearance upon the stage of manhood, there to answer to the great duties that shall be required of him as a citizen? And a good education is surely better security than any bail bond that ever was executed. Has not the State a right to bind each child to his good behavior by imparting to him the instruction and by instilling into his mind the principles of virtue and religion, by which he shall be twice bound or doubly fastened (for such is the etymological meaning of the word religion) to perform with intelligence and uprightness his social and political duties when he becomes a man?

Nor is our legislation without numerous precedents in favor of securing education even at the expense of coercive measures. These precedents are scattered along our annals from the earliest periods of our colonial existence. The colonial law of 1642, after premising that "forasmuch as the good education of children is of singular behoof and benefit to any Commonwealth," ordered "that the selectmen of every town * * * shall have a vigilant eye over their brethren and neighbors, to see, first, that none of them shall suffer so much barbarism in any of their families as not to endeavor to teach, by themselves or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue, and knowledge of the capital laws;" and it imposed upon parents what, in those times, was a heavy penalty for neglect.

By the law of 1671 the selectmen were again required to see that all children and youth "be taught to read perfectly the English tongue, have knowledge in the capital laws," etc.

So the laws of the Plymouth Colony, after setting forth that "whereas many Parents & Masters either through an over respect to their own occasions and business, or not duely considering the good of their Children & Servants, have too much neglected their duty in their Education, whilest they are young & capable of Learning;" proceeded to make substantially the same requirements as were made by the above-cited provisions in the laws of the Massachusetts Bay Colony; and then declared that if any parents or masters, after warning and admonition, should still remain negligent in their duty, "whereby Children & Servants may be in danger to grow Barberous, Rude or Stubborn, & so prove Pests instead of Blessings to the Country," then "a fine of ten shillings shall be levied upon the goods of such negligent Parent or Master." If, after three months subsequent to the levying of this fine, "no due care shall be taken & continued, for the education of such children & apprentices," then a fine of twenty shillings was to be levied. "And Lastly, if in three months after that, there be no Reformation of the said neglect, then the Selectmen, with the help of two Magistrates, shall take such children & servants from them [the parents,] & place them with some Masters for years, (boyes till they come to twenty-one, and girls eighteen years of age,) which will more strictly educate and govern them, according to the rules of this Order."

Nor were the above enactments a dead letter. The earlier judicial and municipal records show that when the natural parent broke from the ties of consanguinity and duty by neglecting the education of his children the law interfered and provided a civil parent for them.

Modern legislation, it is true, has greatly relaxed the stringency of these provisions. No adequate substitute is to be found for them in our present educational code; and already neglected childhood is avenging itself upon society by its manhood of crime, not unfrequently by its precocity in crime, long before the years of manhood have been reached.

Compulsory enactments, however, still attest that all the spirit of our ancestors is not yet gone. Our laws provide in various cases that minor children may be bound out to service—males to the age of 21 years and females to the age of 18 years—but in all cases it is to be stipulated in the contract that they shall be taught to "read, write, and cipher." "Stubborn children" may be committed to the house of correction. Children in the city of Boston under the age of 16 years, whose "parents are dead or, if living, do, from vice or any other cause, neglect to provide suitable employment for or to exercise salutary control over" them, may be sent by the court to the house of reformation. By the late act establishing the State reform school male convicts under 16 years of age may be sent to this school from any part of the Commonwealth, to be there "instructed in piety and morality, and in such branches of useful knowledge as shall be adapted to their age and capacity." The inmates may be bound out; but, in executing this part of their duty, the trustees "shall have scrupulous regard to the religious and moral character of those to whom they are to be bound, to the end that they may secure to the boys the benefit of a good example and wholesome instruction, and the sure means of improvement in virtue and knowledge, and thus the opportunity of becoming intelligent, moral, useful, and happy citizens of the Commonwealth." Manufacturers and overseers in manufacturing establishments are prohibited under a penalty from employing any child in their factories under 15 years of age who has not attended some day school for a specified portion of the year within which he may be so employed; and they are also prohibited from employing any child under 12 years of age more than ten hours a day under any circumstances. In the case of fires, of explosive commodities,

of contagious diseases, of immigrant passengers from infected countries, etc., the law vests its officers with plenary and summary powers "to save the Republic from detriment."

Paley has said that "to send an uneducated child into the world is injurious to the rest of mankind; it is little better than to turn out a mad dog or a wild beast into the streets." It is difficult to conceive why he thought it to be any "better," since one uneducated, vicious man may do infinitely more harm to the world than all the rabid dogs or wild beasts that ever existed. Much as we may need energetic remedies against contagious diseases, we need them against contagious vices more; and quarantine laws in favor of moral health are the most necessary of all sanitary regulations.

But I forbear to press further considerations of this character upon the attention of the board. I hope that the great majority of our people will rather wonder why such an argument should be deemed necessary than be disposed to question its conclusions.

Having now surveyed somewhat at length the various points pertaining to this subject, a brief recapitulation may not be amiss.

The basis on which it is suggested that our public-school system shall be put is carefully defined in the circular.

In some important particulars no change is necessary, as our practice has already reached the point of theoretic excellence. Such are the unconditional rights of all children to enter the school—or their entire exemption from rate bills or any capitation tax, either as a condition precedent or subsequent of their attending school—the range of studies which may be taught; the provision for moral and religious instruction, with guaranties against its abuse, and so forth.

But, in other respects, important improvements are contemplated—no cardinal or organic change in the system itself, but only progression in courses already begun. Such are more befitting qualifications in teachers for the great work they undertake; the maintenance of the schools for a period of ten months in each year, instead of the present average of eight months; and, as a necessary consequence, the appropriation of moneys sufficient to sustain the prolonged school, and to pay the better qualified teachers; and, finally, the gathering into the schools, during their entire term, of all the children in the community between the ages of 4 and 16 years.

From the comprehensiveness of this last condition it is obvious that all cases of sickness, casualty, or other reasonable cause of absence, must be excepted. And equally clear is it that when any parent or guardian prefers to educate his children at home or in a private school, he should be allowed to do so—the means of education to be left wholly optional with everyone, provided assurance is given to the State that the end is attained.

So far as the proposed changes involve the appropriation of more money, it has been shown that the State possesses not only a sufficiency, but a redundancy of wealth for the purpose. Besides, when once in operation, the system will be found, not merely a self-supporting one, but one yielding large revenues, both saving and producing many times more than it will cost, requiting a single expenditure by a manifold remuneration.

So far as higher mental and moral attributes in teachers will be required, reasons have been offered to show that Nature, or the common course of Providence, supplies an abundance of intellectual power and of moral capability; but that through our present misuse or maladministration of these noble qualities they are either lost by neglect of culture or diverted to less worthy pursuits. There is no more iron in the world now than there ever was. We have only discovered how to use it more advantageously, for steamboats, for railroads, for machinery, and a thousand mechanical purposes; and thus in point of mere pecuniary value we have given it the first rank among the precious metals. There is no more water flowing down our streams now

than there was centuries ago. But we have just found out how to make it saw timber, grind wheat, and make cloth; and already it does a thousand times more work than all our 20,000,000 people could do, by their own unassisted strength, should every man vie with his neighbor in the severity of his toil and in the amount of his productions. There are no more individual particles of electricity in the air or in the earth to-day than there always have been. Forever since the creation there has been an inconceivable host of these particles—a multitude deriding all human power of computation—which have careered round the earth by laws of their own, each one being as distinct from all the rest and having as separate and independent an existence as one wild horse upon the prairies has from another. Long ago science learned how to catch and confine these natural racers, but it was not until our day that she discovered how to take them—one, ten, a hundred, or a thousand—and dispatch them as messengers to distant cities—to make them the common carriers of intelligence, whom no pursuers can overtake, no bribe can corrupt, nor robbers despoil. Thus it is with the capacities of the human mind. By the bounty of Providence they may be employed and made sufficient for the greatest work of reform. It is through our blindness and perversity that they are not yet used to achieve their sublime purposes. Like the iron, like the gravity of falling water, like the electric coursers, they, too, have the power of conferring unimaginable blessings upon the race; but as yet they have only been very partially enlisted in the highest services of humanity.

On the third point—that which contemplates the regular attendance of all the children upon the school (with certain specified exceptions), and even their compulsory attendance in a class of extreme cases—I rely upon legal precedents and analogies—upon the necessity which is imposed upon a republican government if it means to keep itself republican, and upon the broad principle that a parent who neglects to educate his child up to the point proposed proves that he has taken the parental relation upon himself without any corresponding idea of its solemnity, and thus, by the nonperformance of his parental duties, forfeits his parental rights. * * *

Such, then, is a condensed view or summary of the testimony given by credible and trustworthy witnesses on a subject so unspeakably important. The judicial mind can not fail to observe that the section of country whence these results of experience have been gathered is large, embracing all the States north and east of Pennsylvania. The schools have been both public and private, in town and country, have consisted of both sexes and of all ages, and have contained children from all the States in the Union. They have embraced thousands and thousands of the youth of the land; and commencing at a point of time now more than fifty years gone by they reach in unbroken continuity to the present day. We have, therefore, no isolated or solitary case, illogically generalized, and made to yield an inference too broad for its premises.

The coincidence of the results, too, to which the witnesses have come is on its face a very remarkable circumstance; but it is rendered still more remarkable by the fact that they made their statements without any concert or comparison of views, and in entire independence of each other. The proof, therefore, is not cumulative merely; but its cogency is raised to a mathematical power equal to the number of the witnesses.

Nor is it to be forgotten that each of the witnesses, in theological character, is a sincere believer in such an innate natural condition of the human heart as opposes the most formidable obstacles to success in moral training. Sovereign, indeed, must be the influences which can educe exemplary lives and a well-ordered society from a race each one of whom could say, literally, "I was shapen in iniquity, and in sin did my mother conceive me," in a race whose alienation from the righteous law of God is supposed to antedate volition and even consciousness, and to be mingled and inbred with the primary corpuscles of being. It was no disrespect toward the many able and eminent teachers of a different religious faith which deterred me from pro-

pounding the same questions to them and soliciting the results of their experience. But it was because I wished to know what was deemed to be practicable by those who saw the greatest difficulties to be overcome before success could be achieved. While, therefore, their statements were solicited, respecting the moral efficacy or "potentiality" of schools "conducted on the cardinal principles of the New England systems," yet it was my wish that each one should make his own theological views manifest on the face of his communication; so that governors, and legislators, and all leaders of public opinion, might see how much was believed to be attainable, even while contending against the most formidable obstacles. I reasoned thus, that if those who believe the battle ground to be most nearly inaccessible, and the enemy's intrenchments to be most nearly impregnable, and his power to be most nearly invincible, do still believe that victory can be won—then all would say, there should be no sleep in the camp until the war cry is rung and the hand-to-hand struggle is begun.

But I must not disguise the fact, nor in any way divert attention from it, that universality of education either public or private, is a substantive part of the plan here proposed and indispensable to its successful working. Indeed, I should have thought it nugatory and trifling to ask the opinion of any teacher about attainable results had this condition been omitted from the scheme. Had it been stipulated or supposed as a preliminary of the plan that 1 per cent only of the children might be left out of the schools, doubtless the witnesses would have made a deduction of at least 5 per cent in their estimate of results. They would have felt bound to make an allowance, not only for the abandoned class themselves, but for the poisonous influence of that class upon all the rest. Doubtless every advance in the qualification of teachers and in gathering more and more of the children within the renovating influences of the schools will yield a great reward of mental and moral benefits, but universality in the end to be accomplished demands universality in the means to be employed. If a contagious or infectious distemper were to break out in any quarter of the city and all its victims but one were to be removed, though this removal would abate something from the malignant type of the disease, and contract the circle of its ravages, yet who would feel secure while even one should remain to impart its virus by contact or radiate its noxious effluvia? In moral no less than in physical maladies the security of each is conditioned on the security of all. The confidence of every rational man must be impaired respecting the prospective virtue of his own children while the children of his neighbor are vicious, and for the comprehensive meaning of the word "neighbor" Christ is our authority. I thank God that there can be no safety for any until there is safety for all. Were the sky to be opened and a voice to address us audibly from the heavens it could not proclaim more articulately than is done by the common course of Divine Providence that God has made of one blood all nations of men to dwell on all the face of the earth, and that therefore, being by the law of consanguinity one brotherhood and one body, no one member of this body can suffer but all the members must suffer with it, and no one member can be truly honored but all the members must rejoice with it. Where men are religious, therefore, this principle appeals to their religion and enforces all its dictates; where men are not religious, but have only an enlightened selfishness, it invokes that selfishness to do good to others for the reflected benefits upon itself, and thus it leaves only those to pursue a different course who are morally selfish and intellectually blind. Hence any system of education which does violence to this great principle of universal benevolence, which circumscribes itself within the limits of a family, a caste, a party, or a sect, is but human weakness wrestling against divine power, and, under whatever specious disguises it may mask itself, it is only mortal selfishness seeking by feigned and counterfeited compliances to cajole Heaven out of blessings promised only to those who do unto others as they would that

others should do unto them. What right has any man or body of men to make the second table of the law of less account than the first, or to delude themselves with the belief that they love the Lord their God with all the heart while they do not love their neighbor as themselves? If God is our Father, all men must be our brethren.

I believe it would not be only practicable but easy for the legislature, at its ensuing session, now so soon to be commenced, to initiate a series of measures which in a very brief period would carry us through the earlier stages of the contemplated reform, measures which would command the ready assent of a vast majority of the citizens of Massachusetts and would thus leave but few of those unnatural cases—of those parents who are not parents—to be dealt with compulsively.

In concluding this report I shall not attempt to heighten the effect of the evidence and the argument which have been submitted by any effort to describe the blessedness of that state of society which the universal application of this reformatory agency would usher in. Such an endeavor would be vain. He who would do this must first behold the scenes and be thrilled by the joys he would delineate; he must borrow the language of the Paradise he would describe, and more than this he must be able to depict the depth and fierceness of the pains which have been inflicted by the crimes of mankind, not only upon the guilty perpetrators themselves, but upon the innocent circles of their families and friends; the terrors of the conscience-stricken malefactor; the sorrow and shame of children bemoaning a parent's guilt; the madness of the mother at the ruin of her child; the agony which brings down a father's gray hairs with sorrow to the grave; the pangs of fraternal and sisterly affection, to which a stain upon a brother's or a sister's name is a dark spot upon the sun of life, which spreads and deepens until it eclipses all the light of existence; all the varied cries of this mingled wail of distress, which have been heard in all lands and at all times from the death of Abel to the present hour; all these he must have power to describe who would describe the blessedness of a deliverance from them.

There is one consideration, however, which I can not forbear to introduce, because it appeals alike to all those various and oftentimes conflicting classes of men who are endeavoring in so many different ways to ameliorate the condition of mankind. Will not a moment's reflection convince them all that, so far as human instrumentality is concerned, education encompasses, pervades, and overrules all their efforts, grants them whatever triumphs they may achieve, and sets bounds to their successes which they can not overpass? Why does the advocate of temperance, every time he returns upon his circuit of beneficence, find his way again blocked up with the prostrate victims of inebriation? Why so long, in both hemispheres, have the divinest appeals of the advocate of peace been drowned by the din of mustering squadrons and the clarion of war? Why does the opponent of slavery, before he can strike the fetters even from one victim, see other fetters riveted upon the limbs of many more? Why do our moral-reform societies and our home-mission societies call annually for more money and more laborers wherewith to enter the ever-enlarging fields, as they open before them, of licentiousness and of irreligion? Why do those rich and powerful associations, formed for evangelizing the heathen world, see the very ships which carry out the gospel and its heralds, freighted also with idols made in Christian lands for those heathen to buy and to worship as true gods; and laden with a liquid poison, too, which sinks its victims to such a depth of debasement as to make common heathenism enviable? Why is it that the political parties into which our country is divided persist, year after year, in solemnly and unceasingly charging each other with heinous and premeditated offenses against the fundamental principles of our Government and the highest welfare of our people—charges which, if true, must brand the accused with infamy; if untrue, the accusers? So far as the members of

any one of these various parties are lovers of truth, of righteousness, and of peace, let them be asked what is the reason why they accomplish so little, and why so much ever remains to be done, and they will answer, and answer truly, that they do not fail through lack of reason or of authority, but because of blindness of mind or perversity of heart in those whom they address. The admonitions of history, the precepts of the gospel, the attributes of the Deity, are all on their side; but they are not heard, because they speak to adders' ears; they are not felt, because their words of fire fall upon stony hearts. It is not, therefore, better or more arguments that they need, but men capable of appreciating argument. Their eloquence is sufficiently electric and powerful were it not for the flintiness of the hearts that glance off its lightnings. They want men whose intellects are not blind to the most radiant truths; whose consciences are not as the nether millstone; whose prejudices have not become fossilized. The merits of the divinest cause may be all canceled by the demerits of the hearers, as the innocence of Christ was no better than guilt at the unholy tribunal of Pilate.

But in universal education every "follower of God and friend of human kind" will find the only sure means of carrying forward that particular reform to which he is devoted. In whatever department of philanthropy he may be engaged he will find that department to be only a segment of the great circle of beneficence of which universal education is center and circumference, and that it is only when these segments are fitly joined together that the wheel of progress can move harmoniously and resistlessly onward. Whether, therefore, he is struggling, on the one hand, to emancipate society from the thraldom of some particular enormity, which to him seems more flagitious than all the rest, or whether, on the other hand, he is striving to endue his age with some special virtue, in no way can he pursue his own peculiar aim so directly and so speedily as by preparing a generation of men, ninety-nine in every hundred of whom—even of the first subjects submitted to the experiment—shall be trained "to do justly, to love mercy, and to walk humbly with God." And however a portion of my fellow-mortals or I myself may feel in regard to the highest religious concernments of the soul, I trust there are none who believe that such an education as is here contemplated would be an obstacle, and not an aid, to the reception of divine truth. I trust there are none who would not readily adopt the language of Mr. Page, in his letter above cited, where he says: "I am fully of the opinion that the right of expectation of a religious character would be increased very much in proportion to the excellence of the training given, since God never ordains means which He does not intend to bless."

THE RELATION BETWEEN CRIME AND EDUCATION.[1]

By Edward D. Mansfield, LL. D.

* * * The general fact is apparent that education is a force restraining vice and crime. Where it is purely intellectual it restrains by teaching the truth expressed in the homely proverb that "honesty is the best policy;" where it rises to the dignity of a Christian education it teaches not only the restraint of the intellect, but the higher restraint of the conscience. In either case it is a restraining force, a moral power, over the appetites and passions of men.

Such being the general fact, we shall endeavor to demonstrate it by the statistics both of Europe and America, the latter being derived directly from the prisons, jails, and reformatories of the several States.

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[1] From the Report for 1872 of the United States Commissioner of Education, pp. 586–595.

THE RELATION OF CRIME TO EDUCATION IN EUROPE.

For the power to exhibit this subject as regards Europe we are indebted to Dr. E. C. Wines, who, as commissioner of the United States Government to organize the International Prison Congress, propounded a series of questions while traveling in Europe during 1871. Many of the reports were made under the direct supervision of the Government, and the figures may be taken as thoroughly reliable. We shall use here only the totals, disregarding minor details. In this way we shall present the relation of crime to education in Europe in the most striking view.

FRANCE.

Of this country, Malte Brun, the scientific geographer, begins his account thus: "The influence of France may be compared to that which ancient Greece possessed over the civilized world. The French language has become the language of courts and embassadors; the literature of the same people has been admired by the enlightened of every nation. The inference of the reader from this declaration must be that the French are really an educated people, and producing the highest results of education in the fruits of humanity and civilization. But if this were said of what is really the nation, that is, of a great mass of the people, it would be entirely untrue, and furnish a signal proof of the superficial manner in which history is written."

In another part of his work Malte Brun (quoting the tables of Balbi) shows the number of scholars (pupils in school) to be 1 in 23 of the population. The number of children and youth in the public schools of Ohio is rather more than 1 in 4 of the whole population. The number in the schools of France was at that time (1832) only one-sixth the number in proportion to the State of Ohio, or, in other words, of the number that ought to be in school in order to educate the whole people. This is corroborated by another statement, that in 1833 out of 38,000 French communities 14,000 were without any schools! In the meantime great efforts were made to increase popular education; but in 1870 there were still 800 communities totally without schools.

It is said there are now 5,000,000 children attending school, but as the population of France is now 37,000,000, even all that are now claimed to be in school is only 1 in 7.4—that is to say, only about one-half of what would be if the whole people were educated.

In 1856 there were only 63,000 primary schools, which at the usual proportion of pupils would give about 4,500,000 pupils, which corresponds with what has been stated, allowing for the increase of 1,200,000 since 1856, as stated by the French Government.

Looking then to the facts above given, that in 1832 only one-sixth of the French people were educated at all; that in 1856 less than one-half were educated, and that in 1870 only a half, we shall be within bounds when we say that in 1870 more than half the French nation were not educated at all. Now let us look at the number and proportion of crimes committed in such a population. Let us take such general facts as we have, without reference to details.

Malte Brun gives the average number of births annually at about 900,000, of which 74,000 were illegitimate. This is over 8 per cent of the whole. If we were to go into any neighborhood we should find each thirteenth child illegitimate. This shows how far ignorance has depraved the morals of the lower classes of the people. But as late as the past year (1871) it is stated in the papers that there had been 4,500 suicides in the city of Paris, which is two hundred fold the proportion which is found in the State of Ohio. If we suppose this to be exaggerated, or as a consequence of the recent war, there will be enough of this tremendous fact remaining to show how the want of the restraining force of education (especially of moral education) affects the very life of society.

Let us now proceed to trace the effect of this great ignorance in France on the number and character of crimes. The record is the most startling and convincing of anything we have seen in the annals of statistics. Dr. E. C. Wines gives this statement, derived from the best authorities:

Whole number of persons under arrest from 1867 to 1869		444,133
Number unable to read		442,194
Or	per cent..	95.63
Average number of convicts from 1866 to 1868		18,643
Number unable to read		16,015
Or	per cent..	87.28
Average number of juvenile prisoners from 1866 to 1868		8,139
Number unable to read		6,607
Or	per cent..	81.14

We have shown above that at least half of the French people is in a state of total ignorance. Let us assume it as just half. At that time France had, in round numbers, 36,000,000 of people. Then we find these proportions, viz:

In 18,000,000 of people "unable to read and write" there were 442,194 arrests; that is, 1 in 41.

In 18,000,000 of people who were commonly educated there were 1,939 arrests; that is, 1 in 9,291.

Thus proving the proportion of criminals in the uneducated classes to be two hundred and twenty-six times as great as that of the educated classes:

The reader may say, "This is an exaggerated case, and, while the facts are apparently true, this proportion will not hold good in other countries."

We shall show in the sequence that the same general principle is true, and that when the people of the different countries are more and more educated, then this proportion diminishes, until, if we could imagine such a thing, society would present itself on the one hand thoroughly educated, and on the other hand without crime and without reproach.

ENGLAND.

Our mother country is, in every just sense of the word, England. We therefore look with curious interest to the condition of her education, and its influence upon the production or the cure of crime. Let us look at the facts.

Dr. Wines gives the following figures:

Committed to county or borough prisons		157,223
Could neither read nor write		53,265
Proportion of totally ignorant	per cent..	34

IRELAND.

Wholly illiterate, or very imperfectly educated criminals:

Males	per cent..	21.74
Females	do....	63.24

BELGIUM.

Criminals unable to read	per cent..	49

SWITZERLAND.

Average of criminals unable to read through all prisons	per cent..	83

The prisons of Lenzbourg, St. Gall, and Neuchatel give these special figures:

Illiterate	per cent..	25.3
Inferior education	do....	36.9
Passable education	do....	30.4
Good education	do....	4.3

ITALY.

Illiterate in ordinary prisons	per cent..	40
Illiterate in bagnios (prisons of high grade)	do....	30

NETHERLANDS.

Criminals unable to read	per cent..	35 to 38

From the above we find that the proportion of criminals totally ignorant varies in different countries of Europe from 35 to 95 per cent; but this does not show the whole truth, for in the reports from prisons in the United States it is almost universally said that but few of the whole number have anything more than the lowest kind of education, and doubtless this is true of Europe. These statistics prove that in Europe ignorance among criminals is the rule and education the exception.

Let us now examine this question more minutely in regard to our own country.

THE RELATION OF CRIME TO EDUCATION IN THE UNITED STATES.

Mr. F. B. Sanborne, of Massachusetts, in a report prepared for the International Prison Congress, has made some general remarks upon the statistics of American prisoners which are very correct. He says:

The general condition of American prisoners, in point of education, is low, yet they are not so extremely illiterate as criminals are in many countries, if we except the colored criminals of the South.

In Massachusetts, for a period of eight years past, the statistics show very nearly one-third of all prisoners to be wholly illiterate; yet, in the highest prison, at Charlestown, the proportion of illiterate convicts since the beginning of 1864 has been scarcely more than 1 in 10.

What Mr. Sanborne has remarked of Massachusetts is in the main true of the whole United States, as will be seen from the numerous tables hereto annexed.

In the great aggregate of criminals the number of the totally illiterate is very large, but is by no means so large as in Europe, for the reason that no part of our country is so densely ignorant as many parts of Europe. So, also, on the other hand, there are some prisons where the number of the illiterate is small, because they are special prisons of cities, where the better educated criminals are apt to be confined. But we need not remark upon these facts till we exhibit the great mass of prison statistics we have gathered from the Middle and Western States.

The statements following give partial returns from seventeen States, all of them but three from the Middle and Western States. The aggregates, in regard to education, sum up as follows, viz:

Aggregate of prisoners	110,538
Aggregate of whites	91,427
Aggregate of blacks	6,396
Aggregate of foreign born	57,824
Aggregate of native born	41,942
Aggregate of those who can read and write	82,812
Aggregate of those who can read only	5,931
Aggregate of those who have no education	21,650

The discrepancies between the general aggregates and those for color and nativity are caused by the fact that in some prisons no record was kept of sex, color, or nativity. * * *

In regard to the above aggregate facts it may be observed—

1. That the whole number of those who can "read only" is described in the reports as in fact "very ignorant." To have learned to spell out words and read a little gives no real knowledge.

2. That the prison reports almost uniformly speak of the great number of those who "can read and write" as very deficient in education.

The general conclusion is that the great mass of prisoners is very ignorant; but in order to see this more clearly and understand it more thoroughly we shall analyze in the sequel the special reports of the prisons. In the meanwhile the general conclusions of the aggregates above, including the observations of the prison keepers, are as follows:

	Per cent.
The totally ignorant, as shown by those having no education, are	22
The totally ignorant and very ignorant	25
The very deficient, including these and a large share of those who can read and write	50

These proportions are, in regard to the ignorant, much below those of Europe; and they ought to be, for it is beyond all doubt that, except the negroes of the South, the mass of the people of the United States is much better educated than in Europe. This is especially the case in New England, New York, and the central States of the Northwest. But in either case the general fact is shown, beyond doubt or controversy, that ignorance is one great cause of crime, and that in elevating the education of society, both religious and intellectual, we advance the interests of society by diminishing crime.

Just so far, therefore, as society neglects to educate the people, just so far does it prepare the crime which the criminal commits.

Let us now examine our statistics in detail, with regard to color, nativity, and religious education.

In regard to sections of the country, taking the State prisons and jails of New York and Pennsylvania (deducting the metropolitan police reports) as representatives of the Middle States, we have these results, viz:

Aggregate number	12,772
Aggregate number of whites	11,268
Aggregate number of colored	1,465
Aggregate number of foreign-born	4,658
Aggregate number of native-born	8,003
Aggregate number of those who can read and write	8,501
Aggregate number of those who can read only	1,774
Aggregate number of those who have no education	2,360

The proportions are:

	Per cent.
The totally ignorant	19
The totally ignorant and very ignorant	33
The very deficient, at least	60

Let us take now the prisons and jails of the central Northwest, which includes the States of Ohio, Indiana, Illinois, Michigan, and Wisconsin.

Here we have the statistics of thirty penitentiaries, work houses, and jails, a sufficient number and variety to give a complete view of the subject in those States. The results are as follows, viz:

Aggregate number	18,931
Aggregate number of whites	14,362
Aggregate number of colored	1,524
Aggregate number of foreign-born	4,078
Aggregate number of native-born	4,851
Aggregate number of those who can read and write	8,722
Aggregate number of those who can read only	935
Aggregate number of those who have no education	6,565

The proportions are:

	Per cent.
Totally ignorant	40
Totally and very ignorant	46
The very deficient, at least	75

Let us now take the States west of the Mississippi to the Pacific. Of these we have the reports of four State prisons in the States of Minnesota, Iowa, Kansas, and California. The results are:

General aggregate	1,957
General aggregate of whites	1,187
General aggregate of colored	205
General aggregate of foreign-born	503
General aggregate of native-born	696
General aggregate of those who can read and write	1,333
General aggregate of those who can read only	221
General aggregate of those who have no education	403

The proportions are:

	Per cent.
Totally ignorant	21
Totally and very ignorant	31
The very deficient, at least	50

Now, let us take the only States that we have of those formerly slave States where the negro population prevails, viz, Maryland, Kentucky, Tennessee, Georgia, South Carolina. In these States the results are:

Aggregate number of prisoners	4,087
Aggregate number of whites	1,997
Aggregate number of colored	2,090
Aggregate number of foreign-born	267
Aggregate number of native-born	3,485
Aggregate number of those who can read and write	965
Aggregate number of those who can not read and write	1,435

The States of Georgia and Tennessee, having 1,124 prisoners, made no return of the state of education, and were otherwise defective. In the 2,400 returned, the following are the proportions of educated and uneducated, viz:

	Per cent.
Totally ignorant	60
Very deficient, fully	85

Thus we see that in the midst of the South, where the colored population is almost totally ignorant, we have the first approach in the United States to the educational condition of France in 1832, and of much of Europe now.

Comparing the several sections of the country as presented in the above tables, and including those who can read only (and that is usually very little) among the totally ignorant, we have these proportions. Those called "very deficient" are a low estimate, made from universal testimony of prisonkeepers:

	Totally ignorant	Very deficient.
	Per cent.	*Per cent.*
In New York and Pennsylvania	33	60
Central Northwest	46	75
West and Pacific	31	50
The South	60	85

The returns from the "West and Pacific" are deficient, and therefore not a fair test. This, and the fact that the great body of miners are really intelligent men, make the reasons why that section seems to have less ignorance among criminals.

THE PROPORTION OF ILLITERATE CRIMINALS AND OF ILLITERATE POPULATION COMPARED.

Here we come to test facts in regard to the influence of ignorance in producing crime. If the proportion of ignorant criminals to the whole number should prove greatly above that of the illiterate to the whole population, it will be a fact conclusive that ignorance is one great cause of crime. Fortunately the returns of education and illiteracy embodied in the census of 1870 will enable us to examine this question and obtain reliable results.

Taking the returns of the census of 1870 in connection with the tables we have above given, we have the proportions below, premising, however, that, as all prisoners are above 10 years of age, so we have taken from the "illiterate" in the census only those above 10 years of age.

	Proportion of illiterates among—	
	Persons over 10 years of age.	Criminals.
	Per cent.	*Per cent.*
In New York and Pennsylvania	4	33
In Central West	3½	46
In West and Pacific	3	31
In the South	22	60

It appears, therefore, that in the Middle States the proportion of illiterate criminals is eightfold the proportion of illiterate people; in the Central West it is thirteenfold; and in the West and Pacific States it is tenfold. In the South it is only threefold; but this is caused by the great mass of colored people, who make up a large portion of the whole people, and, being nine-tenths of them wholly ignorant, furnish the great mass of criminals. When the still larger white population is counted in it makes the disproportion of the illiterate criminals less. As to colored people only it is very great. But we see in the above proportions the great fact that ignorance is one of the great causes of crime. * * *

Having thus established certain general principles by the incontrovertible testimony of statistics, it will not be inconsequential or uninteresting to give the testimony of some of those who are engaged in the actual management of prisons.

The following statement, made by the superintendent of the Detroit House of Correction, gives the general facts and causes of crime nearly as correctly as can be obtained from the general averages of the most extended table of statistics:

Of the 8,744 prisoners, 44 per cent were under 30 years of age; 65 per cent acknowledged themselves habitually intemperate; 65 per cent were living out of the family relation; only 57 per cent claimed to be able to read and write; 43 per cent acknowledging themselves without any education at all. The whole 8,744, almost without exception, were poor and generally penniless on their admission to the institution. This fact, so generally true of criminals, must bear relation to their criminality. The improvidence that makes the spendthrift and pauper produces also the sensuality and selfishness that seek the means of indulgence without self-denial or regard for consequences.

Professor Tarbell, who has the school in the Detroit House of Correction, says:

Of the 150 men who have been examined individually on entering the school during the past six months, 23 were entirely ignorant of reading; 30 could read a little, but not well enough to use text books; while 97 could read with tolerable readiness, and some of them with intelligence and expression. From this it appears that 35 per cent of those admitted were practically illiterate. In 1869 there were 29 per cent of this class, and in 1870, 33 per cent. Whether this apparently increasing illiteracy on the part of those admitted to the house of correction be due to the demoralizing effect of the late war on many men of intelligence, and that we are now returning to the more usual state of society in which the vicious are the ignorant, I will not say.

If the censuses of 1850, 1860, and 1870 be compared, would not the whole country show the same result in regard to illiterates; and can any other result be obtained without compulsory education?

Mr. Cummings, the moral instructor of the California State prison, says:

A great majority of the prisoners on their commitment are illiterate; others have acquired merely the elements of knowledge, without being able to turn their slight educational acquirements to any practical use; while the number who have acquired a systematic or liberal education is so extremely limited that it has been found difficult to supply the classes with suitable teachers. Hence, when these unfortunate men have been approached in a kind and conciliatory spirit, very few have failed to respond in a similar spirit; and when the means of instruction have been provided for them they have eagerly availed themselves of the privileges of the prison school. The progress that many have made in their studies has been truly gratifying, and has demonstrated not only the practicability, but the great importance, of furnishing educational facilities to prisoners.

The fact that most of those who say they can read and write are "not able to turn their slight educational requirements to any practical use" is a fact which mere statistics do not show, but which the warden or chaplain at once discovers; and that fact is simply, that nine-tenths of prisoners have literally no useful education. Mr. Cummings further says:

The educational acquirements of prisoners here do not differ materially from a general statement that would apply to most prisons in other States. Of 478 prisoners committed from April 11, 1870, to July 1, 1871, 232 were entirely illiterate; 95 could read and write; 120 could read and write very imperfectly, while but 31 were liberally educated.

Those who could read and write "very imperfectly" may without error be put down as uneducated. So that, practically, four-fifths of all the California State prisoners were uneducated; and yet this fact does not half appear in the table of statistics.

The board of inspectors of the State penitentiary of Tennessee say:

One out of every 25 of the entire population of Great Britain is a juvenile delinquent—a destitute vagabond, abandoned, and, in many cases, a law-breaking child before the age of 17. While the same proportion of such a class can not be supposed to exist in this State, still the number is very large, and augmented daily with our increasing population. While no section of the State is entirely free from their presence, our larger cities swarm with them. They are found at every corner, and in every alley; at the doors of the saloon and the theater; at our depots and wharves; here their faces greet you with features pinched by their necessities into expression of premature shrewdness, bordering on villainy, totally foreign to the faces of well-cared-for childhood. From the teeming crop of ignorant, neglected, and criminal children is produced the large majority, if not all, of the thieves, counterfeiters, forgers, burglars, robbers, and murderers who fill our penitentiaries; as also those subjects for seduction, and consequent prostitution, who fill the brothels of our cities.

Here is society preparing the crime which the criminal commits. Here is the negative preparation of noneducation, and the positive one of temptation.

Mr. Darnell, keeper of the Georgia penitentiary, says:

Of all reformatory agencies religion is first in importance because most potent in its action on the human heart and life. Education is also one of the vital powers in the reformation of fallen men and women, who have generally sinned through the influences of some form of ignorance conjoined with vice. Its tendency is to quicken the intellect, expel old thoughts, give new ideas, supply material for meditation, inspire self-respect, support pride of character, excite to higher aims, open fresh fields of exertion, minister to social and personal improvement, and afford a healthful substitute for low and vicious amusements.

It is, therefore, a matter of primary importance in the prevention of crime and the improvement of society, as well as the avoiding of that combat between crime and law which, in this country, has been the bane of our prosperity.

We need not cite any further testimony of this kind; this is in substance the testimony of all the keepers and officers of penitentiaries, prisons, jails, and reformato-

ries in the country. It is the testimony of human experience on one of the most important points which concern human society. The evidence upon the intimate relation of crime and ignorance is clear, complete, and ample. It may be comprised in two general propositions:

First. That one-third of all criminals are totally uneducated, and that four-fifths are practically uneducated.

Secondly. That the proportion of criminals from the illiterate classes is at least tenfold as great as the proportion from those having some education.

If these proportions are true (and we have made rather an underestimate), then, after making due allowance for crimes committed with passion, without regard to education, and crimes, such as forgery, frauds, etc., which require some education, we must come to the conclusion that two-thirds of crimes might be avoided by education, but more especially by religious training. Against this fact some one will reply that so, also, a large number of criminals are intemperate, and, therefore, we may attribute to intemperance a large number of the crimes we now attribute to ignorance. True, if these were parallel causes, but they are not. In the first place a large number of the intemperate are such from want of education, and especially from want of moral and religious training. We see a great many educated persons (that is, commonly educated) who are intemperate, but they seldom commit crime. Secondly, many of those committed to prison have become intemperate on account of previous criminal and vicious habits. But we shall not discuss this topic, except so far as to present some statistics both upon intemperance and upon color.

We give the following examples of the traits of prisoners in regard to temperance and intemperance, in some of the principal prisons, viz:

Institution.	Temperate.	Intemperate.
Northern Indiana prison	105	104
Iowa State penitentiary	122	158
Minnesota State prison	41	46
Illinois State penitentiary	672	743
Kentucky State penitentiary	814	1,033
Detroit House of Correction	3,045	5,655
Total	4,799	7,739

Or in proportions—	Per cent.
Temperate	38
Intemperate	62

This proportion is rather larger than that which the statistics show as the totally ignorant, but not nearly so large as the very ignorant are reported to be by the keepers of penitentiaries, prisons, and jails.

Probably if we had the statistics of every prison and jail in the United States the result would not be materially different from what we have given above. Let us now look a little at the proportions of the colored people in relation to crime and ignorance, remembering their long enslavement and the prohibition of letters to slaves:

Section.	Population.		Prisoners.	
	White.	Colored.	White.	Colored.
New York and Pennsylvania	1,786,826	117,375	11,268	1,465
Central Northwest	8,987,572	130,437	14,362	1,524
West and Pacific	2,720,272	29,393	1,187	205
South	3,568,901	1,680,888	2,058	2,414
Total	23,063,511	1,957,873	28,875	5,608

The above does not contain the population of all the States in those sections, nor by any means all the prisoners, but it does show the proportions of white and colored people, and the proportions of white and colored prisoners; and this is the only purpose for which we have prepared this table.

In New York and Pennsylvania the proportion of colored population to colored prisoners is 80 to 1; but of white population to white prisoners it is 700 to 1.

In the central Northwest the proportion of colored population to colored prisoners is 90 to 1; but of white population to white prisoners, 700 to 1.

In the West and Pacific, the proportion of colored population to colored prisoners is 140 to 1; but of white population to white prisoners, it is 2,300 to 1.

In the South, the proportion of colored population to colored prisoners, is 700 to 1; but of white population to white prisoners, 1,784 to 1.

The only value attached to these proportions is to show that the negro population, being almost entirely ignorant, presents far the larger proportion of criminals. This we might anticipate, but it is one of many great facts which show that ignorance is really the greatest cause of crime.

The nativity of criminals in the foregoing table is:

Foreign born	57,818
Native born	42,495

The foreign born in the United States are to the native population as 1 to 7. Hence, the foreign-born criminals are to natives nearly in the proportion of 10 to 1. If, then, society suffers a large portion of its people to be ignorant; if it offers temptation to intemperance; if it neglects to encourage industry, is not the proposition of Quetelet most emphatically proved, that society prepares the crime which the criminal commits? Can we have a more serious testimony to the duties of society? * * *

THE PUBLIC SCHOOL FAILURE.[1]

By Richard Grant White.

There is probably not one of those various social contrivances, political engines, or modes of common action called institutions, which are regarded as characteristic of the United States, if not peculiar to them, in which the people of this country have placed more confidence or felt greater pride than its public school system. There is not one of them so unworthy of either confidence or pride; not one which has failed so completely to accomplish the end for which it was established. And the case is worse than that of mere failure, for the result has been deplorable and threatens to be disastrous.

To those who have not thought upon this subject, or who have thought upon it vaguely and without careful and considerate observation of all the facts which bear upon it, this assertion will savor strongly of temerity and folly. The belief that education—meaning thereby the acquiring of such knowledge as can be got in schools and from books—is in itself elevating and purifying, and is the most potent agency in the formation of good men and good citizens, is so general and so plausible that it has been assumed as an axiom in that which for reasons that do not yet quite clearly appear has come to be called "social science." If this assumed axiom were well founded, if it were really true that book learning and thrift, decency of life, and good citizenship are so directly connected that they must always be found together, it need hardly be said that this sort of education would be of the first necessity in every wisely constructed and well-ordered society, and would be of supreme necessity in a

[1] From the North American Review, December, 1880, pp. 537–550.

country in which every man who lives outside of prison walls has a voice in the government. Hence, the assumption on this point being what it is and has been for many generations, it would be strange indeed if public education had not been a subject of grave consideration early in the short history of the United States and if it had not been amply provided for by legislation. The provision was early made, and public education at public cost has been so general here and has been developed into a system so vast and so complete that a better opportunity for testing its worth could not be hoped for. The conditions, too, under which this system has been in operation are singularly favorable. The wealth of the country, its vast expanse of uncultivated, unoccupied land, a homestead in which can be acquired at an almost nominal price, the general intelligence of the people, their freedom from burdensome taxation, the absence of privileged classes and of an established religion supported by the State make its people one upon which education, according to the assumed theory, should have the happiest, the most benign effects; but however great may be the intrinsic value of education as a formative social agency, the effect of that which is afforded by our public school system has proved in every way unsatisfactory, and worse than unsatisfactory.

That the system is of New England origin need hardly be said. It is a development of the New England common school, from which it has been gradually evolved under gradually accumulating influences, some of which were pure and philanthropic, but other some of which were corrupt and self-seeking. The former may be called social, the latter political, using the word in that narrow and derogatory sense which it has unhappily acquired in our discussions of public affairs. In Massachusetts, in the year 1647, and in Connecticut only three years later, it was enacted that every township of 50 householders should appoint a person within their town to teach all children that should resort to him to write and read, whose wages should be paid by either the parents or the masters of such children, or by the inhabitants in general; and it was also ordered that in every town of 100 families there should be a grammar school set up, the masters of which should be able to fit youths for the university, a grammar school being then a school for instruction in the Latin language, English grammar and the teaching of it to English-speaking children remaining yet unimagined and to men of that time almost unimaginable. This system of compulsory support of common schools and grammar schools spread itself over all New England and throughout those Northern and Western States which were more or less under New England influence.

The history of public education in the city of New York is of such importance as to merit special although brief consideration. The act establishing common schools in the State of New York was passed in 1812. Before that time money was expended by the State for the encouragement and support of schools, but there was no public school system. The law of 1812 applied to towns and villages, but not to chartered cities, with two or three specified exceptions. New York was not one of these. Public education in that city was in the hands of the Public School Society, a voluntary association, chartered, and in its standing and motives something like the New York City Hospital. I have not been able, in the time that I could give to this subject, to find the act incorporating this benevolent society, but I find so early as the year 1807 an act for its benefit, of which the preamble is as follows:

> Whereas the trustees of the Society for Establishing a Free School in the City of New York, for the education of such poor children as do not belong to or are not provided for by any religious society, have by their memorial solicited the aid of the legislature; and whereas their plan of extending the benefits of education to poor children, and the excellent mode of instruction adopted by them, are largely deserving the encouragement of Government; therefore, etc.

This makes the original purpose of common school education in the city of New York sufficiently clear. It was intended for poor children whose education was not

provided for by any religious society; but, in fact, its benefits were gradually extended to others—children not at all dependent upon charity. The character, the spirit, and the purpose of the society remained, however, unchanged. It sought to give elementary instruction and moral training to children who would otherwise have been more or less neglected in these respects. The benefits of a corresponding plan of education were conferred upon the people of the State at large by the law of 1812, which established a common school system of a somewhat rudimentary nature; but the city of New York remained without provision by law for public education until the year 1842, when the legislature passed an act extending to the city a participation in the system which prevailed in the State. But the act not only did this; it placed the schools of the Public School Society, with those of the orphan asylum, of the Roman Catholic Orphan Asylum, and of several other benevolent societies, under the jurisdiction and supervision of the board of education. Finding themselves in this position, the corporators of the Public School Society transferred their schoolhouses and all their other property, with their rights, to the board of education, and the society ceased to exist. It was not long before other school societies followed their example. This event was a public calamity—a calamity not only to the city of New York, but to the State; not only to the State, but to the whole country. Nor has the blight of its effect upon morals, upon politics, and upon education been confined to the country in which it first was felt. At that time our present public school system may be properly said to have begun its rapid formation. From that time public education passed rapidly into municipal politics, and became an engine at once of political corruption and social deterioration. The example of New York was widely followed, actually if not avowedly. On all sides there was a cry for higher education, and as higher education meant more teachers to be appointed and paid, more schoolhouses to be built, more text-books to be bought by the tens of thousands, and, in brief, more money to be expended, the local politicians, who with anthropomorphic devotion worshipped their own glorified and gigantic likeness in the Hon. William Tweed, did all in their power—and their power was great—to foster the higher education. Admirable, farseeing, large-minded, philanthropic statesmen! They fostered the higher education until, as I was told about ten years ago by a publisher of schoolbooks, there was no department of his trade so profitable as that in which he was chiefly interested, but that to "introduce" a set of two or three text-books into public school use cost between fifty thousand and one hundred thousand dollars (for what, pray let us know, oh, philanthropic dispensers of the healing light of education?); and until now there is a College of the City of New York, as a part of its common school system, and a normal school, at which 1,500 young women are instructed yearly in the mysteries of teaching, which but a very few of the 1,500 practice, mean to practice, or have the opportunity to practice, and until the sum of $3,805,000 is spent upon public education by the city of New York alone, of which sum no less than $1,009,207 is paid to teachers of primary departments.

And such, in a great measure, has the "American" system of public education become in all the country lying north of the Potomac and the Ohio.

Nearly $4,000,000 taken in one year from the pockets of taxpayers of one city for education—more than $1,000,000 paid to teachers of primary schools, and a similar expenditure throughout the State and in more than half the States, and what is the result? According to independent and competent evidence from all quarters, the mass of the pupils of these public schools are unable to read intelligently, to spell correctly, to write legibly, to describe understandingly the geography of their own country, or to do anything that reasonably well-educated children should do with ease. They can not write a simple letter; they can not do readily and with quick comprehension a simple "sum" in practical arithmetic; they can not tell the meaning of any but the commonest of the words that they read and spell so ill. There

should not be need to say that many of them—many in actual numbers—can do all these things fairly well; but these many are few indeed in proportion to the millions who receive a public school education. They can give rules glibly; they can recite from memory; they have some dry, disjointed knowledge of various ologies and osophies; they can, some of them, read a little French or German with a very bad accent; but as to such elementary education as is alike the foundation of all real higher education and the sine qua non of successful life in this age, they are, most of them, in almost as helpless and barren a condition of mind as if they had never crossed the threshold of a schoolhouse.

The testimony to this amazing and deplorable condition of the mass of the pupils of our public schools is so varied, so independent, and comes from so many quarters that it must be true; it can not be disregarded. It is given by private persons, by officers of school districts, by teachers themselves; and it comes from all parts of the country. It can not be repeated here in detail, for it would fill half the pages that can be afforded to this article. But one example of it may be given which fairly represents the whole. Mr. George A. Walton, agent of the Massachusetts State board of education, in a report on the public schools of Norfolk County, Mass., a county which borders upon Boston and the inhabitants of which are somewhat exceptional in wealth and intelligence, sets forth a condition of things which has thus been graphically but correctly summarized by the Chicago Times:

> The examinations were, in the first place, of the simplest and most practical character. There was no nonsense about them. They had but one object—to see if, in the common schools, the children were taught to read, write, and cipher. * * * The showing made by some of the towns was excellent, and of them we shall speak presently. In the case of others, and of many others, it is evident from what Mr. Walton says, and still more evident from what he intimates, that the scholars of 14 years of age did not know how to read, to write, or to cipher. They could, it is true, repeat the pieces in their school readers, and parse and spell in classes, and rattle off rules in grammar and arithmetic, not one word of which they understood; but if they were called upon to write the shortest of letters or the simplest of compositions, or to go through the plainest of arithmetical combinations, their failure was complete. They had, in fact, been taught what to them were conundrums without end; but the idea that the teaching was to be of any practical use in the lives of these children, when they grew to be American men and women, formed no part of the system, and evidently had never entered into the heads of the instructors. * * * Then, when the letters and compositions were brought in the ingenuity in bad spelling seems simply incredible. Unless the different misspellings of the word "scholar," for instance, were given, as in this volume they are, who would believe that they would be some 230 in number? Then, again, 65 different spellings are enumerated of the word "depot;" 108 of the common word "whose," and 58 of "which." Out of 1,122 pupils who used the adverb "too" in the narratives, 859, or nearly 77 per cent of the whole, spelled the word incorrectly. Then on pages 218, 219, and 246–248 of the report we are given facsimile lithographs of these letters and compositions, showing their average excellence in certain of the towns, and anything worse it would be hard to conceive. Language fails to do justice to them; they only can do it to themselves.[1]

This is the intellectual result of the operation of our much-vaunted "American" public school system during the last thirty or forty years. Competent observers in all quarters tell the same story. In the year 1875 it was officially recorded that the candidates for cadetship at West Point had shown a steady deterioration in thorough-

[1] Mr. Walton's report is before me, and I am able to bear unqualified testimony to the unexaggerated truthfulness of this summary setting forth of the case which he presents in great detail. I have quoted this passage less for convenience' sake than that the reader might see how widely a judgment against the efficiency of our public schools is beginning to be diffused. Mr. Charles Francis Adams, jr., in his paper on "The new departure in the common schools of Quincy," says of an examination of those schools by competent and impartial gentlemen in 1873: "The result was deplorable. The schools went to pieces. * * * In other words, it appeared, as the result of eight years' school-teaching, that the children, as a whole, could neither write with facility nor read fluently."

ness of elementary knowledge during the then last twenty-five years. It is needless to waste more words in setting forth a fact equally sad, disgraceful, and undeniable.

Nor need we look very far for information which is both corroborative and explanatory of this lamentable and almost ridiculous failure of public school education. The system soon began to bring forth its proper fruits. The superintendent of public instruction in the State of New York, in the eighth annual report from his office, presented to the assembly in 1862, after discussing in general terms the "limited knowledge" among a "large proportion" of the teachers of "that which all teachers ought first to know," a deficiency which had been found a "source of embarrassment," said:

> Many [teachers] who have been over a very extended ground of higher mathematics fail utterly in the simplest principles of mental and practical arithmetic. More have spent busy terms in the study of the classics, but have no knowledge of the first principles of their own language; while to find one who knows anything of the geography of his own, much less of foreign lands, is rare good fortune indeed! And yet these are not novices, but representative teachers, as the average term of their experience shows (p. 39).

We have here revealed to us the condition into which public education has been brought by twenty years' experience of our public school system, a period just about long enough to mature a second generation of teachers under the influence of that system.

This being the mental condition and the educational equipment of teachers, what may we reasonably look for in their pupils, the time having not yet come when men may gather grapes of thorns or figs of thistles? Mr. Walton's Norfolk County report might have been written in advance by any man gifted with moderate power of forecast. As a mere imparter of useful knowledge the public school system has failed utterly.

And now let us consider that system in relation to the reason, the only reason which justifies its establishment. It is supported by enormous sums of money taken by process of law from the pockets of individuals. Will he, nill he, every man who has property is compelled to pay for the education of other men's children in schools to which he may or may not wish to send his own children, if he has any. The only possible justification for this forcible appropriation of his money is that it is for the public good, for the common wealth, that the system for the support of which his money is taken affords security for life, liberty, and property which without that system would be lacking. And this is the reason for it, and the only reason that is avowed. It has recently been set forth very clearly by an able and highly esteemed public-school officer of high position, in a passage which is a very complete expression of the raison d'ètre of our public school system. The superintendent of the board of education of the city of New York (one of the most high-minded and capable members that board has ever had), in his report for 1879 thus remarks:

> In our day, and in the condition of American life, we need all the power of an educated intelligence in order to lift the masses, as well as to maintain an equilibrium in the forces of society. The distribution of knowledge is as necessary as the distribution of light. We need the distributive power of systems of education which will reach the lowest abodes and penetrate to the farthermost hamlets of the land. The best education of the people will thus become the best government of the people (p. 27).

Here we have the professed and the honestly believed social and political theory upon which the public school system rests. It is to lift the masses. Knowledge is as necessary to healthy social life as light is to healthy physical life. If education reaches the lowest abodes, we may then, and only then, have the best government of the people.

The theory is not merely unsound, it is utterly and absolutely false. Knowledge

will not lift the masses, except as a balloon is lifted, because it is inflated with gas. Mere knowledge does not raise the quality of men's moral natures. Knowledge is light indeed to him who can see, and who can think and feel rightly as to what he sees; but mere intellectual light, without moral warmth, will not produce a healthy social life any more than a healthy physical life can exist in the light of a thousand suns without the genial warmth of one. The road to the best government of the people does not lie only through the door of the public schoolhouse.

This theory itself, however, is the natural fruit of a belief which has obtained general acceptance, and which is embodied in an adage that, like so many adages, is fallacious, and yet is received without question because of its sententious form. It seems conclusive, and it saves people the trouble of observing and thinking. This adage is, "Ignorance is the mother of vice." Among all the hundreds of adages, which are supinely accepted and blindly acted upon, there is hardly one which is more at variance than this is with the truth. On the contrary, the teaching of the world's experience through all past ages, and in the light of the present day, is this:

Ignorance is the mother of superstition, but has no relation with vice.

Ignorance has, indeed, a certain relation with vice—a relation which, however, is merely one of frequent coexistence. But coexistence does not imply connection. It no more implies connection than sequence does. That which follows is not necessarily the consequence of that which goes before. Post hoc does not imply propter hoc. Equally true is it that two things found often, or even generally, together have not necessarily the relation of cause and effect, nor even that of identity of cause. Vice may, and often does, flaunt unpalliated by ignorance; ignorance may, and often does, walk with its humble purity untainted by vice. Some of the most vicious men that have ever lived have been well instructed, accomplished, and even learned. Some of the purest and best have been ignorant—so ignorant that they could read and write hardly better than the majority of the pupils of our public schools. Ignorance and vice are so frequently found together, not because the former is the cause of the latter, but because both—but chiefly the former—are the common companions of poverty. Want, if not the parent of vice, is at least its faithful foster mother. One among the proverbs that really embody the truth of the world's experience is that which tells us "It is hard for an empty bag to stand upright." Becky Sharp said that she could have been a good woman if she had had £5,000 a year. The goodness of the Becky Sharps of this world, under any circumstances, is but skin-deep, like their beauty; but beauty is none the less sought for and longed for; and so decorous behavior and decent life are all that society can demand, no matter what their motive. Thackeray, in this speech of his greatest creation, lays bare the nature of all vice. Vice is the satisfaction of personal wants without regard to right. Now, as the obstacle to the satisfaction of wants is almost always the lack of means—that is, of money or its equivalent—the result is that most vice is directly connected with the need of money. The fact that the need may be actual and healthy—as for the necessities and comforts of life, or fictitious and fanciful—as for luxuries of whatever sort, does not impair the truth of the axiom that need is the motive to the vicious life. Hence it is that poverty and vice are so often found together, and that, poverty being so common, vice is so common. There are thousands of humble Becky Sharps, and of their male counterparts, in every town and county in the country.

If ignorance were the mother of vice, and if our public-school system were what it is set up to be, the fruits of the latter would by this time have been manifest, plainly visible to the whole world, in our moral advancement as a people, in a higher tone in our society, in the greater purity of our politics and the incorruptibility of our legislators, in the increased probity of the executive officers of our State and municipal governments and of our corporate financial bodies, in the superior wisdom and more solid integrity of our bench, in the sobriety of our matrons,

the modesty of our maidens, in the greater faithfulness of wives, in the diminution of divorces, in the steady decrease of vice and crime and idleness and vagrancy and vagabondage. If ignorance be the mother of vice and the public school is the efficient foe of ignorance, the last fifty years should have seen in all these respects an improvement so great that admiring nations would applaud and humbly hope to imitate. But who needs to be told that in all these respects we have deteriorated? It is not Horace's praiser of the days when he was a boy that tells us this. It is a matter of public record. It is known to every observant man who has lived more than thirty years. Our large towns swarm with idle, vicious lads and young men who have no visible means of support. Our rural districts are infested with tramps—a creature unknown to our fathers, and even to us in our youth. The corruption of our legislative bodies is so wide and so deep and so well known that great corporations and business men of large wealth can almost always obtain the legislation needful for their ends, right or wrong. Bribery at elections is almost openly practiced by both our great political parties. The general tone and character of our bench, both for learning, for wisdom, and for integrity, have fallen notably during the last thirty years. Dishonesty in business and betrayal of trust have become so common that the public record of the last fifteen years on this subject is such that it can not be remembered without shame. Politics, instead of being purified and elevated, has become a trade in which success falls year by year more to inferior men who have a little low cunning. Divorces have multiplied until they have become so common as to be a stock jest in the facetious column of our newspapers. Crime and vice have increased year after year almost pari passu with the development of the public-school system, which, instead of lifting the masses, has given us in their place a nondescript and hybrid class, unfit for professional or mercantile life, unwilling and also unable to be farmers or artisans, so that gradually our skilled labor is done more by immigrant foreigners, while our native citizens, who would otherwise naturally fill this respectable and comfortable position in society, seek to make their living by their wits—honestly if they can; if not, more or less dishonestly; or, failing thus, by petty office-seeking. Filial respect and parental love have both diminished; and, as for the modesty of our young men, and even of our young women, they do not even blush that they have lost it. This is the condition in which we are after more than half a century of experience of our public-school system, the only justification for whose existence is that it was asserted and believed to be a panacea for the cure of social and political disease. Nor is the case of that system at all bettered by the quite untenable assumption that all this would have been without its influence; for its only justification, the very reason of its being, is the other assumption, that by it all this would have been prevented.

Moreover, there is evidence on record, evidence furnished quite independently of any investigation of this subject, which proves the case against the public-school system as clearly and as undeniably as the truth of Newton's theory of gravitation is proved by the calculations which enable astronomers to declare the motions and to weigh the substance of the planets. For the census returns show that crime, immorality, and insanity are greater in proportion to population in those communities which have been long under the influence of the public-school system than they are in those which have been without it. The system, be it remembered, is of New England origin, and the New England States have been longest under its influence. The States south of the Potomac are those which were longest without it; and, indeed, in them it has hardly yet obtained favor or foothold. Let us compare the statistics of population, of literacy and illiteracy, and of crime in these two classes of States, carefully eliminating from our calculation the influence of foreign immigration upon the criminal record of the Northern States, which the particularity of the census returns enables us to do. The comparison is between the native white populations of Massachusetts, Connecticut, New Hampshire, Vermont, Maine, and Rhode

Island on the one hand, and the same population of Delaware, Virginia, Maryland, North Carolina, South Carolina, and Georgia on the other. These are all original States of the Union, Maine excepted; but Maine was always a part of New England. They are Commonwealths founded at about the same time by people of the same race and the same religion. In 1860 secession and consequent civil war caused in the Southern States an upturning of all the elements of society, which makes it proper that the examination of their social condition should be limited by the census of that year.

The census of 1860 shows that the New England States had a native white population 2,665,945 in number, and of these there were but 8,543 adults who could not read and write. The six Southern States mentioned above had 3,181,969 native white inhabitants, among whom there were 262,802 adults who could not read and write. In the New England States, therefore, the native whites who could not read and write were in the proportion of 1 to 312, while in the six Southern States the proportion of wholly illiterate whites was 1 to 12. Now, if ignorance is the mother of vice, of crime, of wretchedness, and of all that goes to make bad citizens, the excess of the criminal classes in the Southern States should have been in something like the proportion of 312 to 12. But it was not so. On the contrary, the proportional excess of crime, of pauperism, of suicide, and of insanity (and among the native white inhabitants, be it remembered) was very much greater in the New England States; for in 1860 they had in their prisons 2,459 criminals, while the six Southern States had but 477. New England society, formed under the public-school system, produced 1 native white criminal to every 1,084 inhabitants; while the Southern States, which had been almost entirely without that system, produced only 1 to every 6,670—a disproportion of more than 6 to 1![1] The New England States had one publicly supported pauper to every 178 inhabitants, while the six Southern, which were without public schools, had but 1 to every 345. Of suicides, there were in the New England States 1 to every 13,285 of the entire population; but the others had only 1 to every 56,584. The census of 1860 has no record of insanity; but that of 1870 shows in New England 1 insane person of those born and living in the several States to every 800 native-born inhabitants; but in the six Southern States in question only 1 to every 1,682 native inhabitants. Strange to say, foremost in this sad record stand Massachusetts and Connecticut, which have had common schools since 1647 and 1650, respectively, as was remarked in the beginning of this article, the former producing 1 native white criminal to every 649 native white inhabitants; the latter, 1 to every 845.

The significance of these facts and figures can not be mistaken or explained away. Does it therefore follow that knowledge is incompatible with virtue, thrift, good citizenship, and happiness, and that education is per se an evil? Not at all. But it does follow that ignorance is not the mother of vice; that ignorance has no necessary connection with vice. It does follow that the public school system is not the reformatory agent which it has honestly been supposed to be; that its influence is not to make men good, and thrifty, and happy; that it is not adapted to produce the best government of the people.

In 1870 the cost of the system which coexisted with the condition of society indicated by these figures, and which has been previously described in this article, was more than $64,000,000.

The remedy? A remedy must be found. It can not be set forth in detail at the

[1] The well-known fact that homicide is more common in the Southern States than in the Northern is of no importance in the consideration of these statistics. It merely shows that to the mass of crime in the one case homicide bears a large proportion, and to the mass of crime in the other a very small one. And it is to be remarked that of the homicides in the Southern States a very large proportion, springing as they do from an antiquated perversion of the sense of honor, semisavage as they often are, are generally less base and vicious in motive than the comparatively few murders in the Northern.

end of an article like this, which has already exceeded the limits assigned to it. But it may be briefly indicated as a discontinuation of any other education at the public cost than that which is strictly elementary—reading, spelling, writing, and the common rules of practical arithmetic; and in the remission of all education higher than this to parents, the natural guardians and earthly providence of their children. And those children only should be thus educated at public cost whose parents are too poor to give them even an elementary education themselves. Supplementary to this simple system of elementary education, there might be some jealously guarded provision for the higher education of pupils who have exceptional ability and show special aptitude and taste for science or literature.

Moreover, if Government is to assume a parental and formative function, and to attempt the making of good citizens, it may, with much more reason and propriety, establish public farms and public workshops, and train in them its future citizens to get their own living honestly and respectably, than it may establish and compel attendance upon schools on a system the result of which, according to the experience of half a century, is deterioration in purity of morals, in decency of life, in thrift, and in all that goes to make good citizens, accompanied by a steadily increasing failure in the acquirement of the very elements of useful knowledge.

"THE PUBLIC SCHOOL SYSTEM A FAILURE."—A REPLY TO RICHARD GRANT WHITE.[1]

Mr. Richard Grant White says in the December number of The North American Review that, "as an imparter of useful knowledge, the public school system has failed utterly." And, again, "The case is worse than mere failure, for the result has been deplorable, and threatens to be disastrous." Indeed, according to some statements in this remarkable article, it has already proved disastrous to the intelligence and morals of the people where public schools have existed.

This has a rather strange sound to Northern ears. But, like many other discoveries that seem new, those familiar with Shakespeare's Henry VI will recognize it as what the ethnographers call a "survival."

So far as I know, it was Jack Cade who made the original discovery that Lord Say had "most traitorously corrupted the youth of the realm, in erecting a grammar school." Whether Mr. White got the hint from Cade I don't know, but there seems to be a marvelous resemblance in their ideas.

Before following Mr. White through some of the details of his article, it will be well, perhaps, to call attention to his two leading propositions, on which the whole article rests.

His first proposition is that "as an imparter of useful knowledge the public school system has failed utterly."

This proposition he proves to his own satisfaction by the aid of some detached statements in Mr. Walton's report of examinations in Norfolk County, as well as by some exceptional lithographed examples of poor work contained in that report; and by some exaggerated statements of Mr. Charles Francis Adams, jr., which are sufficiently answered by an official document of the date referred to, bearing his own signature.

Having established, as he thinks, his first proposition, Mr. White lays down another, of which it can not be said that it is like unto the first. It is this: That "Ignorance is not the mother of vice," and has no connection with it, except that they sometimes coexist, neither of them being the cause of the other.

And how do you suppose he undertakes to prove this? Why, by assuming that his first proposition is false, and that the States in which a public school system exists

[1] A paper read before the Massachusetts Teachers' Association, December, 1880, by B. F. Tweed.

are more intelligent, have more knowledge, than those that have no public school system; for he goes on to present such an array of statistics, manipulated to suit his purpose, as shows to his satisfaction that those communities which have been long under the influence of a public school system have more crime and immorality than those which have been without it.

But, supposing it to be true (which, of course, I do not admit) that crime and immorality have been more common in the States where public schools exist than in others, how does this prove that "ignorance is not the mother of vice?"

He has already assured us that "as an imparter of useful knowledge the public school system has failed utterly." Why, then, should we not presume the communities that have not been cursed with a common school system, but where, in the language of Mr. White, education has been remitted to parents, "the natural guardians and earthly providence of their children"—I say, why should we not presume such communities to possess more useful knowledge than those that have had a school system only to find that "as an imparter of useful knowledge it has failed utterly?"

What, then, has Mr. White proved? If the first proposition, then his statistics—if they do not prove that "ignorance is the mother of vice"—do prove that the amount of crime in a community is in direct proportion to the amount of ignorance.

If, therefore, his first proposition is true, he has disproved the second. If his second is proved, it is by a direct denial of the first; for it rests entirely on the assumption that those communities where a public school system has existed are more intelligent—that is, have more knowledge.

It reminds one of the gentleman's servant, who cut off a favorite dog's head to save the pitcher into which he had thrust it, and then broke the pitcher to get the dog's head out.

Such being the character of this article as shown in its two leading propositions, it may be proper to remind Mr. White that logicians have found the same difficulty in proving contradictories that railroad men have in trying to make two trains pass each other on the same track. Thus far the result has always been a damaging collision.

But let us inquire a little into the nature of Mr. White's proof.

Mr. White quotes from a recent statement of Charles Francis Adams, jr., that when, in 1873, they examined the schools of Quincy, "the result was deplorable. They all fell through," etc.

But let us see how this statement—made in 1880—agrees with the annual reports, made when the facts were fresh in the mind of Mr. Adams.

From the school report of Quincy for 1872–73, I take the following:

> The standard of education has not been notably advanced during some years, so far as the committee can judge. But while this is substantially true, it is also true that the standard has neither been lowered nor drawn back; and it is possible that an eagerness for exceptional excellence may have blinded us to a steady and substantial, though slow advance. To those who can recall the situation twenty years since, this may appear considerable.

Again,

> It has been said that a point has been reached in our schools which seems to be near the goal at which common schools aim; and this is substantially true, taking into consideration the age and average attendance of the pupils.

In the report of 1873–74 I find the following:

> The school committe, in entering upon the performance of the closing duty of their school year, are glad to be able to congratulate the people of Quincy upon the satisfactory general character of the results they have to report.
>
> While there have been no striking alterations in the main system of management, no radical innovation in method of instruction, nor considerable change in the style of teachers, a fair, even, and well-distributed improvement has been noted in most of the departments of study.

Then, after speaking of several schools, one of which "appeared much better," another "not so well," and others bearing "indications of improvement," the report continues:

But, as a rule, the committee saw nothing which leads them to modify the opinion expressed in their last annual report, to the effect that, as regards instruction, a point has been reached which is near the natural term of such force as our present system of schooling is calculated to exert.

At the same time it is to be remembered that, as compared with many years ago, the tests applied to our schools have much increased in severity.

The new principle of conducting the examinations introduced by the committee a year ago, under which a single and the same branch of the studies pursued is in the examinations of all the schools assigned to each member of the committee, has also been pursued this year. During the examinations, the schools are thus taken wholly out of the hands of their instructors and into those of the committee.

Under these circumstances a mere education of "veneering" is sure to reveal its false character. It is wholly impossible to prepare classes for a "show-off." The examinations, therefore, now at least reveal as a whole the real results of our schooling. * * * They do not show all that we might desire they should; but they do show much, and what they do show is there; there is at least no parade of results which have no reality in existence.

So said the two excellent reports of the Quincy schools, 1872–73 and 1873–74; both of which were adopted and issued by a committee, of which Mr. Charles Francis Adams, jr., and his brother, John Quincy Adams, were members.

But perhaps this inconsistency in Mr. Adams's utterances is susceptible of an explanation creditable to the present condition of the schools, and indicative that he now takes a broader view of what our philosophical friends would call the "potentialities" of our schools.

In 1873 Mr. Adams knew less of our common schools than he does now, after a long term of service on the school committee. When, therefore, in the light of the great improvement he has seen during the last five or six years, he looks back to the examination of 1873, it is no wonder he exclaims, "It was deplorable." He looks from a different standpoint. It is the old story of the two-sided shield. Mr. Adams had seen only the silver side then; and, like our financiers, previous to that period, he was content with the "dollar of our fathers." Now, having seen the golden side, that "pale and common drudge 'tween man and man" is not satisfactory. He is understood to favor the gold standard, as well in education as in finance.

I may say also that Mr. Walton's report, on which Mr. White relies so much for proof of his first proposition, as a whole, does not justify his indiscriminate condemnation of the schools, even in Norfolk County.

Any one who knows Mr. Walton knows that, while he would be the last man to do injustice to teachers and pupils, he is by nature and habit sufficiently critical to guard against any undue leniency of judgment. And the summing up of the percentages obtained is considerably above what is required in our best colleges for graduation.

So also the lithographs of letters and narratives by primary and grammar school pupils are, I do not hesitate to say, as a whole, creditable. Some are very good; many are creditable; some, I admit, are very poor; and I might have doubted the expediency or justice of circulating them without some explanation.

What is the natural capacity of the pupil whose work is here exhibited?

How long has he been in school?

Has he been regular in attendance?

If it had appeared that the poorest work was done by pupils of average capacity, who had been regular in their attendance during the usual school course, and the best work by those whose limited attendance and other circumstances had saved them from the demoralizing effects of the school system, I should have admitted that there was some force in Mr. White's strictures.

I should like to have some theological Mr. Walton go through a county—I care not

if it be Norfolk, that the parallel may be complete—and test the knowledge and practice of the several congregations of that county in the rudiments of Christianity, marking their progress in the Christian virtues on the same scale of percentages as used in the schools.

Then, if it were possible—I don't know exactly how it could be done—I would have facsimiles of their knowledge of Christian principles, as it appears in their acts—what they do—that we might see whether "their lips and lives express the holy gospel they profess."

If this report should be found better than the educational report, I should say, so much the more creditable to the clergymen, and so much the less creditable to the school-teachers.

If, however, it should prove otherwise, I should not immediately jump to the conclusion that Christianity is a failure. It may not have done its perfect work. Indeed, we know it has not. It has encountered innumerable obstacles. Like our school system, that perfect system of Christian morality has depended for its promulgation on fallible men, many of whom have had no more appreciation of the principles of Christianity than the average school-teacher has of the principles of pedagogy.

And yet, with all these drawbacks, it may have been, and I believe it has been, the most important factor in the world's progress. No doubt the apostle was justified in speaking of the "foolishness of preaching," and I will not take issue with anyone who speaks of the foolishness of a great deal of the teaching in our schools. Still, poor preaching and poor teaching have been infinitely better than none. * * *

As to the moral influence of our school system, and the ratio of crime in the two divisions, about which Mr. White has so much to say, it is sufficient answer to refer him to the able and exhaustive report of Mr. Carroll D. Wright, Chief of Bureau of Statistics of Labor. Had Mr. White carefully studied this report, he might have saved himself the trouble of writing a considerable part of his article, and thus refuting what remained of it.

I have only to make a few brief extracts from this report to show how utterly fallacious all reasoning on the census statistics must be, unaccompanied by such explanation as is contained in Mr. Wright's report.

General Walker, superintendent of census returns in 1870, says:

> No single measure can be taken for determining the proportion of crime in the several communities of our country.
>
> The absence of any effort to reduce to a consistent body the returns on this subject in the last census—that to which Mr. White refers—led to misrepresentations of States and sections. In some cases returns were restricted to convictions for grave offenses, while in others convictions for the most petty offenses were equally considered.

Then follows this statement, which seems to have escaped Mr. White's notice: "In the opinion of the superintendent no use of these figures for purposes of comparisons between the States will be justifiable without reference to the foregoing."

And yet this is exactly what Mr. White has done. Is it possible that he is one of the victims of our public-school system? Was it in a public school that he learned to use the census returns in a manner which the superintendent of those returns says is "unjustifiable?"

But there are other reasons for pronouncing Mr. White's use of these returns "unjustifiable."

Mr. Carroll D. Wright, in comparing Massachusetts and Virginia as representative States, shows that while the criminal code of Massachusetts in 1860 provided for 158 offenses designated as crimes, the code of Virginia recognized but 108 such offenses punishable at law, and several of these, common to both States, were punishable by imprisonment in Massachusetts, but only by fine in Virginia.

Of the commitments in Massachusetts in 1860 more than half (54 per cent) were for offenses punishable in Virginia by fine only.

Perhaps it may throw a little light on the value of Mr. White's statistics to show the demoralizing effects of our schools, to state that the sense of different communities as expressed in their laws differs widely. Thus, while in Massachusetts adultery, fornication, and many other offenses are regarded as grave, and punishable by imprisonment, in Virginia they may be condoned by a fine. * * *

But because our schools have not made all our citizens intelligent and banished ignorance from the State, I am not prepared to pronounce them an utter failure any more than I am to pronounce Christianity an utter failure because in nineteen centuries it has failed to bring the millennium. * * *

COMPULSORY EDUCATION IN RELATION TO CRIME AND SOCIAL MORALS.[1]

By William T. Harris, LL. D.

The question of compulsory education as a means of prevention of crime involves prior questions relating to the nature of education and its different branches or species. It involves likewise a consideration of the nature of crime, and of what constitutes a preventive agency for crime.

If education in general does not act as a preventive of crime, it is useless to expect any good results from compulsory education. If some kinds of education are effective in the prevention of crime, and others not, then the first business of practical importance is to ascertain what branches of education possess this utility, and in what features is to be found the desired virtue.

Let us open the discussion by reference to some of the statistics bearing on the question of school education. In the Report of the United States Commissioner of Education for 1872 there are valuable special articles on the relation of school education to crime, to pauperism, and to productive industry. These articles are a mine of information and sound reasoning on the topic we are considering. In the essay of Dr. E. D. Mansfield, which forms a part of the Commissioner's Report, we have given: The aggregate number of prisoners in 1870 was 110,538; aggregate who could read and write, 82,812; aggregate number who could neither read nor write, 21,650; and of those who could barely read, but not write, 5,931; total illiterates 27,581, or 25 per cent of the entire number of prisoners.

These returns are collected from 17 States, 14 of these being Western or Middle States. Considering that the mere ability to read and write implies only three or four months' schooling, it is surprising to see that so many of the prisoners come from the very small class of the population in these 17 States that is reckoned illiterate or nearly so.

Taking the State prisons and jails of New York and Pennsylvania, showing an aggregate number of 12,772 prisoners, the number totally ignorant was found to be 19 per cent of the whole; taking the totally ignorant and the very ignorant, the amount was 33 per cent of the whole; adding to these the very deficient, the amount was upward of 60 per cent.

In the prisons and jails of the central Northwest, including Ohio, Indiana, Illinois, Michigan, and Wisconsin, returns from 30 penitentiaries, workhouses, and jails showed an aggregate of 18,931 prisoners. Of these, 40 per cent are classified as totally ignorant; 6 per cent more as very ignorant; 29 per cent more as very deficient—making a total of 75 per cent very deficient, very ignorant, or totally ignorant.

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[1] Delivered before the Twelfth Annual Conference of Charities and Correction, Washington, D. C., 1885.

Taking four State prisons in Minnesota, Iowa, Kansas, and California, of 1,957 prisoners in the aggregate it was found that 21 per cent were totally ignorant, 10 per cent more were very ignorant, and 19 per cent more very deficient, or 50 per cent below the standard fixed upon as the separating line for very deficient.

Taking the States of Maryland, Kentucky, and South Carolina, 2,400 prisoners (a majority colored) were classified as 60 per cent totally ignorant and 25 per cent more as very deficient, or 85 per cent as at least very deficient in school education.

Turning from these statistics to the census returns for 1870, we take next the ratio of illiteracy in the entire population, and compare it with the ratio of illiterate criminals. In New York and Pennsylvania, we see that, while the illiterate in the entire population amount to only 4 per cent—the illiterate prisoners amount to 33 per cent of all the prisoners, and the very deficient includes 60 per cent of them.

In other words, the 4 per cent of the entire population that is illiterate furnish 33 per cent of the criminals—twelve times as many criminals from the illiterate as from an equal number who were not illiterate. The ratio is found thus: Four per cent of the entire population are illiterate, and 96 per cent not illiterate. The 4 per cent illiterate furnish 33 per cent of the criminals, which is more than eight times the quota that they should furnish if education made no difference in this matter. The 96 per cent not illiterate furnish only 67 per cent of the criminals, i. e., about two-thirds of their quota. Hence, in this capacity for furnishing criminals, the illiterate surpass the not illiterate in the ratio of eight to two-thirds, and thus in fact furnish twelve times as many criminals as an equal number of not illiterates do.

In the central West, 3½ per cent of the population is returned as illiterate, and 46 per cent of the criminals illiterate. Hence the illiterates furnish thirteen times their share of the criminals. In the far West and the Pacific section, the returns give 3 per cent illiterate as furnishing 31 per cent of the criminals, or tenfold their quota. In the three Southern States, 22 per cent illiterate furnish 60 per cent of the criminals. In these statistics, it is shown that, of the 110,538 prisoners, 91,427 are whites; of the latter, 57,824 are foreign born.

Statistics collected by Dr. E. C. Wines show that in France the number of persons under arrest from 1867 to 1869 was 444,133, of whom 442,194 were reported as unable to read, making over 95 per cent. Of the illiterates there was an average of 1 arrest for each 41 persons; but only 1 arrest for 9,291 persons who could read. This seems a too great disproportion measured by our American experience.

Further statistics from Dr. Wines show, in England, out of 157,223 committals to county or borough prisons, 53,265 illiterate, or 34 per cent; in Switzerland the average of criminals unable to read, through all prisons, 83 per cent.

These facts go to prove that even a slight degree of school education has an effect to lessen the tendency toward crime. It is to be remarked that statistics are to be used with caution, inasmuch as each quantitative result conceals within it an infinitude of qualitative factors which may possibly assist in the product. Were it possible to eliminate all the qualitative factors but one, the numerical statement would be unambiguous.

In connection with this I give some statistics taken from a recent work on industrial education. In the Philadelphia penitentiary it is said there were, in the period 1860–1870, 1,605 prisoners. Of these, 490 were illiterates, making over 30 per cent of illiterates. In the same penitentiary for this decade there were 1,217 that had never been apprenticed to any trade, or 76 per cent of the total number.

Without further consideration it might seem that the ratio of criminals from those who can read and write is two and one-half times as large as from those who have been apprenticed to a trade. But the illiterates over 10 years of age for Pennsylvania in 1870 were counted at less than 5 per cent of the population, while the proportion of the population returned as engaged in some form of productive industry is nearly 35 per cent. Hence, it would appear that the 35 per cent of industrial population

furnished 24 per cent of the criminals, while the 95 per cent that could read and write furnished only 30 per cent of the criminals. The apprenticed furnished two-thirds of their quota of criminals, while the educated furnished less than one-third.

In the decade from 1870 to 1880 it is said that out of 2,383 prisoners 706 were illiterate, while only 433 had been apprenticed to a trade. It would be unfair to suppose that the word "apprenticed" is taken in its ordinary meaning, for certainly not one in ten of the industrial population of Pennsylvania has been "apprenticed" in the old meaning of the word. It must be understood to mean those who have been taught to earn their living in some gainful occupation, whether agricultural, mechanical, mercantile, or personal. With this meaning the 433 apprenticed, or 18 per cent of 2,383, come from the 34 per cent of the entire population that are engaged in productive industry while the 706, or 30 per cent, of illiterate prisoners have come from the 7 per cent o illiterates reported in the census for 1880.

The 82 per cent of the prisoners that have not been apprenticed come from the 41 per cent of the population returned as being over 10 years of age and not engaged in any gainful occupation. The unapprenticed furnish twice their quota of criminals, while the illiterates furnish from four to thirteen times their quotas of criminals.

In the face of these statistics let us consider for a moment the characteristics of the two terms with which we are now dealing—education and crime. Crime is defined as breach of the laws of the State. The criminal attacks society. He injures his fellow-man in person or property. He prefers the gratification of some selfish passion or appetite to the good of his neighbor.

Now, what is the training which develops in the child a respect for the social whole, a feeling that society embodies his substantial good—a feeling of preference for the good of his fellow-man over his own whim or caprice?

Certainly, that training is the training which is given by bringing up the child in the society of others, and causing him to practice perpetually those customs which respect persons and property. A due sense of public opinion, a respect for the ideal standard of right and wrong set up in the community, is the primary requisite.

It is clear that man can live in society and constitute a social whole only so far as individuals are educated out of their natural animal condition and made to respect social forms more highly than mere animal impulses. Hence it is clear that society itself rests upon education, in this broad sense of the word.

But what has this to do with school education? Much of the education into a respect for social forms and usages is given by the family, and before the age proper for schooling. Then, again, it must be admitted that another part of this education comes later, and is learned in the pursuit of one's vocation in life—the education that comes from bending one's energies into a special channel for the purpose of earning a living. Another form of education is to be found in the part that one bears in politics within one's party, or in the exercise of functions conferred by the state, or still further, in the exercise of patriotic feeling. Lastly, there is the church, which furnishes a form of education most important, because it lays fullest stress on human duty, basing it on divine commands. The church educates the individual into the sense of his existence as a mere unsubstantial creature when living in neglect of the divine ideal manhood, but as a substantial and eternally blessed life when lived according to the forms prescribed in religion. These forms are forms that respect the welfare of the whole and measure the conduct of the individual by his preference of that welfare over his own selfish impulses.

The family, the vocation, the state, the church, are the four great cardinal institutions of education. The school is only a device brought in to reenforce these substantial institutions; but it is a very important device, notwithstanding its supplementary character. It may reenforce the family by giving to the youth the command of such conventionalities as reading and writing and moral behavior; or it may reenforce the vocation by giving instruction in arts and trades or professions;

or it may reenforce the church as a Sunday school, giving instruction in religion; the military school or the naval school may reenforce the education of the state.

Our question deals directly with the education of the school; but we must carefully bear in mind the several educational functions of these institutions, so as not to overestimate the functions of the school, or in any way confound its province with what belongs to the great social institutions.

Family education must furnish that indispensable preliminary education in personal habits, such as cleanliness, care of the person and clothing, respectful treatment of elders and superiors, obedience to authority, the sense of shame, religious observances, and the use of the mother tongue. The school must presuppose that these are already taught by the family, but the school must not neglect them, although it does not make them its special aim. The family does more, in fact, than educate the child in those indispensable things just recited. It builds up within the child's mind the structure of his moral character, making for him a second nature of moral habit and custom, whose limits and boundaries he regards as of supreme moment. This second nature, or moral nature, is secured by daily sacrifice, and all forms of education lay stress upon self-sacrifice as the foundation of their disciplines.

This process which we call education is, in short, essentially the shaping of man by habit into an ideal or spiritual type of being; a realization of what we call human nature in contradistinction to mere animal nature. It is an artificial life, a conventional form of living, but it is far more substantial and divine than the life of the mere animal man. Man, as an animal, is a savage; as civilized, he is an ethical being, who has set up within himself a system of duties and obligations which he observes at the expense of neglecting the impulses of his merely animal nature.

To what end is all this? Is it not because man, as an individual, wills to combine with his fellow-men in such a way as to avail himself of the united endeavor of all? By the organization of social institutions he converts a multitude of atomic individuals into a social unity. The individuals do not get lost in this social unity, like the waves of the sea. But the social unity is of that wonderful character that it reenforces the might of each individual by the might of the whole.

Speaking technically, the individual becomes the species; or, in giving up by self-sacrifice his selfish peculiarities and devoting himself to the service of others, he gains for himself the service of all mankind. The individuals are transmuted into one grand individual, of which each individual is the head, and each individual is also the foot. According to Kant's definition, a living organism is such that every part of it is alike means and end to all the other parts. So, in this social body, every individual human being is alike the means and the end for all others. Hence there is a "Grand Man," as Swedenborgians say.

In the matter of food, clothing, and shelter, the individual toils in his vocation to produce a special product, something useful to the rest, and demanded in the market of the world. In return for this gift of his day's labor he is permitted to draw from the market of the world his share of all the productions collected from all climes, brought hither by the commerce of nations. This is a perpetual process of united human endeavor, in which, by self-sacrifice, the individual reenforces himself by the race.

So, too, the family, the most embryonic of human institutions—the family enables the elder to assist the younger, the mature the immature, the well and strong to assist the sick and weak. It equalizes age and bodily condition, reenforcing each condition by the aid of all others.

The great object, then, of education is the preparation of the individual for a life in institutions, the preparation of each individual for social combination. Education inculcates sacrifice of animal proclivities, in order to secure a higher well-being in the life of the community.

Crime is, therefore, a reaction on the part of the individual against the very object of education. It attacks the necessary forms of social life, and asserts for itself the right to persist in the form of the nonsocial individual. Society must defend itself,

and reduce the rebellious individual to harmony with itself. Inasmuch as the social form is such that the individual who puts it on and becomes a member of the family, the community or the State, does not act directly for himself, but works for others and accepts the service of others in return for his own deed, so, too, punishment for crime takes on the same form; the criminal is made to receive for his deed an equivalent reflected back from society. As his deed injures society, it is returned upon him by society and injures him. If he attacks his neighbors by personal violence, his deed is made to come back to him by physical constraint or even by violent death on the gallows. If he attacks the property of his fellow-men, he is made to suffer in property, in the possession of personal freedom and the right to the products of his own labor. Thus, society treats the criminal who rebels against it just as though he, the criminal, had intended to do a social deed, and not a selfish one. It is a piece of irony. The State says to the criminal: "Of course, you recognize society, and expect to reap what you sow. You have an undoubted right to possess and enjoy the fruits of your own deeds. I will see that they are returned upon you. Your deed of violence on your neighbor shall therefore return upon you. Whatever you do you shall do to yourself."

Turning now from this view of the general educative character of the institutions of society, and the end and aim of all society to aid the individual by the might of the whole, and from this study of crime, let us define for ourselves the place of the school in education, and try to discover its relation to the prevention of crime.

The school, as we have seen, is a means of education auxiliary to each of the four cardinal institutions, and as such, the school in all of its forms is ethical and preventive of crime. The ordinary type of school—the so-called "common school"—receives the child from the family at the age of 5 or 6 years. It receives him into a social body (for the school is a community), and educates him by "discipline" and "instruction," as they are technically called. By "discipline" is meant the training in behavior, a training of the will, moral training. It consists in imposing upon the child a set of forms of behavior rendered necessary in order to secure concert of action—such forms as regularity, punctuality, silence, and industry. These are the four cardinal duties of the school pupil. Without them the school can not act as a unit, instruction can not be given in classes, and no good result achieved. We call these duties mechanical duties, but they underlie all higher ethics. Without silence in the school, without self-sacrifice on the part of each pupil, restraining his impulse to prate and chatter and occupy the attention of his fellow-pupils, there could be no work done. Each pupil would interfere with the work of every other pupil and the result would be chaos or worse—because anarchy is chaos made active and hostile to heaven's first law.

Order is not only the first celestial law, but it is the first law of all social combination. The school could not possibly undertake a more direct and efficient training of the child for social combination than it does undertake in its four cardinal phases of discipline—regularity, punctuality, silence, and industry.

Its method of securing these items of discipline may be good, bad, or indifferent, according to the pains it takes to convert external constraint into willing obedience and unconscious habit. The good school unquestionably shows us the constant spectacle of good behavior become or becoming a second nature to the pupils, so that there is a maximum of regularity, punctuality, silence, and industry with a minimum of self-consciousness in regard to it, although there is an insight into the necessity of such conformity to rule, and a conscious conviction in favor of it whenever any untoward occasion brings up the question. Consequently there is a minimum of corporal punishment in the good school. Necessary as it is in dealing with crude depravity, the school must have got far beyond that stage of discipline before it can be called "good."

This training of the will, we observe, is a training of each pupil to behave in such a form of artificial or conventional restraint that he may combine in the best manner

with his fellow-pupils, and be in a condition to give to and receive from them school instruction. Is it not clear that, once trained to observe set forms of behavior in the school, it becomes a second nature to observe such forms everywhere, and the individual has solved the problem of life so far as the prevention of crime is concerned?

But discipline in the school is wholly formal. It exists for an end; this end is instruction. What is the character of this instruction? First of all, school instruction aims to give the child an ability to use the arts of reading, writing, and arithmetic, the famous "three R's." He must learn to read the printed page, to represent in written characters his own words, and to enumerate the objects of the world.

Here, it is of first importance to note the fact that these fundamental studies of the school concern social combination quite as much as the four cardinal phases of discipline, just considered. To learn to read the printed page is to learn how to use the aggregated experience of mankind. The experience of mankind is ethical; for it contains only one lesson, infinitely repeated—the lesson of the necessity of conformity to law in order to achieve human well-being. Human experience records nothing but the success of combined human endeavor, and the failure of selfishness which avoids such combination. What is reading in itself except the art of appropriating for one's self the thoughts of one's fellow-men? Reading and writing are the arts of intercommunication par excellence. Arithmetic is the art of making quantitative combinations, and is equally fundamental, so far as the quantitative phases of society are concerned. Arithmetic, moreover, underlies all conquest over nature. Divide and conquer the empire of things by means of arithmetic.

As to the practical effects of reading and writing in the prevention of crime, we have had evidence pointing in that direction in the statistics of jails and prisons. The rationale of such effects may now be partially clear. The ability to read and the actual use of this ability in reading tend to bring to bear the life of society as a whole upon the life of the individual. Suppose he reads a newspaper. He finds interest in the deeds of his fellow-men—chiefly national deeds in wars and treaties, deeds of civil society in trade and commerce and other industries, deeds of crime and deeds of retribution by the tribunals of justice, society gossip dealing with manners. How surprising, when we think of it, is the fact that the most empty species of literature, the so-called "trashy novel," is filled with descriptions of the manners of polite society—in short, full of the details of these forms which appertain not to the individual as mere animal, but to the individual as member of society! The trashy novel portrays for the raw, inexperienced youth its ideal of the behavior of men and women in society. It shows bad manners and good manners, to the manifest advantage of the latter. Manners are superficial? Yes, but indispensable to man's life in institutions. Like the Egyptian sphinxes that lined the avenues of temples at Karnak and Luxor, they form the approach to the spiritual sanctuary itself. All instruction in good manners is of the nature of a safeguard to virtue and preventive of crime.

The man who reads habitually breathes the atmosphere of social human existence, and is in so far made to feel the substantiality of social life over mere brute life. He learns to look upon his every act from the standpoint of public opinion. He views all his own industry in its relation to the industry of his fellow-men.

The school, therefore, in teaching reading, writing, and arithmetic, deals in the most direct manner with forms of civilization by giving the individual the means of appropriating to himself the wisdom of the human race. In the newspaper, he may see the daily spectacle of humanity at large—a vision of his own human nature realized on a large scale in all mankind. As particular person, he is only a possibility of man, having realized only one small phase of human nature. In the human race, he sees the revelation of all the possibilities of human nature. This spectacle of the race is possible through the printed page, the newspaper, and the library.

But the common school has other studies, every one of which, however, tends in the same direction as the "three R's." There is geography, manifestly adapted to

give to the individual a knowledge of the world of individuals. It shows their habitat, their means for production of food, clothing and shelter, and culture. Who are my fellow-men, and how do they live? What are they doing for me, and what from my industry goes to them? The veil of the near horizon lifts, and reveals to this private individual the society in which he exists—1,200,000,000 human beings all looking hitherward with their daily tasks! The study of geography is preventive of crime in so far as it teaches the same lesson of social combination that we have already discussed.

Again, there is history as a common-school study. It is the study which looks toward the nation as an institution, for its individuals are nations. This is the one study that develops patriotism. Take away all knowledge of history, all knowledge of nations, all knowledge of the past and present of one's own nation, and there could be no patriotism; even the object of patriotism would not exist in the mind. The high and pure devotion of one's self to his country, the high and pure interest in all peoples on this planet—both these are cultivated by the study of history. The school teaches the pupil how to study history and where to find it.

There is study, more or less, of a purely scientific character carried on in the school. There is grammar, the science of the organization of language showing how reason reveals itself in its special creation, human speech. The framework of reason is logic, and logic is revealed in the laws of syntax and etymology. Self-knowledge of an intimate kind, therefore, is reached in the study of grammar. Inasmuch as language is not the product of individual industry, but a joint product of human society, it is clear enough, without analysis, that language studies in school all lead to an insight into human combination and tend, therefore, to the prevention of crime.

Doubtless the school alone is only a small part of education, but it is a very important part for the reason that it deals with conventionalities, technical means—instrumentalities shall we call them?—of human intercourse—in short, with the tools of human, spiritual combination.

Now any one or all of the educational agencies may fail absolutely to prevent crime. But social science does not find other recourse than to strive to make more efficient these agencies, improve the family nurture, improve the schools, the trades and vocations, the partisan politics, the Sunday school. All these instrumentalities are very crude, as we may easily see, in their present condition. The question that immediately concerns us in this paper is the improvement of common-school education as preventive of crime by making it more effective in reaching all the children of the community.

Undoubtedly compulsory education is a valuable means for this end. I do not see why the common form adopted is not sufficiently effective. Children under 10 years of age shall not be employed in any species of labor that takes them from school. Between 10 and 14 years, children shall not be employed in any industry that prevents them from receiving at least twenty weeks' schooling for each two years. So much education as this provides for will prove very efficient in training the average youth in correct ethical habits.

There will be special cases wherein parental education has failed, and there has happened a consequent premature hardening of the disposition of the child to such an extent that the school can not remedy it. Here we must pause a moment to call attention to the kindergarten as a very valuable instrumentality, especially in two directions very difficult to reach in common schools if neglected until the children are past 6 years of age. The kindergarten takes children at 4 years or even earlier, at the period when the child has begun to be interested in the outer world, as he catches glimpses of it beyond the family circle. The children of very poor parents are prone to neglect the education of the child at this age, and he grows up amid constant lessons in wickedness and vice. On the other hand, in families that have become suddenly rich the parents are so much engaged in readjusting themselves to their new social positions and in directing their business affairs that they leave their

precocious children to incompetent nurses and governesses, who pamper them into self-indulgent youth, destined to early ruin. The kindergarten, all of whose methods are based on true ideas of social combination, has proved very potent in saving both these classes of youth—the depraved of the proletariat and the depraved of the wealthy class.

It is clear, when we study the kindergarten and come to understand its methods of utilizing play, that healthy amusement among young people could be made educative of the social sense more largely than it is, and thus be another preventive of crime.

Industrial education in the form of the school, since the practical abolition of apprenticeship, is also important. The manual training school and the school-shop, modeled on the Russian or on the Swedish plan, ought to be established to a limited extent in all our cities, and made free, like the common schools. They give admirable instruction in wood-working and in metal-working. But when we reflect that the total number of laborers in metals, iron, steel, tin, copper, brass, etc., of all descriptions, counting 22 trades as given in our census, amount only to 585,493 persons, or about one in one hundred of our population, or three in one hundred of all persons actually engaged in gainful occupations, we see that it would be easy to overcrowd the metal industries and cause disappointment to youth whose parents had placed them in industrial schools with the idea that they were preparing to earn their living thereby.

Counting, in like manner, the laborers in the 25 trades of wood-working, we find an aggregate of 763,814 persons, or one and one-half persons in each hundred of the entire population, or say five in each hundred of the people earning their living by gainful occupations. The same danger of overcrowding these trades is apparent. The country is now producing more manufactures of wood and metal than are needed in all its markets, domestic and foreign, and yet it employs in those industries less than 3 per cent of the population and is needing a still smaller ratio on account of its constantly improving machinery.

Turning from this dismal view, one may see clearly that more and more labor is needed in ornamental industries—industries that can produce goods of artistic value. All education that trains the taste of the workman if a positive gain, and makes a place for workmen who will hold the world market firm and secure, and who will never be thrown out of employment on account of overproduction.

One cause of crime that should not escape our attention while we are discussing this question of education is the increasing growth of cities in our country, due to the invention of labor-saving machinery. The city furnishes a hiding-place for criminals who raid on the property of rural districts. There is a constant recruiting of wayward youth in country and town into organized gangs of thieves and burglars. No State legislature seems to have taken up this problem effectively. There ought to be a new form of police invented—a sort of detective force, which makes its business the systematic pursuit of thieves and burglars that raid on the rural districts. At present, left entirely unpunished, they thrive and grow numerous, educating into high criminals a large class of wayward youth.

Increasing urban growth for the most part furnishes us our social problems. Compulsory education in the forms of the common school, the kindergarten, the industrial art school, may furnish us the most valuable preventive agencies against crime.

PUBLIC SCHOOLS AS AFFECTING CRIME AND VICE.

[Extracts from an article by Benjamin Reece in the Popular Science Monthly for January, 1890.]

It is claimed, and almost universally allowed, that the instruction of our public schools serves to ennoble the emotions and to moderate the passions, to regenerate the viciously inclined, and to correct and subdue the tendency to crime. Devoutly as such a result is to be desired, the facts, unhappily, flatly contradict the theory, and,

unless the glaring inconsistencies are reconciled and contravening evidence is satisfactorily explained, the claim must be abandoned as unfounded.

At a session of the National Prison Congress held in Boston during 1888, Mr. Brooker, chairman of the board of directors of the South Carolina Penitentiary, having made the statement that of a thousand convicts in the State not more than fifty were whites, it was asked by a delegate, "What is the condition of the education of the colored people?" To this question Mr. Brooker made the following reply: "Before emancipation the colored people had no opportunity for education. When made suddenly free all negroes were illiterate and ignorant. Since that time a young generation has grown up, and of them a very considerable number are well educated. But it is a fearful fact that a large proportion of our prison population is of the educated class. This is so much the case that the idea has become prevalent that to educate a negro is to make him a rascal. But this idea is, of course, superficial, and does not find lodgment in the minds of thoughtful men. I am totally averse to it myself, and think that all reasonable means should be exerted toward their enlightenment and education. * * *" (Proceedings of the National Prison Association, 1888, p. 72.)

Here was the most astonishing fact that in South Carolina, which in 1880 had more than half of its population returned as illiterate, the educated negroes furnish a large proportion of its criminals, pressed upon a representative body of philanthropists, publicists, and statesmen, and it did not so much as provoke a comment, while the author of the statement boldly affirmed his unshaken faith in a theory the facts of which he had himself impugned. What deference should we pay to thought unless based upon correct observations, and of what utility are facts and experiences unless their teachings are heeded and their meaning properly interpreted?

In his Political Science, Woolsey tells us that "the fall of the Roman Empire was an effect of a moral ruin." Yet all will admit that Rome and the other civilizations of antiquity were richer and more learned in the time of their decay than during the period of their infancy and growth; but the moral correlative being wanting, they tottered to their fall.

Just look at the records of our mentally and morally deranged as exhibited in our statistics of insanity and crime and vice, and they alone are enough to cast a doubt upon the claim that a public-school education for our illiterates is sufficient to insure a decrease of mental and moral delinquency. For it remains to be explained why, in the decade ending with 1880, population having increased 30 per cent and illiteracy only 10 per cent, a relative decrease, the number of criminals during the same period presents the alarming increase of 82 per cent, while of insane persons there appears the enormous addition of 145[1] per cent.

Can it be possible that with greater educational facilities there is to be increased crime, and that every enlargement in the seating capacity of our schools is to be followed by a larger corresponding demand for insane accommodations and additional felons' cells? Perish the thought! Yet, if the instruction of our common schools subdues the tendency to crime, why is it that the ratio of prisoners,[2] being 1 in 3,442 inhabitants in 1850, rose to 1 in every 1,647 in 1860, 1 in 1,021 in 1870, and 1 in 837 in 1880; while, upon the authority of the Rev. S. W. Dicke, the amount of liquor consumed per capita was three times as great in 1883 as in 1840?

One naturally looks to the large and constant influx of foreign immigrants as a partial explanation of this growing disproportionate increase of crime; but the facts deny the hope, for the great increase is to be found among the native born. The Rev. F. H. Wines, who conducted this branch of the Tenth Census Report, says that, while in 1850 the ratio of foreign criminals to population was five times that of the

[1] It is but fair to state that this enormous increase of insanity has led the compiler to question the accuracy of the returns of insane persons made in 1870, yet it is admitted that, after making every allowance, the ratio of increase is out of all proportion to that of population. (See page 1660, Compendium of the Tenth Census.)

[2] Proceedings of the National Prison Congress, 1886, p. 134.

native born, in 1880 the ratio was only 2 to 1; and if we deduct the commitments for disorder and immorality, the ratio of foreign criminals is but little in excess of that for native whites. So clearly is this indicated by facts and figures that Mr. Wines arrives at the conclusion that "the foreign disregard for law shows itself far more in immorality and disorder than in dishonesty and violence."[1]

An examination of the Compendium of the Tenth Census of the United States discloses some novel and threatening facts. The illiterates of the United States comprise 17 per cent of the total population. The morally and mentally deranged, as shown by the number of criminal and insane persons, bear the ratio of 1 to every 332. The general average of illiteracy is exceeded by every one of the original slave States, with the exception of Missouri, but the average ratio of the mentally and morally unsound is only reached in the State of Maryland. South Carolina, which shows the highest percentage of illiterates, viz, 55.4 per cent, presents the lowest average of any State in the Union as regards insanity and crime, having but 1 delinquent in every 568 inhabitants as compared with 1 in every 167 in California, 1 in 205 in Massachusetts, and 1 in every 222 in the State of New York. With the single exception of the State of Maine, every Northern State east of Indiana has a larger ratio of insane and criminals than the average for the Union, while the States west of Ohio, those on the Pacific slope excepted, fall below the general average.

If we measure the extent of unrecorded vice by the proportion of saloons to population, the showing is no less remarkable. The Report of the Commissioner of Internal Revenue for the year 1887, page xxxiii, shows that, for the entire country during that year, a retail license for selling liquor was granted for every 329 inhabitants. Of the fifteen States showing more than the average number of illiterates, that ratio was only exceeded in the State of Louisiana, while the lowest average in the country was to be found in Mississippi, which, with 49.5 per cent of its inhabitants returned in 1880 as being illiterate, supported but 1 saloon for every 1,695 persons. Even the prohibition States of Maine and Kansas secured licenses for the sale of intoxicants at retail to an extent only equalled by four of the superilliterate States. The proportion of saloons to population throughout the fifteen superilliterate States is 1 for every 700 inhabitants, while of the other States California heads the list with 1 to every 99 persons, New Jersey coming next with 1 license to every 171 inhabitants, followed closely by New York, with 1 to every 179.

The table which follows presents some disquieting facts which should serve as a salutary warning to those who expect to find in mental stimulation an equivalent for moral growth and culture:

[Compiled from Compendium of Tenth Census and other official sources.]

	Illiterates 10 years of age and over (1880). *a*	Assessed valuation per capita (1880). *a*	Ratio of insane and criminal (1880). *a*	Ratio of saloons to population (1887). *b*
	Pr. cent.	*Pr. capita.*		
Fifteen illiterate States *c*	40.4	145	1 in 402	1 in 700
Northern States west of Ohio	7	297	1 in 379	1 in 308
Northern States east of Indiana	5.3	551	1 in 265	1 in 227
Average	17	340	1 in 332	1 in 329

a Computed from tables in Compendium of the Tenth Census.

b Retail licenses issued by the United States in 1887, taken from Report of Internal Revenue Commissioner; population for 1887 from World Almanac, 1888.

c Includes all States having a percentage of illiteracy above 17 per cent, the average for the entire country.

[1] Proceedings of the National Prison Association, 1888, p. 255.

The table unmistakably shows a greater per capita of wealth where the fewest illiterates are enumerated, but it no less clearly shows that this augmentation of riches has been accompanied by increased insanity and crime and more widespread vice.

But we need not confine ourselves to the general statistics of the United States, for the records of New York present similar conditions which can be analyzed more in detail. The annual report of the superintendent of the New York State prisons, 1886, records that the prisons of Auburn and Sing Sing contained 2,616 convicts; of these, 1,801 are credited with a common-school education, 373 are classed as being able to read and write, 19 are returned as collegiates, 10 as having received classical and 78 academic educations, 97 as being able to read only, and 238 as having no education. Is it not contrary to our most confident predictions and undoubted expectations that the common schools should furnish 83 per cent and the colleges and academies over 4 per cent of the inmates of Auburn and Sing Sing?[1]

When it is remembered that the detected illiterate generally finds his way to prison, while the highly educated or well-to-do are frequently saved by friends, who compound the felony to escape exposure and consequent family disgrace; that many are saved from conviction by the ability of counsel whose services are far beyond the means of illiterate poor, while still many others escape in voluntary exile to avoid imprisonment, it will be seen that even the figures given inadequately portray the extent of crime which, in strict justice, is properly chargeable to the educated classes. Of the prisoners of Auburn and Sing Sing it is further noted that 20 per cent were total abstainers from intoxicants, showing very clearly that a perfect mastery of self is by no means necessarily allied with an honest regard for the rights of property of others. * * *

Far from mental stimulation being essential to moral development, the most perfect order and deepest sense of justice are often found associated with the densest ignorance among the lowest races of humanity. Turn your attention to the Papuan Islanders,[2] the Veddahs,[3] the Dyaks of Borneo,[4] the Fuegians,[5] and other barbarous races which, in the absence of rulers or organized societies, with no learning, and but little acquaintance with even the rude arts of many primitive people, have developed the highest degree of tribal piety, integrity, chastity, and regard for covenants almost unknown to civilized man. The testimony of early travelers proves conclusively that intense poverty and deep ignorance are by no means incompatible with honesty, integrity, and virtue.

The table shows that where the extremes of poverty and wealth prevail, as in the

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[1] The report for Clinton prison simply classified the prisoners received during the year, and it could not be included with Auburn and Sing Sing, which classify all inmates.

[2] "It is worthy of remark that these simple islanders, without hope of reward or fear of future punishment after death, live in such peace and brotherly love with one another, and that they recognize the right of property in the fullest sense of the word, without there being any authority among them other than the decision of their elders, according to the customs of their forefathers, which are held in the highest regard." (Earl Kolff's Voyages of the Dogma, p. 161.)

[3] "The Rock Veddahs are divided into small clans, or families, associated for relationship, who agree, partitioning the forests among themselves for hunting grounds, the limits of each family's possession being marked by streams, hills, rocks, or some well-known trees, and these conventional allotments are always honorably recognized and mutually preserved from violation. Each party has a headman, the most energetic senior of the tribe, but who exercises no authority except distributing at a particular season the honey captured by the members of the clan." (Tennant, II, p. 440.)

[4] "The Dyaks' minds are as healthy as their bodies; theft, brawling, and adultery are unknown to them." (Boyle's Borneo, p. 335.)

"The Dyaks are manly, hospitable, honest, kindly, and humane to a degree which might well shame ourselves." (Ibid, p. 215.)

[5] "Nothing like a chief could be made out of the Fuegians of Blunder Cove, nor did they seem to require one for the peace of their society, for their behavior one to another was most affectionate, and all property seemed to be possessed in common." (Weddell's Voyages toward the South Pole, p. 168.)

Eastern States, there is found a maximum of moral and mental derangement, as exhibited in insanity, crime, and vice. Where wealth is more evenly distributed, as in the Western States, there are noted less insanity and crime, but almost as high a ratio of saloons as in the East. In the Southern States, although having a low per capita of wealth, yet the mental and moral forces of development are nearly in adjustment with the material of environment; hence the average of crime and vice is shown by the table to be relatively low.

The Rev. F. H. Wines, statistician and philanthropist, who has made questions of crime and criminals the study of a lifetime, was selected by the authorities at Washington to compile the statistics bearing on delinquents in the Tenth Census, and after a careful study of the mass of figures returned, but few of which appear in the compendium, he makes this very remarkable statement concerning the facts collected and enumerated: "If a comparison is made between offenses against public morals and against public peace, the smallest amount of disorder and the largest amount of immorality, relatively, are found among the native whites; the most disorderly and least immorality among the negroes; and the foreigners occupy a middle ground between the two." (American Prisons in the Tenth Census, Proceedings of the National Prison Association for 1888, p. 268.) When it is realized that the native whites represent the better educated portion of our population and the negroes the more illiterate, while the foreigners are on an educational scale between the two, the significance of the statement can neither be gainsaid nor belittled.

IS CRIME INCREASING IN MASSACHUSETTS?[1]

By David C. Torrey.

The question which I shall endeavor to decide is not the technical question, whether the number of cases which are brought before the courts of justice are increasing from year to year, but the broader and more important question, whether there is an increase of crime in Massachusetts which indicates a decline in social order.

I use the word "crime" as meaning such violation of law as the civil courts punish when called upon to punish them; and by "increase of crime" I shall mean, not simply an increase of cases dealt with by the courts, but an increase of such cases as the courts might deal with if the cases were brought before them.

A complete study of the prison statistics returned to the Massachusetts legislature during the last forty years compels the admission that the courts are making, from year to year, an increasing number of commitments to prisons. I give below the commitments to all prisons in Massachusetts during those years since 1850 in which a State census was taken. That the tendency of crime during these years may be clearly seen, I give the population of the State and the number of people to each commitment.

Year.	Population.	Commitments.	Number of population to each commitment.
1850	994,514	8,761	113
1855	1,132,369	16,032	70
1860	1,231,066	11,764	104
1865	1,267,030	9,918	127
1870	1,457,351	16,600	87
1875	1,651,912	24,548	67
1880	1,783,085	17,053	103
1885	1,942,141	26,651	72

[1] Reprinted from Lend a Hand, January, 1890.

This table shows that the proportion of commitments to population varies much from year to year, and that during the course of the years selected there is a tendency to increase. Perhaps this increase can be best indicated by the average number of people to each commitment during the first half and the second half of the period. From 1850 to 1865 there was 1 commitment to 103 persons. From 1870 to 1885 there was 1 commitment to 82 persons, an increase of almost exactly 25 per cent.

If we stopped our inquiry here we should be made to acknowledge that crime is increasing. But the figures do not always tell the whole truth, and an examination behind them in this case reveals a very different state of affairs from that which the surface indicates. The form in which the reports have been made to the legislature enables us to divide the crimes for which commitments are made into two classes: The crimes more dangerous to society, like murder and burglary, and the crimes less dangerous, like drunkenness and disturbing the peace. To show clearly the movements in crime in the State, I make this division in two ways: First, by separating crimes against persons and property from crimes against public order; and, second, by separating the crimes other than intemperance from crimes of intemperance.

Owing to the form in which the statistics were returned to the State, I can not make the separation by the first plan cover a long series of years. This division was made in the returns for 1865, but was not in those for 1875. This division indicates well the changes in crime in recent years.

Year.	Commitments for crimes against—			Total commitments for crimes against persons and property.
	Persons.	Property.	Order and decency.	
1865	991	2,984	5,760	3,975
1870	1,808	3,289	11,290	5,097
1879	1,514	2,264	12,723	3,778
1880	1,674	2,105	13,274	3,779
1881	1,687	2,238	13,137	3,925
1882	1,695	2,318	18,852	4,013
1883	1,661	2,369	20,095	4,030
1884	1,834	2,666	22,239	4,500
1885	1,880	2,959	21,812	4,839
1886	1,771	2,478	21,209	4,249
1887	1,654	2,477	22,694	4,131

This table shows that the marked increase in commitments is confined to the less serious crimes—those against public order and decency. Before discussing this table at length, I present the division of crimes by the second plan, that of the crimes of intemperance seperated from all other crimes. Here I am able to compare the commitments for crimes with the population of the State through a wider range of years. In 1875 the gross commitments were returned, but no division by crimes was made. In commitments for intemperance are included commitments for drunkenness and as common drunkards.

Year.	Total commitments.	Commitments for intemperance.	Commitments for all crimes other than intemperance
1850	8,761	3,341	5,420
1855	16,032	8,221	7,811
1860	11,764	3,442	8,322
1865	9,918	4,302	5,616
1870	16,600	9,350	7,250
1875	24,548	.....	.....
1880	17,053	10,962	6,091
1885	26,651	18,701	7,950

As the previous division in Table No. 2 showed that the marked increase of commitments was for crimes against public order, this table shows that the marked increase is in commitments for intemperance. A comparison of the commitments with the population of the State in the years in which the commitments were made proves that the increase in commitments which I have shown in Table No. 1 is confined wholly to crimes against public order; and even that the commitments for all other crimes than intemperance, taken together, are not only not increasing, but show a marked decrease.

The following table shows the commitments in proportion to population for the more serious crimes during those years in which a comparison can be made with the population of the State:

Year.	Number of inhabitants to each commitment for crimes against—	
	Persons and property.	Public order and decency.
1865	318	219
1870	285	129
1875 *a*	.....	.....
1880	471	134
1885	403	89

a This division was not made in returns to the legislature.

It is seen that the average in 1865 and 1870 was 1 commitment for crime against persons or property for about each 301 inhabitants, while in 1880 and 1885 the average was 1 commitment to about 436 inhabitants. This indicates a decrease in the more serious crimes of 44 per cent.

Let us apply the same method of comparison with population to the commitments, as divided by our second plan, into those of intemperance and those for all other crimes. For our purpose only the ratio to population of commitments for crimes other than intemperance need be shown:

Year.	Commitments not for intemperance.	Ratio of commitment to population.
1850	5,420	1 to 183
1855	7,811	1 to 144
1860	8,322	1 to 147
1865	5,616	1 to 225
1870	7,250	1 to 201
1875	.....	.....
1880	6,091	1 to 280
1885	7,950	1 to 244

Here we find again that there has been a marked decrease in the commitments for all crimes other than intemperance, taken together, in proportion to the population of the State. From 1850 to 1865 the average of commitments was 1 to about 174 inhabitants; from 1870 to 1885 it was 1 commitment to about 241 inhabitants. Thus a decrease of 38 per cent is indicated in all crimes other than those of intemperance.

I have now shown, as conclusively as can be shown by figures, that the crimes more dangerous to social order are not increasing, but that, on the contrary, they are diminishing at a rapid rate; more than this, I have shown that all crimes taken together, other than intemperance, are decreasing at a rate almost as rapid. I can now confine my inquiry about the increase of crime in Massachusetts to the one crime of intemperance.

The question resolves itself to this: Is intemperance increasing? The number of commitments indicates that it is. The total number of commitments is increasing, the commitments for all crimes other than intemperance are not increasing; then the commitments for intemperance must be increasing.

I think, however, that it can be shown that the increase in commitments for intemperance does not, as in the case of more serious crimes, necessarily indicate an increase in crime, and also that this increase can be accounted for by changes in law and changes in public opinion.

The common opinion of intemperance as a crime is very different from the opinion of murder, or burglary, or even petty larceny. This is shown by the fact that while it is the exception that a person guilty of these other crimes escapes trial and conviction, comparatively few of the men who drink to excess are punished by the courts. Because of this difference in opinion of crimes the commitments for more serious crimes could not increase without an actual increase of those crimes, but there is a chance for an increase of commitments for intemperance without an actual increase of intemperance.

Changes in the law affect the number of commitments for intemperance. In 1874, under a prohibitory law, the convictions for drunkenness in the State numbered 23,981; in 1877, under local-option law, the number fell to 17,862. In Boston alone in 1874 the convictions numbered 11,428, but in 1877, with 2,834 licenses, the convictions for drunkenness were only 7,539.

The number of commitments for intemperance depends also upon public opinion. There is a large and vaguely defined field of intemperance from which increasing commitments may come with increasing intemperance. The number of men who are intemperate and escape arrest is so large that an increase of commitments for a long series of years is not incompatible with an actual decrease of intemperance. Public opinion decides the point at which the drinking man is no longer sober, but becomes a subject for commitment. It makes the law and supports the policeman who makes the arrest and the court which commits the drunken man. It is reasonable to believe that continual agitation has aroused public sentiment against intemperance and so affected the laws and the courts that an increase of commitments for intemperance has taken place without a corresponding increase of crime.

The single change which is made when the new legislation of any year makes a drunkard pay a fine where he would have been imprisoned under the old law, or, on the other hand, imprisons him where formerly he would have paid a fine, is not enough to change entirely the proportions of "commitments" to the population. But these changes do not, of course, affect the real proportion of drunkenness.

From the facts I have presented I think the following conclusions can be drawn:

The commitments by the courts of Massachusetts are increasing.

The more serious crimes—those against persons and property—are decreasing rapidly.

In all crimes other than intemperance, taken together, there is also a rapid decrease.

The increased commitments for intemperance do not necessarily indicate an actual increase of intemperance, for they may depend upon changes of law and changes in public opinion.

On these grounds I think it safe to deny that there is an increase of crime in Massachusetts which threatens social order, or which indicates that, in spite of the educational, philanthropic, and religious effort in the State, its civilization is declining.

EDUCATION AND CRIME.

[From an article by Rev. A. W. Gould, in the Popular Science Monthly for June, 1890.]

In the January number of the Popular Science Monthly there was an article by Benjamin Reece on "Public schools as affecting crime and vice." * * * He thinks that the United States census proves that the increase of prisoners in our prisons is the result of the increase of pupils in our schools. And as I find that these "novel and threatening facts" have aroused some apprehension among those interested in our public school system, it seems to me desirable that some one should point out the figures in our census which seriously modify, if not wholly destroy, Mr. Reece's alarming inference that our public schools are nurseries of crime.

Figures, like Bible texts, may not lie, but they can be made to prove almost anything; and it would not be difficult to establish by our census figures the exact opposite of Mr. Reece's conclusion, if we may be allowed to use the same reasoning that he does. For his statistics only show that crime and education are both increasing. But that does not prove that the increase in education is the cause of the increase in crime. Diseases have increased during the past half century and so has medical skill; but that does not prove that the one increase was caused by the other. Perhaps the increase of diseases would have been far greater had it not been for the increase in the power to cope with them. So education may, for aught Mr. Reece's statistics prove, be the only thing that prevents a still more rapid growth in crime.

The statistics of our last report show that the most enormous strides in developing a criminal class have been taken in those States where ignorance, and not education, most abounds. If we take the 10 States that have the largest number of citizens unable to write we shall find that from 1850 to 1880 the ratio of their prisoners has increased over fivefold; from 1 in 5,400 to 1 in 970; from 1860 to 1880 it has grown threefold, or from 1 in 3,600 to 1 in 970; while the 10 States that have the fewest citizens unable to write have swelled the proportion of their criminals only threefold for the longer period and only 50 per cent for the shorter, the figures being, for 1850, 1 in 3,100; for 1860, 1 in 1,500, and for 1880, 1 in 1,050. So that in the States of greatest illiteracy the relative increase of criminals during the last twenty years has been six times as rapid as in the States of least illiteracy. And if we ask in what classes the most ignorance is to be found, our census tells us that the foreign born are 50 per cent more illiterate than the natives, and the blacks seven times as illiterate as the whites; and our census tells us further that the foreign born furnish 100 per cent more than their share of criminals, and the blacks 150 per cent more than their share

Do not these facts prove that the advance in crime is the result, not of education, but of the absence of education? We might think so if figures had not that reprehensible habit of being all things to all men. Therefore, we may find upon a careful examination that there is some other cause than ignorance for this rapid growth of our prison population in certain parts of our country. If I am not mistaken, there are several such causes, some of them entirely independent of the change in the illiteracy of the nation. One of them lies in the transition from an unsettled condition to a settled condition on our constantly advancing frontiers; another is the change from slavery in the South; and a third is the gradual elevation of the standard of human conduct, making crimes of actions that had hardly been lawful escapades in earlier times.

The first cause comes out clearly if we compare the 10 States that were on the frontier in 1850 with 10 older States—the New England and Middle States, for instance. In the former the ratio of criminals has been multiplied four or five times during the past thirty years, while in the latter it has only been doubled, rising

from 244 to 1,148 prisoners in a million inhabitants on the frontier and from 450 to 1,074 on the seaboard. Of course, it is obvious that in a new country there will be a certain amount of lawless conduct unpunished at first before sheriffs, courts, and jails are in running order. But the rapid increase in the proportion of criminals as the State grows older does not mean more crime; it often means less. The evil-doers are arrested and sentenced, and so get into our prisons and our census; and then we are told that crime is increasing. Kansas had only 289 prisoners to each million of inhabitants in the decade before the rebellion, while it had 1,300 to the same number in the last report, yet everyone knows that this State was a far more dangerous place at the earlier time than now. Colorado had only 477 offenders per million at its first census, in 1870, but in 1880 it reported 1,950, a gain of nearly fivefold in a single decade; while on the other hand the older States, like New Hampshire and Connecticut, showed an actual decrease in percentage during these periods.

But the transition from slavery to freedom was a far more efficient cause in swelling the ratio of this class. If we compare 10 of the original slave States with our 10 New England and Middle States, we shall find the increase in crime in the slave States has been three or four times as great as in the free States. The former had for each million of population only 161 criminals in 1850 and 240 the next decade; but in 1870 they had 829 and in 1880 1,166. This was an increase of sevenfold, while the free States only a little more than doubled their criminal element.

That this was the result of the emancipation is seen in many ways. The sudden leap shows it between the decade before and after the war, or between 1860 and 1880, if 1870 be thought too near the contest to be a fair test. Those twenty years gave a gain of fivefold in the proportion of prisoners of the Southern States, while the Northern States showed a gain of less than 40 per cent. Single instances reveal it still more clearly. Mississippi sprang from 67 to 1,158 criminals in a million inhabitants, and other States of the South show nearly as great a gain; while New York and Massachusetts actually declined in their criminal percentage during that time, as did some other Northern States.

The explanation is obvious. Before the war the negroes were slaves, and nearly all their offenses were punished by their masters, so that the State had no occasion to imprison them. But now from five to ten times as many blacks as whites, in proportion to their numbers, are found in the jails or chain gangs of the South. And when we remember that the greatest illiteracy is to be found in the former slave States, we see that the increase of the criminal ratio in the South may not be due wholly to ignorance in spite of census figures. The ignorance and crime were both there before the criminals were locked up and counted in the census.

One might indeed claim that the lessened ignorance had much to do with revealing this criminal element and imprisoning it. And this brings us to our third cause of the increased ratio of crime. The gradual elevation in the standard of life, and the intervention of the courts in cases which were formerly decided by the bullet or the knife, occasions a rapid increase in the number of official criminals.

Drunkenness, I suppose, was not a crime anywhere in our land half a century ago. Now drunkenness and disorderly conduct form one-tenth of all the crime of the country. And, naturally, the restraint of these offenders will be most complete in the most orderly and educated parts of our land. Accordingly, we find that the 10 educated States show a proportion of imprisonments for these offenses tenfold greater than the uneducated States do. The one had 2,865 and the other only 198 in a population three-fourths as large. And the educated States record three times as many prisoners as the uneducated States for assault and battery and simple assault. If anyone wishes to prove from the census that education is a failure, he could find no stronger facts than these—a tenfold larger share of drunkenness and a threefold larger share of violence in the States where men can read and write than in the States where they can not.

But, of course, no one thinks that the South is more quiet, orderly, and innocent than the North. No one believes that there was not a single case of drunkenness or disorder in all Alabama and Arkansas in 1880, and only a score of cases of assault, while Massachusetts, with a less population, had 597 cases of drunkenness and disorder and 337 cases of assault; yet this is what the census tells us. The natural interpretation must be that drunkenness and violence are not punished by imprisonment in certain States, while they are in others, and the States that punish least are most illiterate. This interpretation is amply confirmed by the census itself. Though education shows three times the violence that ignorance does, yet ignorance perpetrates three times as many murders as education, and that, too, while two or three of the educated States imprison the murderer for life, and so swell the number. * * *

One of the results of raising the mass to a higher moral level is that individuals here and there drop out, and the higher we are raised the more will drop, and this will continue until those incapable of self-control have disappeared. It is only among savages—where there is no chance to drop, because all are on the ground—that we find no criminals or paupers. And Mr. Reece actually sighs for the "perfect order" found associated with the "densest ignorance" among the cave-dwelling Veddahs and other tribes. Possibly we might attain this "perfect order" if we would imitate the savages in leading a savage life, but that would be a pretty dear price to pay for such order as savages secure.

Most of us prefer civilization with all its drawbacks. We prefer to see our country settled, though we know that jails will be built and occupied. The very convenience of city life is paid for by added crime. The disorder that might be allowed in a wilderness among savages can not be tolerated in a crowded metropolis among civilized people. The ten States that have the largest cities punish 50 per cent more violence and 60 per cent more drunkenness than their share, though they have 20 per cent less than their proportion of murders. * * *

I think, then, we need not fear that universal education is to bring us universal crime. We want more and better education. Of course, it is not the mere ability to read and write that is to save a man from prison. He must learn self-control and acquire a loftier standard of life. Mr. Reece dwells much upon the fact that a large percentage of our criminals can read and write. But that does not prove that their education made them criminals. I dare say a still larger percentage of them can see, yet it was not their ability to see that made them criminals. The densest ignorance may, like total blindness, keep men from crime; but we do not propose to put out our eyes of either mind or body. We will have men learn to see better, morally and physically. It is imperfect education that has brought men to prison, as we see from the constant relation of our criminal class to our illiterate classes. They may, indeed, have some sort of an education, but the vast majority of them are ignorant themselves, and have ignorant kindred and associates; and to be ignorant amid the civilization of to-day is to be jealous and bitter and rebellious.

The very fact that Mr. Reece cites to prove his thesis, that ignorance is innocence and knowledge crime, disproves it most completely. South Carolina, he says, has the highest percentage of illiteracy and the lowest of crime; but if he had taken one glance below the surface, he would have seen a fact far more "novel and threatening" than any he discovered. Out of the 626 criminals of South Carolina, 570 are black and only 56 are white. Why are there ten times as many blacks as whites in jail, when they constitute only three-fifths of the population? The only answer the census gives is in the fact that they are three times as illiterate as the whites. So that the very State summoned to prove that ignorance is exception from crime has ten-elevenths of its criminals from the most ignorant class in the country. But perhaps Mr. Reece thinks that their ignorance is not quite dense enough, as one in four can still write. They certainly have not yet reached the point where ignorance is bliss.

SCHOOL STATISTICS AND MORALS.[1]

By W. T. Harris, United States Commissioner of Education.

The question of the relation which school education bears to morals is a very old one, but it is always coming up again in some new form; and inasmuch as it is always profitable to inquire how we may make the school more effective in the direction of moral training, it is wise to have the question in some shape on every new programme of this association of superintendents. Morals include a wide range of virtues, on the one hand bordering on the province of religion, and even overlapping it in the case of such traits of character as hope, faith, and charity—what the church calls celestial virtues to distinguish them from the secular virtues of prudence, fortitude, temperance, and justice.

All kinds of well-wishing and well-doing toward our fellow-men come under divine charity or loving kindness. Under faith as a virtue come all those mental convictions which hold us to the theory of the supremacy of good in the universe, and under hope, as the third of the religious virtues, come all such acts or endeavors as we make on the side of the supreme good. Faith is the intellectual virtue and hope is the virtue of the will, while charity is the virtue of both intellect and will.

The lack of these celestial virtues produces what is called crime, because it sets the intellect and will and the heart against one's fellow-men—that is to say, against the social whole.

Very justly, then, do theologians claim that religious education in this broad sense is the foundation of the institutions of civilization. But it does not necessarily follow that the school should be an appanage of the church, or that anything but secular education should be attempted in it. This will depend upon the further question, whether the secular virtues and the secular work of the school are a real auxiliary to the good work of the church. If the habits taught in the school reenforce the spirit of kindness and mutual helpfulness toward one's fellows, if the intellectual studies aid in the spread of Christian doctrines, then the secular school has a moral tendency, although it does not take up any direct functions of the church.

I think that the most scientific student of social science will admit that the school is no substitute for the church, and that a nation may possibly exist without a school, but that no nation can exist without a church. Even the savage tribes, with their rudimental civilization, have the rudiments of a church, and it occupies a far greater place in savage life than it does in the most advanced civilization. Religion dictates to the Indians of the pueblos what figures they shall weave into their blankets and how they shall plant and harvest their corn. But the religion of the highest civilization permits and encourages the conquest of nature by science and art, and separates, one after the other, the cardinal institutions—the family, civil society, and the state—from the direct control of the church and emancipates them from its authority. Thus, Christianity is forever narrowing the circle of superstition and increasing the realm of enlightenment.

Right here, however, comes in the first appeal to statistics, and the first attack and defense of the school on the line of moral influence. It is supposed, on the one hand, that purely secular instruction in ideas and habits must be antireligious, and consequently tend toward vice and crime. On the other hand, it is claimed that purely secular instruction reenforces religion and exerts an influence repressive of vice and crime, although it does not include any theologic teaching. Statistics are collated to show that the majority of criminals in our jails have attended school for a longer or shorter period. Statistics are likewise quoted to show that those States which have the oldest and most efficient school systems have the largest number of

[1] Reprint from Proceedings of the National Educational Association of paper read before the Department of Superintendence at Boston, February 21, 1893.

criminals in their jails and State prisons. Assertions are made that education merely changes the character of the crime—for example, from robbery and theft, the crimes of the illiterate, to forgery and embezzlement or breach of trust, which are the crimes of those who have had school education. The returns of prisons and jails have been often studied with a view to get the facts in these particulars. Most teachers are familiar with the collation of statistics made on the census returns of 1870 by E. D. Mansfield and published in General Eaton's Report of the Bureau of Education for 1872. The returns from prisons and jails of 17 States, 14 of which were Western or Middle States, gave an aggregate of 110,538 prisoners, of whom 27,581, or almost exactly 25 per cent, were illiterate or not able to write.

The fact that three-quarters of all the prisoners could read and write and had had some schooling looked serious enough to challenge the good influence claimed for the schools. If school education is adverse to crime, why should not the statistics show that a majority of the prisoners are illiterate?

At this point the subject was taken up by those who understood arithmetic, and the question was modified so as to ask whether a given number of illiterates in the population furnished as many criminals as the same number of persons who could read and write. Put in this shape the answer was intelligible.

The illiteracy of the population in the seventeen States which furnished the 25 per cent of illiterate criminals was about 4 per cent, according to the census of 1870. This 4 per cent of the population furnished 25 per cent of the criminals, and the 96 per cent who could read and write furnished only 75 per cent. If 1 per cent of the illiterates had furnished only 1 per cent of the criminals it would appear that education made no difference in regard to crime. But the illiterates furnished more than six times their quota, while those who could read and write furnished one-fifth less than their quota, and the ratio of the two was 1 to 8. A thousand illiterates on an average furnished eight times as many prisoners as the same number who could read and write.

This result worked out with much uniformity where the same degree of accuracy in keeping statistics prevailed. The very small quotas of illiterates in Iowa, Kansas, and Minnesota gave more than eight times their share of criminals, while the three Southern States included in the seventeen were reported as having 22 per cent of illiterates in the population and as having 50 per cent of illiterate criminals, thus showing the illiterates to have five and one-third times their proper share of criminals.

Within the past ten years many of the jails and reformatories have published comparative tables, showing results for a term of years, during which accurate records have been kept. These are, of course, more valuable than the returns for any single year, because inequalities and unusual conditions are eliminated. In 1887, for instance, the jail at Detroit gave a summary for twenty-five years, showing an aggregate of 40,338 committals, of whom 28,652 could read and write and 11,686 could not write. This gives eight times the quota of criminals to the illiterates, because in the total population of the State there were less than 5 per cent of illiterates.

To be mentioned as foremost among institutions keeping and publishing accurate and discriminating records in these matters are the Illinois Penitentiary at Joliet, the Elmira Reformatory of New York, the New York Juvenile Asylum, and the Eastern Penitentiary of Pennsylvania.

The main point in the interpretation of criminal statistics is to consider the ratio between the number of criminals furnished by a given number of illiterates as compared with a like number who can read and write. We must consider not only the numerators, but also the denominators of our fractions in order to get at the true value.

But there are other important items which some future census taker will give us; for example, the number of persons who can read and write but who are so poorly equipped as to be very ignorant. In the statistics taken in the better class of our

jails and prisons a good classification of prisoners prevails. In 1870 the illiterate and the very deficient amounted to 60 per cent of the prisoners according to the returns from New York and Pennsylvania; to 50 per cent in those from Minnesota, Iowa, Kansas, and California; to 75 per cent in those from Ohio, Indiana, Illinois, Michigan, and Wisconsin; to 85 per cent in those of Maryland, Kentucky, and South Carolina.

Many keep careful statistics in regard to previous condition of industry, the character of parents, the time of leaving home, the state of health. A large proportion of criminals were orphans or have left home at a tender age. Many have been brought up by criminal parents; very many have never learned how to work at an honest and honorable occupation.

The question of the prevention and cure of crime is a very complicated one, having many cooperative causes besides that of defect of schooling. But that schooling is a very powerful influence is made probable by these statistics, and it is made certain by considering its nature.

Stated in a word, every school demands good behavior, and most teachers succeed in securing it. Good behavior means respect for the rights of others and regularity, punctuality, self-restraint, and industry at mastering the thought, or at least memorizing the words, of learned and scientific men. It is this requirement of good behavior that secures the moral influence of the school. It is questionable whether set moral lessons produce the desired effect, but obedience to the rules of good order insures moral habits.

This, of course, develops power of self-control. It gives power of inhibiting mere natural impulses and passions and of choosing higher motives. Even selfish motives become purified as they become more general in their scope and bearing, and a perfectly wise selfishness would adopt the golden rule.

To those who have objected to secular education as tending to fill our jails with educated criminals, the defenders of the schools have pointed significantly to the statistics of religious education among criminals which are beginning to be kept in a great number of jails and prisons. For instance, in the Detroit jail, in twenty-five years, there were reported 37,089 out of 40,838 as having religious training, against 2,249 who had none. Of the religious influences, 15 had been under Mormon training, 69 under Jewish, and the remaining 37,000 about equally under Protestant and Roman Catholic training.

In the Elmira Reformatory, in twelve years, those reported as having no religious training were only 7 per cent; with Hebrew training, 5 per cent; with Protestant, 42 per cent, and with Catholic, 46 per cent.

In the reports from 200 jails in the United States, with about 55,000 prisoners last year (1892), in reply to an inquiry made by the Bureau of Education, over one-half reported religious training of prisoners; 10,376 with none; 9,934 with Protestant; 163 with Jewish; 9,115 with Catholic training.

I quote these facts to show how statistics may mislead a person who does not consider the qualitative as well as the quantitative side.

It would be preposterous to think that the training of the church or the Sunday school could tend toward the production of criminals. The doctrine of self-sacrifice for others, the example of the Son of God who suffered, the perfect for the imperfect; no one can conceive a more powerful lesson to distrain the youth from a criminal career. The Jewish instruction in the Ten Commandments would produce righteousness instead of crime. And yet the neophyte in statistics would say that the 92 per cent of criminals in Detroit who had received religious instruction made a bad showing for religious education. But he would say this only because he is a neophyte and omitted his denominator, like the bad arithmeticians who have been decrying public education in the magazines and reviews and comparing numerators without a glance at their denominators.

The religious statistics would read when the denominators are applied somewhat as follows: The 92 per cent of criminals who have had some religious instruction have been furnished by the 98 or 99 per cent of the whole population who have been under religious instruction, while the 8 per cent of criminals without previous religious teaching represent the 1 or 2 per cent of their class in Michigan. And none of the criminals came there through religious teaching, but because they neglected its counsels.

The attack on school education as increasing the number of convicted criminals—an increase proved by the returns from the different States—has brought forward a new phase of the question.

Educators will remember the brilliant attack led by Richard Grant White, some years ago, in the North American Review, and recently an article in the Popular Science Monthly, by Mr. Reece. These have been replied to, the former by Dr. Philbrick, in the North American Review, and by Prof. B. F. Tweed, in a valuable pamphlet. That of Mr. Reece was well answered by Mr. H. H. Clayton, who quoted the interesting analysis of criminal records in Massachusetts, published by Mr. David C. Torrey, in Lend a Hand for January, 1890.

Massachusetts, it was said, committed to its jails and prisons only 8,761 persons in 1850, while in 1885 it committed 26,651, or nearly three times as many. In 1850 only 1 person to 113 inhabitants; in 1885, 1 to 72. This evidently demanded a qualitative inquiry. What crimes are on the increase? Mr. Torrey classified them, first, under two heads, and found that the crimes against person and property were, on an average, from 1865 to 1870, 1 to 301 inhabitants, while from 1880 to 1885 they were 1 to 436, thus showing a decrease in serious crimes of 44 per cent. The second heading was commitments for crimes against order and decency, and these had increased largely.

Investigation further into these crimes against order and decency, Mr. Torrey found that they were mostly cases of drunkenness. The commitments for drunkenness in 1850 were only 3,341, while in 1885 they had risen to 18,701. The commitments for all other crimes than drunkenness in 1850 amounted to 1 for 183 inhabitants, and in 1885 to only 1 for 244 inhabitants. The average from 1850 to 1865 was 1 to 174 inhabitants, while the average from 1870 to 1885 was 1 to 241 inhabitants, for other crimes than drunkenness.

This showing completely turned the tables on that class of sensational or emotional writers who deal with what I call hysterical statistics. Person and property have become more safe in Massachusetts. Between 1865 and 1885 commitments for crimes against them decreased 44 per cent, allowing for increase of population. The decrease was greatest in crimes against property, but there was a decided decrease of crimes against person. But while person and property have become safer in twenty-five years, drunkenness is not nearly so safe; the prisons and jails are crowded with intemperate people, who were formerly allowed to go unmolested through the streets and country roads.

The fact that person and property have become more secure on the whole is very significant, when we consider the fact that the numerous cities of Massachusetts afford hiding places for burglars who raid on the small villages or the rural part of the State by night and escape to the city by railroad before morning. Any species of crime that goes unpunished tends to increase and to multiply criminals. Hence rural districts in the vicinity of the large cities of the Middle and Eastern States suffer more from this species of marauding than any other portion of the United States, not even excepting the borderland.

Of the secular virtues, justice is particularly concerned in this matter of crime. It has two phases, honesty and truth speaking, that are particularly cultivated in good schools. Temperance is a virtue which the school helps to some extent. Fortitude is developed by self-restraint in the school. Prudence or providence is the special

virtue of thrift, and the school nurtures this by increasing intelligence and skill in productive industry.

On the question of the promotion of these virtues by the school, I desire to cite the statistics of thrift in favor of the State that gives the largest amount of schooling to each inhabitant.

It is surprising to the person who has not become familiar with the facts to learn that the total number of years' schooling that each person on an average is getting in the United States is only four and three-tenths, nearly four years of this being furnished by public and less than six-tenths years by private schools. But the amount that Massachusetts is giving is six years and eighty-six hundredths, or two and one-half years more than the general average. There are only five States that give over six years on an average to their whole population. These are, first, Massachusetts, next New York, third Connecticut, fourth Ohio, fifth Rhode Island. The average for the whole nation is about equal to the primary school course of four years.

I quote these statistics to point out a connection between education and industry.

The total production of the labor of the people of the United States for 1880 was about 40 cents apiece per day for each man, woman, and child; but the production of Massachusetts, with its average of seven years of schooling for each inhabitant, was nearly double that of the average for each inhabitant of the whole nation. I have made on different bases three estimates, using the data given by Col. C. D. Wright in his census of the State for 1885. The lowest estimate gives 68 per cent more than the national average, the second 84 per cent, the third and best one exactly 100 per cent. The population of Massachusetts is 4 per cent and its production is 8 per cent of that of the whole nation. Who that looks at modern productions of industry and considers how much of it is due to machinery, and considers further the dependence of machinery for its management on alert and educated intelligence, can fail to see the relation of the schools of Massachusetts to its phenomenal production of the items of wealth?

The virtue of prudence or productive industry insures the existence of other virtues, such as temperance and honesty. For the fact that the people of a State have arrived at the stage of political conscience that they attack not only the crime, but also its source in such vice as intemperance, implies an advance also in regard to many virtues. And can not the well-kept schools claim a large share in producing these favorable moral conditions?

THE CURSE IN EDUCATION.

[From an article by Rebecca Harding Davis in the North American Review for May, 1899.]

The most urgent of rules—the one in which the American puts absolute faith—is "Educate; send every boy and girl to school."

It never occurs to the American that there can be a mistake or room for hesitancy here. * * * Educate a man, he says; teach him mathematics, chemistry, or what not, and he can take care of himself in the universe. It is this unspoken creed that has made the schoolhouse a fetish in the United States. Whether it stands in a village in New England, or in a Florida swamp, or in an Indian reservation, we all believe that a life-giving ichor goes out of it which will conquer not only ignorance, but poverty and crime.

This idea came naturally enough to Uncle Sam when he found his gates besieged by hordes of ignorant Irish, Germans, Russians, Huns, and Italians, and within his gates other hordes of ignorant negroes and Indians. Their ignorance seemed to him the deadly disease which would destroy the nation. Cure that by a certain amount

of book learning, and the American would be the typical intelligent and moral citizen—a model for the world.

Hence the public school.

Has the public school done its work? Has education been always an unmixed blessing to America and Americans?

This question can not be answered so easily and positively as loyal sons of the Republic may suppose.

Two or three facts which come up in my memory seem to me to have a bearing on it.

First. On the table before me lies the annual report for 1898 of the inspectors of the Eastern Penitentiary in Pennsylvania. Here is one item: Ninety-one convicts who were in the prison last year had served one or more terms before. Of these hardened offenders only nine were unable to read and write. Of eight no record had been kept, but as the majority of them were forgers and counterfeiters they had evidently received some mental training. The remaining seventy-four were all educated, having attended school from two to nine years.

Another fact: Three years after the opening of free schools in London a marked increase was noticed in the number of juvenile offenders in the city prisons and reformatories. There was, too, a change in the kind of crimes committed by them. The number of boys and young men convicted of forgery, grand larceny, and intricate swindling schemes was more than doubled, while the number of sneak thieves, drunkards, and pickpockets was lessened by one-half. As years passed the proportion of educated criminals largely increased.

"Are we to understand, then," demanded a zealous humanitarian in Parliament, "that our graded schools are breeding houses of crime?"

But this was too pessimistic a view. Education did not breed crime in the pupils; education only gave crime tools to use. The three R's never begot a desire in the mind of a boy to work harm to his fellows, but finding the desire there already they taught him to forge a note instead of picking a pocket. Without education he tramped barefoot in the mire of the broad road that leads downward; with it he drove in a chariot, but on the self same road and to the same dark end.

Again, about fifteen years ago, I was in a lonely corner of Louisiana—a district of pale green prairies sloping down to the Gulf, dotted with the half-cultivated farms of the French Acadians. There they had been since they left Acadia years before. An isolated, separate clan, they retained the character, the handicrafts, and the bits of homely, useful knowledge which they brought with them, and also the same utter ignorance of the outer world. Very few of them could read or write. The men tilled the fields on the shores of the black bayous which crept lazily through banks of purple and yellow fleurs-de-lis, and the women in their cabins wove the soft, gay cotton stuffs in which they all were clad. They had no railways, no schoolhouses, no bosses with schemes for making big fortunes, no politics, and no newspapers. For years there had not been a case from among them in the parish court of theft, or adultery, or murder. They worked enough to keep them from want. They went to mass in the morning and to a dance at night. They were faithful husbands, loyal friends, tender mothers, single-minded, honest, merry folk. What more would you have?

When I went away from this Attakapas country and looked back at the great, dull green plain rolling down to the sea, with its pleasant farms and snug little homesteads gay with flowers, soft-floating gray mists now and then clouding the sunshine, it seemed the very land of peace. Surely its name should be Arcadia, not Acadie.

A year later I heard a philanthropic Northern lecturer descant on the ignorance of this people, and beg for aid to "send the schoolmaster among them, to open the way for railways, business, and civilization."

Would not any intelligent American question seriously whether these people would be elevated or lowered in the actual scale of being by these things? * * *

A still more tragic instance is the negro, who, as soon as he was freed, was taken out of the cabin of the slave field hand, not to be taught to read his Bible and earn his bread as a skilled mechanic, but to study the higher mathematics and Plato, French and German, medicine and law; and then, with contempt and insult, was denied the chance to use his knowledge.

What, then, is wrong? Too much education?

No. No sane man can doubt that to educate a human being so as to develop his individual capacity and to fit him for his especial place in life is the best thing we can do for him. It is a gift to him from his fellow-men, second only to that of life. But it must be given with wisdom and discrimination. * * *

Into that aforesaid schoolhouse, of which we boast with such fervor, are going to-day countless legions of little Pats and Jans and Sambos—boys with a myriad differing capacities, tendencies, and destinies. And each is crammed with the same dose of unassimilated facts—the alphabets of a dozen sciences which he never learns to put together into an intelligible word. Nothing more cruel and ridiculous was ever done in the world. It is the old story of the boys of Dotheboy's Hall, who were ranged into a row while Mrs. Squeers ladled into each gaping mouth the same dose of treacle and sulphur. * * *

Of course, we all know the secret reason which prompts this American system of education. Every child must be prepared for any possible position. The boy who will end his days behind the counter of a village store, and who has no ambition nor qualification to do other work, must have his smattering of Greek and philosophy, because he may some day be Senator or President. The girl from X——, who would be fitted for a full, happy life by a course in dressmaking or cookery and arithmetic, studies trigonometry and art. May she not, some day, be the first lady of the land? Dull, good young women by the tens of thousands, meant by nature to brood over homes and to mother children, and to teach them truth and honor and the love of God, grapple with the Semitic tongues or biology, with the hope that they will be club women or scholars, and train their sons for college.

It is, as we all know, the chance for every man that constitutes the true greatness of America. But it is this chance also which is at the bottom of our discontent, of our vulgar pretension, of our intolerable rudeness, and of the false values which we are apt to place upon the things of life. Perhaps the falsest value is that which we set on mere book learning. Without religion, it only qualifies the thief to be more expert in his thieving. If it is not assimilated into a man's life, and made a part of his everyday work, it becomes a deadly alien weight on both.

When will Americans see that there is no blessing like the education which we can use, but that the education which we can not use is a curse?

ERRONEOUS INTERPRETATION OF PRISON STATISTICS.

[Interview with the United States Commissioner of Education, reprinted from the Brooklyn (N. Y.) Eagle, October 8, 1899.]

Much comment has been occasioned by an article in a recent number of the North American Review, written by Rebecca Harding Davis, in which she makes some sharp and caustic remarks about the relations of education and crime. The writer takes a very doleful view of the matter and by reference to the number of persons in jail able to read and write attempts to prove that education has served to increase the amount of crime. She even goes so far as to intimate that the graded schools are breeding places for crime and explains the large number of old maids in New England and other portions of the country as the natural result of their disinclina-

tion to marry men of moderate means after having received an academic course of instruction.

The article is a forceful one and has caused widespread notice and criticism. While many people disagree with Mrs. Davis in her gloomy conclusions, no facts have been produced to disprove her contentions. Commissioner of Education Harris, however, is prepared to take issue with her, and in an interview with the Eagle correspondent to-day he presented an array of arguments and statistics on the opposite side. He believes that Mrs. Davis has made her assertions without a fair and full consideration of all the features of the case, and is not willing to admit that education helps to increase the total number of pickpockets, forgers, or other criminals. When Commissioner Harris was asked to-day what he had to say of the statement of Mrs. Davis that our graded schools are breeding houses of crime, he replied:

"If the statistics on both sides of this question are considered, I think most people will believe our schools do not swell the number of criminals of the country, but, on the contrary, exert just the opposite tendency. Communities that send a very large part of their population into schools have a higher ideal as to what is considered lawful and decent behavior in public. They are not content with punishing crimes against person and property, but often arrest persons for drunkenness and other vices. There was a time in Boston when a person seen in the streets smoking a cigar would be liable to arrest by a policeman. A multitude of penalties on the statute books, such as arrest for plucking a flower on the public common or crossing the grass from one gravel walk to another, increase the number of arrests every year, but do not necessarily imply an increase of serious crime. Counting the persons in jail in the United States, it is found that the quota of the illiterate is nearly, or quite, eight times as much as the quota from an equal number of persons who can read and write. For instance, the statistics of the Detroit jail for its first twenty-five years show 40,338 committals, of whom 11,686 could not write. In the total population of the State less than 5 per cent were illiterates. Five per cent, therefore, furnished 11,686 committals and the other 95 per cent of the population furnished 28,652. In other words, the illiterates furnished eight times their quota of criminals for the jail. The report of the Detroit jail for 1887 contains the statistics on this subject."

"How about the statement of Mrs. Davis that the number of juvenile offenders in London was greatly increased after the establishment of the London free schools in 1870?"

"I have before me," replied Commissioner Harris, "two articles on this subject, one in the London School Board Chronicle for April 16, 1898, and the other in the London Schoolmaster for November 6, 1897. The average daily number of persons in the jail in England and Wales is given for thirty-four years, and a study of them will reveal the true facts regarding the point touched on by Mrs. Davis. There was a marked decrease of crime from 1870 to 1894. The schools had scarce begun to have any effect upon the total in 1870, but in that year there were 128 persons in jail out of every 100,000 of the population. Ten years later the 128 had decreased to 111 in each 100,000 population, and in 1890 this had fallen off nearly one-half. Instead of 111 there were only 68 in prison out of a population of 100,000. It has been stated that the school educates the intellect, but does not affect the morals. Nearly all the schools of this country and in England lay more stress on good behavior than they do upon learning lessons. In fact, some schools with poor methods of instruction, in spite of that, do a great deal of good, because they teach children how to behave in public. By insisting on regularity, punctuality, silence, and industry in the schoolroom they secure a quality of self-control on the part of the pupils which no other means can accomplish so well. I do not find it strange, therefore, that the effect of the school shows itself in the morals of the community still more than it does in the quickening of the intellect. People in England who are studying this matter seem

to think that the great falling off of criminals in the jails, namely, from 128 in every 100,000 in 1880 to only 68 in every 100,000 in 1890, is due to the wholesome effect of the schools. Quite extensive investigations were made in 1870 by the Bureau of Education on the same lines. The prisons and jails of 17 States, 14 of them being Western or Middle States, reported 110,538 prisoners. Of these 27,581, or almost exactly 25 per cent, were illiterates. Attention being called to the fact that three-fourths of the prisoners could read and write and had had some schooling, the same claim now put forth by Mrs. Davis was made—that education promotes crime. The conclusion was drawn that the schools were 'breeding houses of crime.' But in this case the numerators were compared and the denominators neglected, for in the 17 States the average illiteracy of the population was about 4 per cent. This 4 per cent of the population furnished 25 per cent of the criminals, and the 96 per cent who could read and write furnished only 75 per cent. The illiterates, therefore, furnished more than six times their quota, while those who could read and write supplied one-fifth less than their proper quota. Thus, 1,000 illiterates furnished on an average eight times as many prisoners as the same number who could read and write. It seems to me that if the discipline of a common school which trains the pupil from day to day in the habit of self-control and respect for the rights of others will not produce law-abiding citizens nothing else is likely to accomplish it."

"What would be the effect of school training on other evil habits outside of the list of schoolroom virtues—regularity, punctuality, silence, etc.?"

"The school impresses upon the pupil the constant necessity of considering the ideal of good behavior, and the boy in school for many months in the year acquires this as a habit; it becomes second nature. Of course, a person who has acquired the habit of regulating his conduct by an ideal must carry this habit into the whole range of his life and modify it to some advantage. Education is far from stimulating evil instincts, but on the contrary serves to suppress them. One of the English writers to whom I referred collected the police statistics as well as the jail statistics, and found that in 1870, while there were 31,225 thieves in jail, there were 50,144 running at large, but known to be thieves by the police. These two items make a total of 81,369, but in 1895 those in jail had decreased from 31,225 to 18,365, and those reported as at large had decreased to 18,033, making a total of 36,398 in 1895, as against 81,369 in 1870. In the meantime the population of England and Wales had increased from 23,000,000 to 30,000,000. This reduction by one-half of the number of suspicious cases and in jail in the face of a big increase in population is certainly an indication of the good effects of education. These statistics are of value because they show the state of the whole community, and not merely the number actually convicted and imprisoned. An interesting record has been made in Massachusetts regarding the relation of the jail population to illiteracy. Massachusetts gives more years of schooling on an average to its population than any other State. It has been claimed that Massachusetts overeducates its children. I have heard this charge, but you have only to consider the average amount of schooling to each inhabitant in order to see that the State does not overdo the matter of education. Massachusetts gives about seven years, of two hundred days each, on an average, to each one of its pupils, but the average for the whole United States is only five years. The average is not enough to take the pupil through the course of study in the ordinary district school. In 1850 there were 8,761 persons in the jails and common prisons of Massachusetts, while in 1885 the number had increased to 26,651, nearly three times as many as in 1850. This occasioned the remark that with the increase in education crime increased in a still greater degree. An analysis of the crimes reported, however, showed that those against person and property had decreased during that period. Serious crimes had decreased 40 per cent, while the offenses against order and decency, being more vigilantly prosecuted, produced the enormous increase in the total number. For example, in 1850 there were 3,341 commitments for drunkenness, but in

1885 there were 18,701 commitments for this offense. The commitments for all other crimes than drunkenness in 1850 amounted to one for each 183 inhabitants, and in 1885 one to each 244 inhabitants. This showing turned the tables on that class of sensational writers who deal with hysterical statistics. Person and property have become more safe in Massachusetts in the past fifty years, but drunkenness is more dangerous to the drunkard.

"What do you think of the statement that education gives young people a disgust for manual labor?"

"I do not think this charge is borne out by statistics. There is no country in the world in which young people are more ambitious to get into occupations in which they can earn a livelihood than the United States. In fact, the hunger for work is too great for the good of our youth. Again, those youths who get the greatest amount of schooling furnish the most productive populations; as, for instance, Massachusetts, with its seven years as schooling for each boy and girl, produces in manufacture, commerce, and agriculture an aggregate of wealth per inhabitant which is nearly twice that of the average product of the nation. In 1880 this product was from 70 to 80 cents per day for each inhabitant, while that for the country at large was only 40 cents. Of course the educated person wishes to save his hands by the employment of machines, and is not so willing to perform mere drudgery by hand when he can see methods of performing it by machines, but in the number of hours that he works per day and in the intensity with which he works he excels the illiterate laborer. A man of education does one day's work at his office and frequently does another day's work when he gets home for the evening. In regard to the declaration that education for women gives them a distaste for marriage with men of moderate means, and therefore increases the number of old maids, I can only say that I do not wonder that an educated woman is more particular about the kind of husband she gets than an illiterate. Then, again, a woman with an academic training can afford to be independent to a certain degree. In closing I would like to quote these words by famous English authorities on the general subject of education and crime. Sir George Kekewich, the head of the parliamentary school board for England and Wales, says:

"'Every time I hear of a new school being opened I say to myself, "There goes another prison."' Sir John Gorst, one of the parliamentary leaders, says: 'Every pound spent on the education of the young saves many pounds in the increased efficiency of the working population in the absence of the necessity for further jails and workhouses.'"

A. B. A.

INFLUENCE OF THE SCHOOLS IN FRANCE.

[Letter of the United States Commissioner of Education, October 14, 1899, to Prof. E. C. Branson, State Normal School, Athens, Ga.]

* * * I send you the following figures, made from the most recent French census, namely:

1. From 1878 to 1895 there was an increase in the proportion of conscripts able to read, namely, from 84.7 per cent at the earlier date to 94.6 per cent at the later date, or an absolute increase of 11.6 per cent.

2. From another source of information we learn that the number of newly married persons able to sign the certificate made the following increase from 1880 to 1890: Men, from 84 per cent up to 91.6 per cent, an absolute increase of 9 per cent; for women, an increase from 75 per cent at the earlier date to 87.4 per cent, namely, an absolute increase of 16½ per cent.

3. With regard to convictions for crime between the years 1876 and 1892, a period

of sixteen years, there was a decrease from 3,236 convictions in 1876 to 2,775 in 1892, the same being a decrease of 14¼ per cent.

4. From 1892 to 1896 there was a decrease of convictions from 2,775 in 1892 to 2,464 in 1896, the same being a decrease of 11.2 per cent.

5. For the entire period from 1876 to 1896, a period of twenty years, the decrease reads as follows: From 3,236 in 1876 to 2,464 in 1896, the same being a decrease of 772, or 23.8 per cent.

6. The crimes considered in this are homicide (including, under this, assassination, murder, parricide, poisoning), rape of minors, and thefts and breaches of trust. A large class of crimes that come under the head of assault and battery are omitted from this, and as the statistics for the rest of the crimes are very complicated, I have not yet collected them from the census report. For these items see the Révue Pédagogique for May, 1899, and compare it with the extensive report on the prisons of France, by the minister of the interior, "Statistique Pénitentiaire," for the year 1894.

7. Another item which has been obtained is valuable in this connection, namely, of the prisoners included in the figures above given who were between the ages of 16 and 21, there was for the entire period a decrease of 30.4 per cent for men and of 43.4 per cent for women. For all, a decrease of 36.6 per cent, as against the 23 per cent above quoted for all criminals. This, of course, relates to the youth that have been under the influence of the schools.

8. For the youthful criminals of 16 years of age and under convicted of the crimes above there was a decrease on the part of the boys of 43.3 per cent, and on the part of the girls of 62.5 per cent, or for both boys and girls a decrease of 50 per cent. This is very significant because of the fact that these persons are young enough to have received the full influence of the schools.

I hope at some time to be able to collect together all of the separate details of crimes against person and property. But the present figures with reference to all the more important items are very significant and refute the statement with regard to the increase of serious crimes since the Government schools of France have caused a decrease of illiteracy.

It will be very clear, even from these figures, that the increase of crimes, if there is any such increase, is to be found in the minor crimes, and that it is probably due to officiousness on the part of the French police, who are seeking to carry out new regulations that have to do with vice rather than with crime. Persons and property are very much safer in France than they were twenty years ago.

STATISTICS FROM THE UNITED STATES CENSUS OF 1890.

Literate and illiterate population 10 years of age and over, classified by nativity and race.

	Total.	Native white.	Foreign born, white.	Colored.
United States	47,413,559	33,144,187	8,786,887	5,482,485
Literate	41,088,857	31,079,184	7,639,316	2,370,357
Illiterate	6,324,702	2,065,003	1,147,571	3,112,128
North Atlantic division	13,888,377	9,937,918	3,720,601	229,858
Literate	13,028,388	9,708,021	3,140,407	179,960
Illiterate	859,989	229,897	580,194	49,898
South Atlantic division	6,415,921	3,912,815	196,454	2,306,652
Literate	4,434,033	3,340,916	172,401	920,716
Illiterate	1,981,888	571,899	24,053	1,385,936

Literate and illiterate population 10 years of age and over, etc.—Continued.

	Total.	Native white.	Foreign born, white.	Colored
South Central division	7,799,487	5,039,641	307,458	2,452,388
Literate	5,480,616	4,284,706	245,362	950,548
Illiterate	2,318,871	754,935	62,096	1,501,840
North Central division	16,909,613	12,652,374	3,908,466	348,773
Literate	15,945,345	12,216,046	3,494,951	234,348
Illiterate	964,268	436,328	413,515	114,425
Western division	2,400,161	1,601,439	653,908	144,814
Literate	2,200,475	1,529,495	586,195	84,785
Illiterate	199,686	71,944	67,713	60,029

Literate and illiterate prisoners, classified by nativity and race—United States census of 1890.

	Total. *a*	Native white.	Foreign born, white.	Colored.
United States	82,329	36,519	15,932	25,019
Literate	59,422	32,879	12,656	9,800
Illiterate	22,907	3,640	3,276	15,219
North Atlantic division	28,258	15,926	8,979	2,076
Literate	24,492	14,769	7,091	1,490
Illiterate	3,766	1,157	1,888	586
South Atlantic division	11,409	2,096	264	8,865
Literate	4,744	1,492	196	2,944
Illiterate	6,665	604	68	5,921
South Central division	16,084	3,904	864	10,480
Literate	7,191	3,051	542	3,017
Illiterate	8,893	853	322	7,463
North Central division	19,854	10,960	3,929	2,827
Literate	17,317	10,121	3,433	1,889
Illiterate	2,537	839	496	938
Western division	6,724	3,633	1,896	771
Literate	5,678	3,446	1,394	460
Illiterate	1,046	187	502	311

a Includes 4,859 white prisoners not classified by nativity.

Percentage of illiteracy among persons 10 years of age and over, United States census of 1890.

	Total.	Native white.	Foreign white.	Colored.
United States	13.34	6.23	13.06	56.76
North Atlantic Division	6.19	2.31	15.59	21.71
South Atlantic Division	30.89	14.62	12.24	60.08
South Central Division	29.73	14.98	20.20	61.24
North Central Division	5.70	3.45	10.58	32.81
Western Division	8.32	4.49	10.36	41.45

Percentage of illiteracy among prisoners, United States census of 1890.

	Total.	Native white.	Foreign white.	Colored.
United States	27.82	9.97	20.56	69.83
North Atlantic Division	13.33	7.26	21.03	28.23
South Atlantic Division	58.42	28.82	25.76	66.79
South Central Division	55.29	21.85	37.27	71.21
North Central Division	12.78	7.66	12.63	33.18
Western Division	15.56	5.15	26.48	40.34

Number of prisoners furnished by each 100,000 literates and by each 100,000 illiterates (over 10 years of age), classified by nativity and race, United States census of 1890.

	Aggregate.		Native white.		Foreign-born white.		Colored.	
	Literate.	Illiterate.	Literate.	Illiterate.	Literate.	Illiterate.	Literate.	Illiterate.
United States	145	362	106	176	166	285	413	489
North Atlantic Division	188	438	152	503	226	326	828	1,174
South Atlantic Division	107	337	45	106	114	282	320	426
South Central Division	131	383	71	113	221	519	317	498
North Central Division	109	263	83	192	98	120	807	820
Western Division	258	523	225	260	238	741	542	518

Multiple showing how many times as many prisoners 100,000 illiterates furnished as an equal number of literates, United States census of 1890.

	All classes.	Native white.	Foreign-born white.	Colored.
United States	2.5	1.7	1.7	1.2
North Atlantic Division	2.3	3.3	1.4	1.4
South Atlantic Division	3.1	2.4	2.5	1.3
South Central Division	2.9	1.6	2.3	1.6
North Central Division	2.4	2.3	1.2	1.0
Western Division	2.0	1.2	3.1	1.0

Prisoners per million inhabitants, United States census of 1890.

	Total.	Native white.	Foreign white.	Colored.
United States	1,315	796	1,747	3,276
North Atlantic Division	1,624	1,202	2,317	7,427
South Atlantic Division	1,288	389	1,305	2,714
South Central Division	1,463	545	2,712	3,007
North Central Division	887	614	969	6,276
Western Division	2,219	1,653	2,819	4,900

Classification of prisoners according to place where found, United States census of 1890.

	Prisoners.
Penitentiaries	45,233
County jails	19,861
City prisons	3,264
Workhouses and houses of correction	9,968
Leased out	2,308
Military prisons	794
Hospitals for the insane	901
Total	82,329

Prisoners classified according to character of offense charged, showing the absolute number and the number per million inhabitants, United States census of 1890.

	Total.		Offenses against persons and property.		All other offenses.		Ratio of column 7 to column 5.
	Number.	Per million.	Number.	Per million.	Number.	Per million.	
1	2	3	4	5	6	7	8
United States	82,329	1,315	54,988	878	27,341	437	0.50
North Atlantic Division	28,258	1,624	16,351	940	11,907	684	0.73
South Atlantic Division	11,409	1,288	8,445	953	2,964	335	0.35
South Central Division	16,084	1,463	12,165	1,106	3,919	357	0.32
North Central Division	19,854	887	13,045	582	6,809	305	0.52
Western Division	6,724	2,219	4,982	1,644	1,742	575	0.35
NORTH ATLANTIC DIVISION.							
Maine	512	775	216	327	296	448	1.37
New Hampshire	321	852	193	512	128	340	0.66
Vermont	200	603	148	446	52	157	0.35
Massachusetts	5,227	2,333	2,209	986	3,018	1,347	1.37
Rhode Island	560	1,619	215	621	345	998	1.61
Connecticut	1,026	1,375	563	754	463	621	0.82
New York	11,468	1,911	7,697	1,282	3,771	629	0.49
New Jersey	2,455	1,698	1,507	1,042	948	656	0.63
Pennsylvania	6,489	1,234	3,603	685	2,886	549	0.80
SOUTH ATLANTIC DIVISION.							
Delaware	139	827	80	476	59	351	0.74
Maryland	1,502	1,445	1,065	1,024	437	421	0.41
District of Columbia	496	2,156	181	787	315	1,369	1.74
Virginia	2,000	1,207	1,507	910	493	297	0.33
West Virginia	450	591	298	392	152	199	0.51
North Carolina	2,033	1,255	1,628	1,005	405	250	0.25
South Carolina	1,184	1,031	770	670	414	361	0.54
Georgia	2,938	1,596	2,369	1,287	569	309	0.24
Florida	667	1,706	547	1,398	120	308	0.22
SOUTH CENTRAL DIVISION.							
Kentucky	2,110	1,134	1,673	899	437	235	0.26
Tennessee	2,451	1,384	1,856	1,048	595	336	0.32
Alabama	2,518	1,668	1,853	1,228	665	440	0.36
Mississippi	1,177	913	762	591	415	322	0.54
Louisiana	1,608	1,435	1,173	1,047	435	388	0.37
Texas	4,747	2,123	3,774	1,688	973	435	0.26
Arkansas	1,473	1,304	1,074	951	399	353	0.37
NORTH CENTRAL DIVISION.							
Ohio	2,909	794	1,749	477	1,160	317	0.66
Indiana	1,988	908	1,583	723	405	185	0.26
Illinois	3,936	1,027	2,359	615	1,577	412	0.67
Michigan	2,155	1,031	1,570	751	585	280	0.37
Wisconsin	1,118	661	747	442	371	219	0.50
Minnesota	1,041	743	608	434	433	309	0.71
Iowa	1,016	532	714	374	302	158	0.42
Missouri	2,833	1,058	1,970	736	863	322	0.44
North Dakota	97	530	80	439	17	91	0.21
South Dakota	178	541	129	382	49	159	0.42
Nebraska	655	618	496	468	159	150	0.32
Kansas	1,928	1,348	1,040	727	888	621	0.85
WESTERN DIVISION.							
Montana	432	3,273	334	2,530	98	743	0.29
Wyoming	74	1,219	38	626	36	593	0.95
Colorado	902	2,190	665	1,615	237	575	0.36
New Mexico	205	1,335	145	944	60	391	0.41
Arizona	250	4,194	182	3,054	68	1,140	0.37
Utah	269	1,293	157	754	112	539	0.71
Nevada	152	3,318	88	1,921	64	1,397	0.73
Idaho	150	1,778	129	1,529	21	249	0.16
Washington	452	1,295	340	974	112	321	0.33
Oregon	440	1,401	384	1,222	56	179	0.15
California	2,398	2,808	1,520	2,082	878	726	0.35

DETROIT HOUSE OF CORRECTION.

Data from the twenty-fifth annual report of the officers of the Detroit House of Correction, being the report for the year 1886.—Summary of the tables relating to prisoners for twenty-five years (August 1, 1861, to December 31, 1886).

SOCIAL RELATIONS.

Married and having children	8,493
Married and having no children	3,905
Unmarried and having both parents	9,087
Unmarried and having only one parent	6,858
Widows and widowers having children	2,214
No relations	9,781
Total	40,338

EDUCATION.

Could read and write	28,652
Could neither read nor write	7,372
Could read only	4,314
Total	40,338

AGE WHEN ADMITTED.

Under 20 years	6,264
From 20 to 25 years	9,212
From 25 to 30 years	7,124
From 30 to 40 years	9,054
From 40 to 50 years	5,197
Fifty years and over	3,487
Total	40,338

RELIGIOUS TRAINING.

Roman Catholics	18,821
Protestants	19,184
Israelites	69
Mormons	15
Without religious training	2,249
Total	40,338

HABITS OF LIFE.

Claim to be temperate	8,320
Admit themselves to be intemperate	32,018
Total	40,338

RACE.

White	36,512
Black	3,516
Indians	308
Chinese	2
Total	40,338

CHAPTER XXIX.

EDUCATION IN CANADA.

Dominion of Canada, comprising seven provinces, with an extent of 3,653,946 square miles and a population estimated in 1897 at 5,185,900.

Previous articles on education in Canada in the Commissioner's Reports:

Education in Ontario, Report 1892–93, Vol. 1, Chapter VI. Notes on education at the Columbian Exposition, ibid., Chapter X, pages 1213–1215. Manitoba school question, Report 1894–95, Vol. 1, Chapter VII.

Current and historical survey of the systems of education in the several provinces. Report 1897-98, Vol. 1, Chapter IV.

Topical outline.—Chief features of the systems of public education: Central and local control, sources of income, statistics of elementary schools (current and comparative)—Statistics of universities and colleges—University notes—Current discussions and criticisms—Movement to promote technical and industrial education—Existing provision for technical instruction in Ontario—Foundation and original provisions of the Ontario system of education.

By the British North American act of 1867 the right to legislate on matters respecting education was left to the governments of the four provinces, which were then united under the general name of Dominion of Canada. The same right is assured also to the provinces that have since entered the confederation.

All the provinces have established public schools corresponding to the elementary and high schools of our own States. The control of the schools is vested in central and in local authorities. In Ontario the central authority predominates; in the other provinces the local authorities have more independent action. Elementary schools are secular in all the provinces excepting Ontario and Quebec. In Ontario provision is made for separate schools for Protestants and for Roman Catholics where desired. The latter enrolled 8.6 per cent of the total pupils in 1898; the former an insignificant proportion, less than two-tenths of 1 per cent. The vast majority of the pupils, above 91 per cent, were in the nonsectarian public schools.

In Quebec the schools are sectarian, and provision is made for the separate control of Roman Catholic and Protestant schools; the former in 1896–97 enrolled 86.6 per cent of all elementary pupils. A single superintendent has general charge of the dual system, but he is assisted by a council of public instruction organized since 1869 in two committees, one for the charge of Roman Catholic, the other for the charge of Protestant schools.

In the Northwest Territories provision is made for separate schools for religious minorities (Protestant or Roman Catholic). The rate payers establishing these separate or sectarian schools are relieved of taxes for the public schools.

Tuition fees are charged in Quebec, but may not be more than 40 cents nor less than 5 cents a month. In the remaining provinces the public schools are free, excepting the high schools of Ontario, in which fees are paid.

Local authorities.—The municipal system of Ontario is admirably adapted to the maintenance of local self-government. The Province is divided into counties, which are subdivided into minor municipalities. These consist of townships, incorporated villages, towns, and cities. The municipal councils have certain powers and responsibilities in respect to education. Through their municipal councils the counties must make grants of money for high schools, and both counties and townships grants of money for public or elementary schools. Every township is subdivided into school sections, corresponding to a school district in our States, each of which must be provided with a public school. Every incorporated village, town, and city forms a school district. In each of these districts the rate payers (that is, the persons who pay a property tax) elect a board of school trustees, men and women being equally eligible to the positions. These trustees appoint the teachers, who must have a Government diploma, and determine the amounts to be expended for buildings, equipments, and salaries.

The local unit of school administration in Quebec is a school municipality, i. e., any territory erected into a municipality for the support of schools under the control of school commissioners or of trustees elected by those who pay a property tax (rate payers). The commissioners are empowered to divide a municipality into school districts and to maintain one or two schools in each district.

The school law provides that—

"If in any municipality the regulations and arrangements made by the school commissioners for the management of any school are not agreeable to any member whatever of the proprietors, occupants, tenants, or ratepayers professing a religious faith different from that of the majority of the inhabitants of such municipality, such proprietors, occupants, tenants, and ratepayers may signify such dissent in writing to the chairman of the commissioners.

"The notice having been duly served, the dissentients may proceed, after the lapse of two weeks, to elect three school trustees, who will have the same power with respect to dissentient or separate schools as the commissioners have with respect to the schools of the majority. The trustees alone have the right of imposing and collecting the taxes upon the dissentient inhabitants."

In New Brunswick the school district is the local unit of school administration, and the elementary schools are managed directly by trustees elected as in the other provinces.

Nova Scotia maintains a system of free nonsectarian public schools under the general charge of the executive council, which forms for this special interest a council of public instruction.

The province is divided into school commissioners' districts, in charge each of a board of commissioners appointed by the council, subject to the provisions of the town's incorporation act of 1895. Each school section has a board of three school trustees elected by the majority of the qualified voters of the section. The powers and duties imposed upon the trustees are discharged by the appointed commissioners in incorporated towns.

The Manitoba school law of 1890 provides for the formation, alteration, and union of school districts in rural municipalities, and in cities, towns, and villages, and for the election of trustees in each district.

In British Columbia the local unit of school administration is the district. School trustees elected by vote of persons who pay a property tax are empowered to provide sufficient accommodation for all children of the district between 6 and 16 years of age, inclusive.

The system of public schools in the Northwest Territories is under the control of a council of public instruction comprising 4 members of the executive committee and 4 appointed members, of whom 2 must be Protestants and 2 Roman Catholics. The appointed members have no vote, their duties being purely advisory. A school dis-

trict must not exceed in area 25 square miles and must contain not less than 4 resident taxpayers (property tax) and at least 12 children of school age. Each district elects school trustees, who manage the local school affairs.

SOURCES OF INCOME.

Ontario.—Provincial grant and local taxes. The provincial grant for education comprises (1) grants to elementary schools, (2) grants to secondary schools, (3) grants for the training of teachers, (4) grants for technical education. By statute the amount appropriated for public and for separate Roman Catholic or Protestant schools is divided on the basis of average attendance in each, respectively.

In 1897 the legislative grant for elementary schools was $366,538, and the income from local sources $4,621,617.

Quebec.—Provincial grant, local taxes, and fees. In 1898 the expenditure by the government for elementary schools was $170,000, and by the people $1,425,986. Of the amount appropriated by the government $20,000 was a special fund for poor districts.

New Brunswick.—Provincial grant, county fund, and district assessment. The income from these several sources in 1898 was, respectively, $163,022, $90,807, $230,000.

Nova Scotia.—The fixed sum of $182,500 for each school year is paid semiannually, or as the council of public instruction may prescribe, to legally qualified teachers employed in the common schools in accordance with law, to be divided between such teachers in conjoined proportion to the number of days the respective schools are taught and the scale of the respective grades. The school law provides further that "in every county (except that in which the city of Halifax is situate) the clerk of the municipality is required to add to the sum annually voted for general municipal purposes at the regular meeting of the council a sum sufficient, after deducting costs of collection and probable loss, to yield an amount equal to 30 cents for every inhabitant of the municipality, according to the last census preceding the issue of the rate-roll, and the sum so added shall form or be a portion of the municipal rates. The sum thus raised shall be paid annually by the treasurer upon the order of the superintendent of education. Any sum further needed is determined by the majority of those who pay a property tax (rate-payers) and is raised by a poll-tax, and further, if necessary, by a levy on the real and personal property and incomes of the residents of the section. Ordained ministers and unmarried women are exempt from sectional assessment on property to the amount of $500.

Special appropriations are annually made from provincial and county funds toward the support of schools in poor sections. The amounts appropriated for this purpose in 1897 were, from the general government, $4,308; from county funds, $3,762.

Prince Edward Island.—Provincial grant and district assessment. In 1898 the former yielded 79.63, the latter 20.37 per cent of the school income.

Manitoba.—Provincial grant and district assessment.

British Columbia.—Provincial grant.

Northwest Territories.—Provincial grant and local taxes. The former is distributed among the schools on the basis of average attendance, at the rate of $1.50 per capita; number of days in session, at the rate of $1.40 a day for a term not to exceed two hundred and ten days; the graded certificate held by the teacher, 10 or 20 cents a day for an annual term of two hundred and ten days, and the grade assigned to the school on the report of the government inspector, at not less than 5 cents nor more than 15 cents a day for an annual session not exceeding two hundred and ten days.

Education is compulsory in all the provinces excepting Quebec, but complaint is urged that no provision is made for the enforcement of compulsion.

The following tables show the status of the elementary schools of the several provinces for the latest year reported, with the corresponding data for previous years. For purposes of comparison the populations are given at the last two censuses.

Populations.

Province.	1881.	1891.	Increase, per cent.
Ontario	1,926,922	2,114,321	9.72
Quebec	1,359,027	1,488,535	9.52
New Brunswick	321,233	321,263	.009
Nova Scotia	440,572	450,396	2.22
Prince Edward Island	108,891	109,078	.17
Manitoba	62,260	152,506	144.94
British Columbia	49,459	98,173	98.49
Northwest Territories	56,446	98,967	75.33

Enrollment in elementary schools of the Canadian provinces at specified dates. (*a*)

Province.	1881–82.	1887–88.	1891.	1896.	1897–98.	Increase or decrease, 1887–88, 1897–98.
Ontario	476,268	493,212	491,741	*b* 482,722	482,771	2.11
Quebec	.....	*c* 181,402	*d* 183,981	197,993	*e* 204,259	12.6
New Brunswick	48,805	59,636	59,568	61,918	63,333	6.19
Nova Scotia	77,468	82,486	85,792	101,132	101,203	22.69
Prince Edward Island	.....	22,478	22,330	22,138	21,852	—2.78
Manitoba	.....	18,000	23,871	37,987	39,841	121.33
British Columbia	2,571	6,372	9,004	14,460	17,648	117.00
Northwest Territories	.....	3,453	5,652	12,796	16,754	385.20

a Sources of information, Canadian Yearbook, 1898, and reports of chief educational officers.
b By a clerical oversight the enrollment in Roman Catholic separate schools, 41,620, was omitted from table given in Commissioner's Report for 1897–98 (see vol. 2, table, pp. 170; also 2616.)
c Also 70,417 in model schools and academies which include elementary departments.
d Elementary schools only.
e Also 99,938 in model schools, etc.

From column 6 of the above table it will be seen that the increase in enrollment during the decade 1887–88 to 1897–98 was much greater in the more newly settled provinces than in the older provinces, and that in the former it increased enormously during the period. A better idea of the relative amount of school attendance is obtained from the consideration of the ratio of enrollment to population as shown below:

Ratio of enrollment to population at census years.

Province.	1881.	1891.	Province.	1881.	1891.
	Per cent.	*Per cent.*		*Per cent.*	*Per cent.*
Ontario	24.71	23.25	Prince Edward Island	.....	20.47
Quebec	.....	12.36	Manitoba	.....	15.65
New Brunswick	15.22	18.54	British Columbia	5.2	9.17
Nova Scotia	17.58	19.04	Northwest Territories	.....	5.77

Average attendance in elementary schools of the Canadian provinces at specified dates.

Province.	1881-82.	1887-88.	1891.	1896.	1897-98.	Increase or decrease, 1887-88 to 1897-98.
Ontario	215,264	245,789	257,642	246,724	273,544	11.29
Quebec	.....	.....	131,675	139,876	143,665	.....
New Brunswick	28,562	32,465	34,394	37,176	38,874	19.74
Nova Scotia	43,847	47,520	50,820	54,015	57,771	21.57
Prince Edward Island	.....	12,248	12,898	13,412	13,377	9.21
Manitoba	.....	9,856	12,433	23,247	.....	.....
British Columbia	1,420	3,092	4,980	9,254	11,055	257.55
Northwest Territories	.....	.....	.....	.....	8,827	.....

By comparing column 6 of the above table with the corresponding column in the table of enrollment it will be seen that in the provinces for which the data for comparison are available, the increase in average attendance during the decade 1888–1898 was much greater than the increase in enrollment. This implies improvement in all the conditions that make for efficient schools. The ratios of average attendance to enrollment at the beginning and end of the decade were as follows:

Ratio of average attendance to enrollment.

Province.	1887-88.	1897-98.	Province.	1887-88.	1897-98.
	Per cent.	*Per cent.*		*Per cent.*	*Per cent.*
Ontario	49.83	56.66	Prince Edward Island	54.44	61.21
Quebec	.....	70.33	Manitoba	54.75	53.96
New Brunswick	54.43	61.38	British Columbia	48.52	62.64
Nova Scotia	57.6	57.84	Northwest Territories	.....	52.68

Teachers.

Province.	1887-88.			1897-98.		
	Men.	Women.	Total.	Men.	Women.	Total.
Ontario	2,824	4,972	7,796	2,784	6,344	9,128
Quebec	.....	.....	.....	222	5,628	5,850
New Brunswick	.....	.....	1,609	400	1,464	1,864
Nova Scotia	.....	.....	.....	576	1,909	2,485
Prince Edward Island	.....	.....	509	320	261	581
Manitoba	267	408	675	.....	.....	1,197
British Columbia	.....	.....	124	.....	.....	414
Northwest Territories	.....	.....	150	483	.....	483

Relative proportion of men and women teachers in 1897–98.

Province.	Per cent of total.	
	Men.	Women.
Ontario	30.5	69.5
Quebec	3.8	96.2
New Brunswick	21.46	78.54
Nova Scotia	23.18	76.82
Prince Edward Island	55.07	44.93

Normal and model schools for training teachers (1898).

Province.	Model schools.		Normal schools.	
	Number.	Number of teachers in training.	Number.	Number of students.
Ontario	60	1,288	.....	*a* 634
Quebec	.....	.....	3	1,322
New Brunswick	.....	.....	.....	281
Nova Scotia	.....	126	7	152
Prince Edward Island	.....	.....	.....	*b* 233
Manitoba	.....	.....	.....	*c* 244

a This includes 176 in the Normal College.
b Prince of Wales College and Normal School.
c 143 at long sessions, 101 at short sessions.

Schools for the deaf and dumb, and for the blind, are maintained under government aid in Ontario, New Brunswick, and Nova Scotia.

Expenditures for elementary schools of the Canadian provinces at specified dates.

Provinces.	1887-88.	1892-93.	1896-97.	1897-98.	Expenditure per capita of enrollment.	
					1887-88.	1897-98.
Ontario	3,859,365	4,051,460	4,149,207	4,215,670	$7.82	$8.73
Quebec	1,472,439	.....	1,566,726	1,595,986	8.11	7.81
New Brunswick	406,251	421,384	473,994	483,829	6.81	7.63
Nova Scotia	675,995	669,112	810,676	838,810	8.19	8.28
Prince Edward Island	147,455	152,698	161,444	163,033	6.56	7.46
Manitoba	420,055	774,865	810,912	805,417	23.33	20.21
British Columbia	99,902	160,627	220,810	247,756	15.67	14.03
Northwest Territories	.....	.....	.....	274,648	.....	16.38

In addition to the public schools included in the foregoing survey, the several provinces make large provision for secondary and higher education in seminaries, colleges, and universities, which are classed together as higher educational institutions in the following table:

The higher educational institutions of Canada.

Name.	Date of foundation.	Endowment.	Value of property owned.	Income.	Number of students (about).
Universities.					
University of King's College, Windsor, Nova Scotia	1790	$155,000	$250,000	$9,000	30
University of New Brunswick, Fredericton, New Brunswick	1800	*a* 8,844	.....	12,000	80
McGill University, Montreal, Quebec	1821	2,750,000	2,800,000	230,000	1,150
Dalhousie College and University, Halifax, Nova Scotia	1821	340,000	80,000	22,700	362
University of Toronto, Toronto, Ontario	1827	1,187,683	1,457,339	119,087	1,322
University of Acadia College, Wolfville, Nova Scotia	1838	155,000	120,000	12,000	142
University of Queen's College, Kingston, Ontario	1841	400,000	125,000	46,400	635
University of Bishops' College, Lennoxville, Quebec	1843	196,275	166,280	21,150	165
University of Ottawa, Ottawa, Ontario	1848	None.	225,000	30,000	475
University of Trinity College, Toronto	1852	750,000	325,000	35,000	350
Laval University, Quebec	1852	None.	1,000,000	None.	300
University of Mount Allison College, New Brunswick	1862	117,500	120,000	22,500	175
University of Manitoba, Winnipeg	1877	150,000	600,000	5,500	135
Victoria University, Toronto, Ontario	1836	280,000	320,000	26,000	234
University of St. Francis-Xavier College, Antigonish, Nova Scotia	1854	50,000	100,000	11,000	101

a Government grant.

The higher educational institutions of Canada—Continued.

Name.	Date of foundation.	Endowment.	Value of property owned.	Income.	Number of students (about).
Universities—Continued.					
McMaster University, Toronto, Ontario	1887	.....	.....	.....	134
University of St. Joseph's College, Memramcook, New Brunswick	1864	None.	50,000	.....	165
Colleges.					
St. Michael's College, Toronto, Ontario	1852	None.	200,000	15,000	150
Knox College, Toronto, Ontario	1844	270,000	200,000	18,000	119
Assumption College, Sandwich, Ontario	1854	.....	110,000	25,000	175
Presbyterian Colleges:					
Montreal, Quebec	1867	225,000	160,000	150,000	84
Winnipeg, Manitoba	1870	15,000	50,000	150,000	87
Halifax, Nova Scotia	1820	120,000	.....	.....	46
Wesleyan College, Montreal, Quebec	1873	50,000	60,000	6,000	71
Methodist College, Winnipeg, Manitoba	1888	.....	.....	.....	.....
St. John's College, Winnipeg, Manitoba	.....	.....	60,000	.....	.....
St. Boniface College, Winnipeg, Manitoba	1820	.....	50,000	12,000	105
Woodstock College, Woodstock, Ontario	1860	160,000	200,000	25,000	120
Wycliffe College, Toronto, Ontario	.....	63,290	65,000	10,000	40
Albert College, Belleville, Ontario	1857	.....	75,000	.....	250
Stanstead Wesleyan College, Stanstead, Quebec	1872	75,000	20,000	10,000	149
St. Francis College, Richmond, Quebec	1854	15,000	2,900	3,000	110
St. Anne College, Church Point, Nova Scotia	1890	.....	.....	.....	107
Halifax Ladies' College and Conservatory of Music, Halifax, Nova Scotia	1887	.....	90,000	26,000	437
Church School for Girls, Windsor, Nova Scotia	.....	.....	.....	.....	77
Acadia Seminary, Wolfville, Nova Scotia	.....	.....	.....	.....	94
Classical Colleges, Quebec. (*a*)					
Chincoutimi	1873	Not given.	76,000	Not given.	163
Joliette	1846	.....	130,450	.....	315
L'Assomption	1832	.....	135,000	.....	275
Lévis	1853	.....	269,000	.....	497
Montreal:					
Loyola	.....	.....	60,000	.....	178
St. Mary's	1848	.....	367,000	.....	340
St. Sulpice	.....	.....	.....	.....	465
Nicolet	1803	.....	260,000	.....	285
Quebec (Seminary)	1663	.....	.....	.....	550
Rigaud	1850	.....	87,000	.....	272
Rimouski	1854	.....	57,000	.....	127
Ste. Anne de la Pocatière	1827	.....	180,000	.....	269
St. Hyacinthe	1816	.....	175,000	.....	297
St. Lament	1847	.....	195,000	.....	450
Ste. Marie de Monnoir	1853	.....	62,100	.....	252
Ste. Thérèse	1827	.....	102,000	.....	232
Sherbrooke	1875	.....	69,000	.....	216
Three Rivers	1860	.....	98,500	.....	238
Valley Field	.....	.....	118,720	.....	53
Ladies' Colleges.					
Wesleyan Ladies' College, Hamilton, Ontario	1860	.....	80,000	17,000	144
Hellmuth Ladies' College, London, Ontario	1869	.....	80,000	30,000	100
Brantford Ladies' College, Brantford, Ontario	1874	.....	60,000	20,000	70 to 140
Ontario Ladies' College, Whitby, Ontario	1874	.....	100,000	22,000	150
Demill Ladies' College, Oshawa, Ontario	1876	.....	55,000	14,000	138
Alma Ladies' College, St. Thomas, Ontario	1881	.....	90,000	25,000	170
Mount Allison Ladies' College, Sackville, New Brunswick	1854	.....	121,000	.....	195
Academies.					
Mount Allison, Sackville, New Brunswick	1843	.....	32,000	.....	89
Agricultural Colleges, etc.					
Ontario Agricultural College, Guelph, Ontario	1874	.....	340,900	*b* 18,564	135
Provincial School of Agriculture, Truro, Nova Scotia	1885	.....	.....	1,967	25
School of Practical Science, Toronto, Ontario	1887	*c* 8,800	.....	.....	71
School of Agriculture, L'Assomption, Quebec	.....	.....	.....	4,500	24
School of Ste. Anne de la Pocatière, Quebec	1859	.....	.....	4,000	12

a The classical colleges in Quebec are a combination of school and college, attended by both boys and young men. They confer certain degrees, and are mostly affiliated with Laval University.
b Government expenditure.
c Government grant.

In addition to the colleges tabulated above, there are also 14 denominational private schools in Nova Scotia not empowered to confer degrees, and 10 in New Brunswick.

UNIVERSITY NOTES.

The University of Manitoba was founded in 1877 and received from the provincial government a prospective endowment of 150,000 acres, of which it came into actual possession during the current year (1899). The grant of a site for the erection of a building has further increased the favorable outlook of the university. The university was organized originally as an examining body, but teaching functions have since been included. As it is the only degree-conferring institution in the province, all colleges are brought into intimate relations with it. Of this feature a writer in the Winnipeg Free Press says:

It was a great experiment to gather the religious denominations into one common fold, and to lay down the principle that but one source of degrees in arts, medicine, law, and theology should exist in Manitoba. It was a "consummation devoutly to be wished," even if self-denial, difficulty, and at times disappointment were involved in its maintenance.

The most superficial observer may, however, see that the colleges have been the life of the university. Two of them, St. Boniface and St. John's, bring with them the best traditions of the old Red River days. Two of them, Manitoba and Wesley, are of post-confederation date. The college of Esculapius, bearing its symbol of vigor, has now reached a stable place in its history, and it is but just to mention the three excellent collegiate institutes of Winnipeg, Brandon, and Portage la Prairie. All of these institutions have cheerfully and earnestly given the time of their professors and teachers to do the work of the university.

The existence of our provincial university is a matter to us of congratulation, but perhaps we do not fully appreciate its importance as the crown of the educational pyramid of Manitoba. The university gives the tone and direction to the educational development of the country. Those provinces of the Dominion that have a strong and united university life are those that have the best systems of public-school instruction, both primary and secondary. The elevation of the standard for teachers is only possible when the facilities for higher education are good. It is a great matter to have the assistance of men of university standing and broader training to guide the affairs of the lower schools. It has certainly been an advantage to the school system of Manitoba that 6 out of the 8 members of the advisory board that directs public-school education are active members of the university council. The large infusion of university trained teachers in our public schools has introduced a much higher standard of culture into our schoolrooms than would have been otherwise possible.

A considerable band of earnest students, the prospect of ample means of accommodation, such as buildings, laboratories, and apparatus, being given, the question of most pressing importance is, What are our facilities for teaching? The proposal at the present time is to have under the act of 1893 a joint professoriate, a part supplied by the colleges and a part by the university. The terms of the act are that there may be in the university professors of natural sciences, mathematics, and modern languages. A committee of the university is now charged to make with the provincial government arrangements for as much as may be possible in this direction. Natural science and very soon mathematics may be taken by the university. Probably in the meantime modern languages will be left to the colleges, along with classics and

mental and moral sciences. This plan of a joint university and college professoriate is that followed in Cambridge and Oxford in England and in Toronto University.

There seems some reason in this apart from its financial aspect. The colleges all have faculties of theology. To them the teaching of Latin, and especially Greek, is necessary for those who are to be devotees of the "Queen of all the Sciences." To theology also it is of first importance that its cultivators should be logicians and philosophers. Classics, then, and philosophy, as being cognate subjects with theology, may well be taught in the theological colleges. In the meantime modern languages would also thus be cared for.

But, whether in college or university, the band of teachers must be looked on as one—one in aim and so, also, in spirit. That higher education may be advanced, the arrangement must be heartily entered upon if the highest good is to be done.

Presuming that the line of action thus laid out is to be that which will be followed for a number of years to come, it is plain that the colleges have certain other most important functions in our system. They are given an individuality under our constitution of a most marked kind. To me it is a most important feature of these colleges that they all have residences for the students. The residential system is a part of the English university system. It has, to my mind, a great advantage over the Scottish and German system of students living in private lodgings all over the city. The residence system, which seems to have been a failure in Toronto University, is a very marked feature of our Winnipeg college life. It produces a strong esprit du corps in the college. College men form here lifelong friendships. They learn to bear with the failings of their fellow students, and they receive great impulse and assistance from their associates. Both in my student and professorial experience a large percentage of the best workers and most successful students have been students in residence. The hard worker always has his rights respected, and can have all the privacy he desires, for it is a point of honor even among the greatest triflers to avoid disturbing the man who "fags."

The fact that the arts colleges are each under the direction of some religious body gives them a special opportunity to exercise a kind, wise, and watchful care over the young men who are committed to their charge. The atmosphere of a religious life may ever be found in a college; its morning and evening prayers, religious opening, and other influences freely exercised supply a most valuable factor in the training and development of the students. This feature will be most helpful in supplying a side of university education.

Coeducation at Dalhousie College.—Dalhousie College was founded in 1819, but did not begin active operations for nearly twenty years afterwards. From that time until 1881 only male students entered. Then two ambitious young women asked to be admitted. The authorities of the college were inclined to refuse their applications, but as there was nothing in the character of the college to exclude women, a more liberal policy prevailed and the two girls were enrolled as students of Dalhousie. Only one of them finished her course.

In 1882 another woman student entered, and graduated in 1886 with the degree of B. S., with honors in mathematics and mathematical physics. In 1887 three women were graduated. Last year five took the B. A. degree, and the catalogue shows about the same number this year. Besides the regular undergraduate students a large number of young women attend certain courses which are open to them.

CURRENT DISCUSSIONS.

In all the Canadian Provinces there is unusual activity at this time in respect to public education, and in the two leading Provinces there is widespread criticism of the existing systems.

In Ontario complaint is made of a tendency to excessive centralization, and the demand is heard for greater freedom in respect to the internal conduct of schools, especially those of secondary grade.

The situation as regards the secondary schools was very fully discussed in the annual meeting of the Ontario Educational Association. The following points were especially urged: That the curriculum should be specialized to meet the demands of the three distinct classes of students in the high schools, viz, those who are studying for the university and professions; those who are preparing to be teachers, and those who are merely seeking general training; that the pressure of examinations should be lightened; that greater freedom should be left to the teachers. The sense of the meeting was recorded in the following resolution, which was carried by a vote practically unanimous:

Resolution.—"That this meeting is of the opinion that the undue influence of uniformity, aggravated by too frequent changes, is the cause of grave evils in the matter of secondary education."

The system of departmental examinations has been gradually extended until, it is urged, they have an effect upon the whole work of education entirely out of proportion to their real value. This complaint has led already to a revision of the university matriculation examination with a view to lessening its strain upon secondary pupils.

The school boards of Toronto, Guelph, and Hamilton have resolved to do away with examinations for promotion in the grade schools, and to promote pupils on the recommendations of their teachers, based upon the work of the year.

Among other questions widely discussed is that of increasing the proportion of men teachers in the schools. They form now but 32 per cent of the total number, and the ratio is continually decreasing.

In view of these discussions and demands it is interesting to review the main features of the Ontario system, which will remain essentially unimpaired whatever modifications of detail may be adopted. Such a review is afforded by the preface to the sixth volume of the Documentary History of Education in Upper Canada, by Mr. J. George Hodgins, deputy minister of education, which is appended to this report. (See pp. 1361–65.)

The system of education in Quebec is characterized by provision for the separate control of Catholic and Protestant schools and by a high degree of local independence. A bill was submitted to the legislative assembly of 1897 providing for a secular system under the control of a minister of education. The measure was carried in the

assembly, but rejected by the legislative council. Subsequent efforts to revive this measure have failed, and a bill has been substituted which proposes no radical departure from the existing system.

MOVEMENT TO PROMOTE TECHNICAL AND INDUSTRIAL EDUCATION.

The discussion of the systems of education in the Canadian Provinces is accompanied with a widespread agitation of the subject of industrial and technical education. The movement for provision in this respect began in Ontario in 1870 with the establishment of a technical college, since developed into the School of Practical Science. During the last fifteen years the Government has fostered training in industrial art by means of certificates, medals, grants in aid of art schools, and art exhibitions. Commercial courses have been introduced into the high schools, and more recently efforts have been made to provide for instruction in domestic science and in agriculture in the public schools. Provision for manual training is advocated by the department, and the city of Kingston has already introduced the branch.

It is generally recognized that the time has come for systematizing and extending this work, and as a preliminary measure the deputy minister of education, Mr. John Millar, B. A., has made an investigation of the systems of technical and industrial training in this country, chiefly in Massachusetts, and submitted a very full report on the subject. The recommendations of Mr. Millar with respect to technical education at the high-school stage are cited at the end of this article. They are based largely upon his observations in the United States.

The subject of technical education is vigorously agitated in Quebec also. Here the schools of the Christian Brothers afford admirable examples of the methods of combining industrial with general education.

An impetus has been given to the whole movement by the offer of Sir William C. McDonald, whose liberal benefactions to McGill University, amounting to $2,500,000, have already proved his interest in the cause of public education. He now proposes to equip a manual-training school in a suitable center in each Province, and to provide for the maintenance of these schools for a period of three years.

The following statements from the report of Hon. G. W. Ross, for 1898, give particulars of the existing provision for technical training:

TECHNICAL EDUCATION, PUBLIC AND FREE LIBRARIES, ART SCHOOLS, AND LITERARY AND SCIENTIFIC INSTITUTIONS.

The annual report of the superintendent of this branch of the educational department is very encouraging. It shows that the legislation during the past four years for the improvement of free and public libraries has been appreciated by the people throughout the whole province.

The act of 1895 changed the name of mechanics' institutes to public libraries, and provided for establishing free libraries either by direct incorporation or by transferring mechanics' institutes, libraries, and reading rooms to the municipal councils of cities, towns, and villages. The annual legislative grant for the purchase of books was then divided as follows, viz, $200 for cities, $150 for towns, and $100 for villages.

In 1896 an amendment to the act was passed increasing the legislative grant for the purchase of books to $200 per annum for every public library established under the act; also empowering municipal and school corporations to contribute to the maintenance of public libraries.

In 1898 an amendment to the act was passed for establishing free libraries in police villages.

The results are very gratifying, showing that the liberal grants, $46,000 per annum, voted by the legislature for public libraries, have been well expended, imparting valuable information and opening up new avenues of thought to our young people and their parents in the remotest parts of our province. (See Abstract No. 1, giving number of libraries in each county and district.)

The free-library system has been very successful. In 1895 we had only 12 free libraries. There are now 103 free libraries reporting, and several others have been established since 1st of January, 1899.

In 1883 we had 93 libraries, with 13,672 members, who borrowed 251,890 books; while in 1898, 347 libraries reported having 111,208 readers, who borrowed 2,358,140 volumes. In addition, for 1898 we may add 27 libraries which did not send in their returns in time for this report, and 10 new libraries incorporated since the 1st of May, 1898, making a total of 384 libraries for 1898.

During the same period (1883 to 1898) 16,297,033 volumes have been issued, and $1,903,115 expended for public and free libraries, and the assets have increased from $255,190 to $870,167.

ART SCHOOLS, ETC.

During the past fifteen years considerable attention has been paid to art education. We have endeavored to develop a taste for industrial drawing as the basis of industrial education, now universally acknowledged an important factor in the national wealth and prosperity of every country in which it has been adopted.

During the past fifteen years the education department has awarded to the pupils and students of art schools, ladies' colleges, etc., 51,712 proficiency certificates, and 2,562 full certificates in the primary course, which includes free-hand, model, and blackboard drawing, and primary geometry and perspective; 3,746 proficiency certificates, and 196 full certificates in the advanced course, which includes shading from the flat and round, outline from the round, drawing from flowers, and industrial design; 1,107 proficiency certificates and 39 full certificates in the mechanical course, including advanced geometry and perspective, machine drawing, building construction, and architectural design; 286 certificates in the industrial art course, which includes modeling in clay, wood carving, lithography, and painting on china; 1,245 certificates for extra subjects, including oil and water-color painting, etc. (not time studies); 212 extra certificates for industrial designs, etc. (not time studies); 14 gold medals, 64 silver medals, and 106 bronze medals.

Provincial art schools are established at Brockville, Hamilton, Kingston, London, Ottawa, St. Thomas, and Toronto. The annual grant voted by the legislature for these schools, including expenses for examination, etc., is $4,400.

Art schools exhibition.—At the request of her excellency the Countess of Aberdeen and the representatives of the National Council of Women of Canada, who met in Ottawa in the month of May, 1898, I gave directions that the Annual Provincial Industrial Art Exhibition should be held in Ottawa during the time of the women's convention, and appointed Dr. S. P. May, superintendent of art schools, to superin-

tend the exhibition, which consisted of the ordinary sessional work sent to the department for examination, viz, paintings in oil and water colors; drawings from life; outline and shading from the antique; original industrial designs; architectural designs and building construction; machine drawing; wood carving; modeling in clay; sculpture in marble; lithography; pen and ink sketches and photogravures; china painting, etc.

Two large lecture rooms in the Ottawa Normal School were temporarily converted into art galleries, the light being properly adjusted in the daytime and the rooms lit up by electric lamps in the evenings. The walls and blackboards were covered with the proper color groundwork for the display of the paintings, drawings, etc., and the rooms were appropriately decorated.

The exhibition was formally opened by his excellency the Governor-General on the 18th of May, 1898.

The exhibition was a great success and a pleasant surprise to the representatives from the United States and this Dominion who attended the convention, as well as the people of Ottawa, including students and pupils from different educational institutions, who all expressed themselves as having no idea of the variety and excellence of art-school work done in our province.

The Countess of Aberdeen was so much impressed with the importance of the exhibit from an industrial standpoint in the employment of women that she decided to give a gold medal, which was subsequently awarded to Loretto Abbey, Toronto, for its magnificent display of painting on china.

In connection with the exhibition, Dr. May gave an address on the history of art education in this province.

3. *Ontario Society of Artists.*—This society receives an annual grant of $500 from the legislature on condition that it holds an annual exhibition of the work of its members, and from pictures exhibited shall select two pictures to the value of $200 for permanent exhibition in the museum of the education department.

The society has also to send me an annual report on the progress and advancement of art education in this province.

During the past year the society held its annual exhibition, superintended the art department of the Toronto Industrial Exhibition, and was represented at the Loan Exhibition, Winnipeg, the Y. M. C. A. Loan, and Women's Art Club, Toronto, and the Art Association of Montreal. In addition, several of its members sent pictures to the Royal Academy, London; the Paris Salon, and the National Academy of Design, New York.

4. *Provincial art gallery.*—In order to encourage native art I entered into an agreement with the Ontario Society of Artists to provide an annual collection of pictures in one of the galleries in the educational museum, from which collection paintings to the amount of $800 (in addition to $200, for two pictures to be selected by the Ontario Society of Artists from their annual exhibits) are to be purchased every year. The artists in their annual report say: "There can be no doubt that the influence of this patronage by the Ontario government is already being felt, and will stimulate our work very beneficially."

5. *Literary and scientific institutions.*—The following institutions receive financial aid from the Ontario government, viz:

Hamilton Literary and Scientific Association; Kingston School of Mining and Agriculture; Ontario Historical Society; Ottawa Literary and Historical Society; Ottawa l'Institut Canadien; Ottawa Field Naturalist Club; Ottawa St. Patrick's Literary and Scientific Association; Toronto Canadian Institute; Toronto Astronomical Society.

Lectures are given by these societies on various subjects, including agriculture, architecture, astronomy, botany, biology, chemistry, electricity, natural history,

physics, etc.; also in general and Canadian history and literature. Museums are established in some of them; in others, free evening classes on science, etc., are given.

The grants, $3,350, from the legislature to these institutions are well expended, as they teach branches of knowledge which assist in developing the natural talent of our people, and enable them more successfully to compete against the skilled artisans of other countries.

The total number of institutions aided by grants from the legislature in this branch of the education department is as follows:

Public and free libraries	384
Art schools, etc	9
Literary and scientific institutions	9
Total	402

In addition, about fifty ladies' colleges, etc., are affiliated with the department for examination in the fine arts.

5. *Educational museum.*—This museum, established by the late Rev. Dr. Ryerson, chief superintendent of education, was opened to the public in 1856. At that time only one room on the first floor was set apart for museum purposes. Gradually the whole of the rooms on this floor were filled, and the walls of the corridors, etc., had to be used for exhibiting busts, etc. For the past few years increased accommodation was required, and it is gratifying to state that, after frequent applications by this department to the legislature, in 1896 a special grant was voted for the erection of a new story on the top of the old education department buildings. This has been completed, and we now have five extra rooms; also two properly lighted picture galleries. The increased space has enabled me to add four extra departments to the museum.

(1) *Archæology.*—As the museum already contained an excellent collection of sculptured slabs, monuments, etc., illustrative of prehistoric and classical archæology, it was considered that a collection representing more particularly the primitive archæology of North America would be of great interest to the general public, and valuable to students in assisting them to trace the progressive stages of man from his savage state to that of civilization. Reports of this branch of the museum have been printed as appendixes to my annual report on education.

(2) *Zoology.*—As natural history museums are regarded as important agents in national education, it was considered advisable that our museum should commence collecting specimens of natural history, and, as it was impossible for us to provide for a full representation of the fauna of North America, we have been content with collecting specimens of Canadian mammals and birds, and in the near future we hope to have our fresh-water fishes and reptiles well represented.

(3) *Botany.*—As botany is now one of the studies in our schools, and is not altogether a "book study," but a subject which can not be thoroughly taught without a study of plants, it was decided to establish an herbarium of Canadian plants to assist pupils in different parts of the Province in ascertaining the proper methods of mounting specimens, classifications, etc.

(4) *Provincial art gallery.*—In order to encourage native art talent, an agreement was entered into some two years ago between the education department and the Ontario Society of Artists, by which one of the large art galleries in the museum shall be annually filled with the most recent pictures of the members of the society. The scheme has been successful, and the artists acknowledge that it has assisted in developing more interest in their work and an increased sale for their pictures.

As sculpture is a kindred subject to painting, and has been considered in all ages as one of the most important branches of art for perpetuating the memories of great and good men, I have encouraged this branch of art by employing Canadian sculptors to model busts of distinguished Canadians, and although the annual amount at

my disposal for this purpose is very small, I have succeeded in making a fair representative collection of prominent Canadians. (See contents of museum, Department 4, Modern Sculpture.)

AGRICULTURE.

The department has made several attempts to promote the study of agriculture in the public schools of the Province. Under the regulations in force for the last ten years instruction has been given in agriculture in all the model schools in the country as well as in the normal schools, and every teacher authorized to teach a public school during this period has had some training in the best methods of teaching the subject.

In 1891 public-school trustees were, by regulation, authorized to introduce the subject of agriculture into the fourth and fifth forms of the school, and where such regulation was adopted the inspector was required to report annually to the trustees as to the course taken by the pupils and their knowledge of the subject. Although this regulation has been in force for seven years, so far as I know no board of school trustees has passed the necessary resolution, and, as a consequence, the subject receives very scant attention.

One reason alleged for the neglect of the study of agriculture was that the text-book authorized by the department was too technical, and was uninteresting to the pupils. In order to overcome this difficulty, arrangements were made by the department with C. C. James, B. A., deputy minister of agriculture and formerly a member of the staff of the agricultural college, to prepare a text-book, so simple in its language and so elementary in its treatment of the subject as to be within the range of pupils from 12 to 15 years of age. Early in the year Mr. James submitted the manuscript of such a text-book, and after fully considering its merits, it was duly authorized by the department.

COMMERCIAL EDUCATION.

The business activity of the age is calling for improved courses of commercial education in most countries, and the demands for what is termed a practical education are repeated from time to time. It is universally admitted that practical skill in every department of life requires intelligence and general mental activity. Educationists now fully recognize that intellectual skill and power are promoted by training in habits of observation and reflection. No better means of promoting this training can be secured than by providing the best instruction in reading, writing, arithmetic, literature, and the other ordinary subjects of an elementary school course. Indeed, it should not be forgotten that failures in life are due more largely to defects in character than to want of knowledge. Apart from this principle, it must be admitted that the subjects taught in our public schools are of the most practical character possible, and that no farmer, artisan, or merchant could possibly dispense with a knowledge of the subjects of the prescribed course. If industrial training is to be promoted, it can only be made successful by giving suitable instruction in the ordinary subjects of the school programme. Accordingly, the fifth form of the public school provides a course in bookkeeping which will enable students to gain a knowledge of single and double entry; commercial forms, such as drafts, notes, and checks; general business transactions. This course is specially suitable for farmers and artisans, or for retail merchants and general traders. This course provides amply for a pupil of 14 or 15 years of age all the bookkeeping that he is capable of comprehending at that age.

Under amendments made in 1891 to the high-schools act, regulations were prescribed for commercial specialists, thus giving in our high schools and collegiate institutes a further impetus to the acquisition of a business education. The course of study prescribed for commercial specialists is a very extensive one, and it may be doubted if in any part of the world the school law calls for teachers of such high attainments in commercial subjects.

The course for commercial diploma consists of bookkeeping, business forms and usages, and stenography.

[Citation from report on technical education by Mr. John Millar, B. A,, deputy minister of education, Ontario.]

SUGGESTIONS AS TO HIGH SCHOOLS.

Should technical education be carried on in our high schools and collegiate institutes, or should separate institutions be established for the purpose? My impressions have been favorable to the former. I know no reason why there should be any duplication of classes. So far as I have conversed with Ontario high-school masters, they are decidedly in sympathy with technical education, and much may be accomplished if they are relieved in the way I have indicated from the pressure of university matriculation examinations.[1] I must acknowledge, however, that the experience of the United States, and the opinions of those on the other side best informed, to whom I have spoken on the matter, are against my view. I was told repeatedly that where technical education is simply attached to the existing course of study there is a danger that it will be slighted and made a mere makeshift to satisfy popular demands. The best manual-training high schools or technical schools are undoubtedly distinct institutions, though under the same school board. The principal in each case is a good administrator, a university scholar, and teacher of years of experience. Those in charge of the technical departments are fully trained for their work, but they are experienced teachers as well. Judging by what I observed in the technical schools on the other side, the employment of persons acquainted with mechanical operations, but not teachers, would make a weak staff.

Under the circumstances, if the municipalities are ready to incur the cost, I think in a large city like Toronto, and perhaps in cities like Kingston, Hamilton, London, and Ottawa, a separate building would be preferable, with equipments resembling those of the institutions mentioned in Boston, Cambridge, or Brooklyn, N. Y. It is not necessary to refer to the Drexel Institute, Philadelphia, or Pratt Institute, Brooklyn, as they are privately endowed institutions, and their purposes are of a different character. Unless much money can be counted upon, it would be folly to attempt anything so pretentious as either of these institutions would suggest. If a technical school is established in one of our cities, all pupils should be required to pass the high-school entrance examination before admission. No fees should be charged resident pupils, and if the Province is to give assistance, it should be with the understanding that high fees should not shut out nonresident pupils.

In other places a separate institution for technical education could

[1] Mr. Millar suggests that the Ontario universities, following precedents in the United States, admit pupils on the certificates of high-school principals in lieu of examination.

scarcely be maintained. Indeed, a good technical school should give students ready access to the industries of a large manufacturing city. A room in each of our large high schools and collegiate institutes might, however, be provided for manual training in woodwork, but I am not sanguine of immediate results. I see no reason why one of the regular teachers, who has a good knowledge of drawing and who is not averse to using the tools of a mechanic, could not, in a few weeks, acquaint himself with all that is necessary to begin work of this kind. A large amount of machinery is of course necessary for a technical high school, but for manual training in mere woodwork the cost for appliances would be very trifling.

EDUCATION DEPARTMENT, *Toronto, August, 1899.*

FOUNDATION AND ORIGINAL PROVISIONS OF THE ONTARIO SYSTEM OF EDUCATION.

The following statement is taken from the prefatory remarks to the sixth volume of the Documentary History of Education in Upper Canada, by Dr. J. George Hodgins, M. A., LL.D., barrister at law, librarian and historiographer to the education department of Ontario.

Dr. Hodgins has brought to this work the double qualification of administrator and author. His official connection with the educational system of Ontario dates from its inception. The intimate friend and colaborer of Dr. Ryerson, he became his chief of staff in 1844 and for thirty-three years labored with him to develop the system for which Ontario is justly distinguished.

Dr. Hodgins's executive ability was fully appreciated by Dr. Ryerson, who said of him: "He is the ablest and most thorough administrator of a public department of any man whom I have met."

In 1846 Dr. Hodgins was made secretary of the board of education for Upper Canada, which body was afterwards designated the council of public instruction, and in 1855 was appointed deputy minister of education. He has written extensively on educational topics, is the author of several valuable text-books and now crowns his labors with a history of the system with which he has so long been identified. The Documentary History has involved immense research and discriminating judgment. Six volumes are already published, and the whole when finished will form, with the volume on history and legislation of separate schools in Upper Canada, a work of great value to all interested in the social and political development of Canada and to all students of educational history.

CITATIONS FROM THE PREFATORY REMARKS.

This sixth volume of the Documentary History of Education in Upper Canada is largely devoted to a record of proceedings, which detail what steps were taken in 1846 in laying "educational foundations."

As this volume deals chiefly with the subject of "first things," in connection with our system of public education, and of "laying foundations," as connected with that system and university education, I think it desirable to specify, in a somewhat general form, what is implied by these expressions in this connection.

The "first things" which this volume records as having been accomplished in 1846 are:

1. The publication of an extended report on a projected system of popular education for Upper Canada.

2. The preparation and passing of a common-school bill, founded upon that report, and the first school bill prepared under the auspices of Dr. Ryerson.

3. The appointment of a board of education for Upper Canada.

4. The selection of a series of school text-books, which remained in use in the common schools for twenty-two years, and until 1868.

5. The organization of the education department under the school act of 1846.

6. The establishment of a provincial normal school (formally opened in 1847).

7. The substitution of district school superintendents for local township superintendents.

8. General forms and regulations for the government of common schools, including provision for giving religious instruction in these schools, under the school act of 1846.

The only real and effective efforts put forth in 1846 were those of the newly appointed chief superintendent of education, in regard to the common schools of the Province. The strenuous efforts made during that year to settle the university question were practically abortive. They proved, nevertheless, in the end, to be highly useful in clearing the way to a final settlement, at least for the time, a few years later, of that vexed question; but just then they were only tentative in their effects.

On his return from an examination, during 1844–45, of the systems of education and various kinds of schools in Europe and in the Eastern part of the United States, Dr. Ryerson prepared an elaborate "Report on a system of public elementary instruction for Upper Canada," in 1846. This report was based upon his own personal observations and the experience of others, who preceded him in making similar investigations and whom he quotes as authorities in his report.

In the preparation of that report Dr. Ryerson had the great advantage—of which he availed himself freely—of consulting the report of a prolonged inquiry (like the one which he had just made) into the state of popular education in Europe, and the modes of teaching adopted in European schools, by that noted American educationist, the Hon. Horace Mann. Mr. Mann, at the time of his visit to Europe, in 1843, was secretary to the State board of education of Massachusetts. His reasons for making that tour of observation were in effect those which had influenced Dr. Ryerson to visit Europe, with a similar object in view. They were also of a thoroughly practical kind, and they are stated very graphically by Mr. Mann, in the preliminary part of his report, as follows:

"I have attended a great number of educational meetings, and, as far as possible, have read whatever has been written, whether at home or abroad, by persons qualified to instruct mankind on this momentous subject; still, I have been oppressed with a painful consciousness of my inability to expound the merits of this great theme in all their magnitude and variety, and have turned my eyes, again and again, to some new quarter of the horizon, in the hope that they would be greeted by a brighter beam of light.

"Under these circumstances it was natural that the celebrity of institutions in foreign countries should attract my attention, and that I should feel an intense desire of knowing whether, in any respect, those institutions were superior to our own, and, if anything were found in them worthy of adoption, of transferring it for our improvement. Accordingly, * * * having obtained permission from the State board of education, * * * I embarked for Europe on the 1st of May" (1843). * * *

"Among the nations of Europe Prussia has long enjoyed the most distinguished reputation for the excellence of its schools. In reviews, in speeches, in tracts, and even in graver works devoted to the cause of education, its schools have been exhibited as models for the imitation of the rest of Christendom. * * *

"I have seen countries in whose schools all forms of corporal punishment were

used without stint or measure; and I have visited one nation [Holland] in whose excellent and well-ordered schools scarcely a blow has been struck for more than a quarter of a century. * * *

"On reflection it seems to me that it would be most strange if from all this variety of system and of no system—of sound instruction, and of babbling, of the discipline of violence and of moral means—many beneficial hints for our warning or our imitation could not be derived; and as the subject comes clearly within the purview of my duty, 'to collect and diffuse information respecting schools,' I venture to submit to the Massachusetts board the results of my observations."

In the light of to-day, and noting the great advance which has been made—especially in England—in the matter of public education during more than fifty years, this graphic bird's-eye picture of the state and character of popular education and of schools in Europe is deeply interesting. It is the more so, and also the more valuable, from the fact that the picture is drawn by a master hand—one whose name is still a household word in educational circles in the United States, and especially in New England.

The late distinguished Dr. Fraser, Lord Bishop of Manchester, in his official report of 1865, when as commissioner from England he made inquiry into the state of education in the United States and Canada, speaking both of Horace Mann and of Egerton Ryerson, said:

"What national education in Great Britain owes to Sir James Kay Shuttleworth, what education in New England owes to Horace Mann, that debt Canada owes to Egerton Ryerson."[1]

It was but natural that with so able and experienced an educationist, who had but lately—just the year before—gone over the same field, Dr. Ryerson should "compare notes with Mr. Mann" and fortify his opinions and conclusions by quoting, as he has largely done in his report, those of Mr. Mann on the schools of England and of the continent of Europe. Mr. Mann's report, it should be remarked, was reprinted in England at the time and deservedly attained the rank of an educational authority.

This report of Dr. Ryerson was published as a parliamentary paper in 1846, and, in 1847, 3,000 additional copies of it were printed in pamphlet form, and for some years largely formed the basis of subsequent school legislation in Upper Canada.

Soon after the publication of his report Dr. Ryerson drafted his first common-school bill, which during the parliamentary session of 1846 became the common-school act of 1846, known as the Ninth Victoria, Chapter XX.

As this comprehensive report on a projected system of public elementary education for Upper Canada is somewhat elaborate, I shall here merely refer to some of the main features of it. In preparing the report Dr. Ryerson wisely laid down certain fundamental principles which he believed to be essential to the success and stability of that system. These general principles may be thus summarized:

1. That the machinery of education should be in the hands of the people themselves, and should be managed through their own agency; they should therefore, he held, be consulted, by means of public meetings and conferences, in regard to all school legislation. This he himself did every few years.

2. That the aid of the government should only be given where it could be used most effectually to stimulate and assist local effort in this great work.

3. That the property of the country is responsible for and should contribute

[1] Speaking of his three weeks' stay in Toronto, making inquiries into our system of education in Upper Canada, Dr. Fraser, in another part of his report of 1865, said: * * * "My best thanks are due to Dr. Ryerson, the chief superintendent, and to Mr. Hodgins, the deputy superintendent, for the abundant facilities they afforded me for making myself acquainted with the system of which they are the efficient administrators." Report, page 205. The other remarks, quoted above, will be found on page 279 of the same report.

toward the education of the entire youth of the country; and that as a complement to this "compulsory education" should necessarily be enforced.

4. That a thorough and systematic inspection of the schools by competent persons is essential to their vitality and efficiency.

It was not to be expected that so comprehensive a scheme of education as that proposed by Dr. Ryerson in 1846 would at once meet with general acceptance. Its outlines were considered to be too broad for a young country like Canada, and therefore objections were urged against it as impracticable. Even his reference to the compact and systematized plan adopted in Prussia was held to be an indication of his intention to introduce the "oppressive" system of so-called "Prussian despotism." This subject at the time was keenly discussed, but I have only devoted a short space on pages 214 and 215, in referring to the discussion itself, as an incident or episode connected with the introduction of a new school system into Upper Canada.

The school law of 1846, founded upon this report, provided, among other things, for—

1. A general board of education for the province to take charge of a normal school and to aid the chief superintendent in certain matters.
2. A normal school, with practice or model schools attached.
3. The regulations for common-school libraries.
4. Plans of school-houses, rural and urban.
5. Appointment of district instead of township school superintendents.
6. Apportionment of school moneys to each municipality according to the ratio of population, and to each school district according to the ratio of children in such school district, as compared with those in the whole township, (and not, as afterwards by the act of 1850, according to the average attendance of children at each school.)
7. Levy of a school rate by each district municipal council of a sum at least equal to the legislative grant to each such district.
8. The collection, by the local school trustees, of the balance required to defray the expenses of their school, by rate bill upon parents and guardians. (It was only under the school act of 1850 that trustees could raise this money in the way which the school ratepayers at the annual school meeting might determine.)
9. The recommendation of a uniform series of text-books, with a proviso that no aid would be given to any school in which books disapproved of by the provincial board of education might be used.
10. The establishment of district model schools, aided by parliamentary grants (reenacted from the school law of 1843).
11. Examination and licensing of common-school teachers by the district and not by the township school superintendent, as heretofore.
12. Visitation of schools by clergymen, magistrates, municipal councilors, etc., as "school visitors."
13. Protection of children (reenacted from the school law of 1843) from being "required to read or study in or from any religious book, or join in any religious exercise or devotion, objected to by parents."
14. Establishment (reenacted from the school laws of 1841 and 1843) of Roman Catholic separate schools where the teacher of the locality was a Protestant, and vice versa. (These schools only received grants in accordance with their average attendance of pupils. In 1850 this restriction applied to common and separate schools alike.)
15. Levy of rates by district municipal councils, at their discretion, and by them alone, for the erection of schoolhouses and teachers' residences.

Such were the principal provisions of the first school act, proposed and adapted chiefly from other school laws by Dr. Ryerson in 1846, so far as rural schools were

concerned. In the following year he prepared a comprehensive measure in regard to schools in cities, towns, and incorporated villages.

The establishment of the first provincial normal school of Upper Canada, with its model schools or schools of practice, was a notable event, as recorded in this volume. So essential has this class of schools become that there are now three of them, besides a normal college, in this province.

The county model schools, authorized by the act of 1843, and specially aided by the government, were continued under the act of 1846. While they have been very greatly improved of late years, yet in these early years they did good service in giving candidates for school-teaching the first general idea of what was necessary to know and to practice in order to become successful teachers in the schools.

The selection of an excellent and well-prepared series of school text-books—the Irish National—was probably the most important practical event of the school year, as these schoolbooks continued to be uninterruptedly in use in the common schools of Upper Canada for twenty-one years, and were only superseded by a new and revised Canadian edition of them in 1868.

The task of introducing these text-books into the common schools in 1846 was indeed a difficult and delicate one. It was done without exciting the latent strong opposition which was known to exist in many places on the part of those who regarded Morse's Geography, Kirkham's Grammar, Daboll's Arithmetic, Cobb's Spelling Book, and a great variety of other such schoolbooks, then in use, as unexceptionally good. The chapter on the "Text-book question in 1846," page 273 of this volume, deals fully with the difficulties then encountered on this subject. Some of these difficulties arose from the efforts made by the local writers of special and single schoolbooks, forming no part of a connected series, to retain their publications in continued use in the schools.

No compulsion was employed to unduly expedite a change in text-books; nor was any Canadian schoolbook forbidden to be used in the schools. In the case of United States schoolbooks, a reasonable time was allowed before they were disapproved of by the provincial board of education. As a matter of fact, the Irish National schoolbooks, by their intrinsic excellence, gradually superseded all other text-books in the schools.

Among the means employed to give effect to the new common-school act for 1846 was the sending of a circular, in regard to the schools, to the district municipal councils, embodying in it a strong appeal for cooperation and for active and practical support. Another circular, largely explanatory and suggestive, was sent to the newly appointed district superintendents of schools, giving them all necessary information in regard to their duties, and directions as to the efficient inspection of schools, and also as to how to deal with teachers who apply for certificates of qualification, and on other matters.

CHAPTER XXX.

WILLIAM PRESTON JOHNSTON'S WORK FOR A NEW SOUTH.[1]

By Rev. A. D. Mayo, A. M., LL. D.

No school year begins as the year before it evolved to its triumphant ending. One change in the superintendency of the public-school system of an American city may become the most potent factor in the educational development of that community for a generation to come. The death of President William Preston Johnston, of Tulane University, New Orleans, La., at the home of his daughter in Lexington, Ky., on July 17, was an event of so much public importance, apart from a wide personal acquaintance, that for the coming few months the attention of the better-informed educational public of the whole country will be directed to that city. It is not too much to say that any arrest of the educational policy represented by President Johnston would just now be a greater calamity to that city and State, and, indirectly but surely, to the whole Southwest, than any political action of the entire group of States included in this section.

William Preston Johnston was born in Kentucky, the son of Gen. Albert Sidney Johnston, in 1831. After a miscellaneous preparatory schooling at home, he graduated at Yale, studied law at Louisville, and, in 1862, at the age of 31, became aid-de-camp of President Davis till the close of the civil war. After several months of confinement as a political prisoner, he was called, in 1867, by General, then President, R. E. Lee, to the chair of English literature in Washington and Lee University in Virginia. During this period he wrote the life of his father. In 1880 he was called to the presidency of the Louisiana State University at Baton Rouge, where he remained until his final position was found as president of Tulane University in New Orleans in 1884.

Here, first, during the memorable fifteen years of the development of this remarkable seat of learning, the young colonel, professor, and temporary president of a demoralized State university attained a national reputation, beyond question, with the exception of his friend, Dr. J. L. M. Curry, the most notable of the new educational leaders of the South. What men like the late Bishop Haygood and Dr. Curry have done as missionaries at large in the great development of the American system of universal education during the past thirty years, President Johnston, in a work almost exclusively local, but of enduring value and increasing reputation, has achieved by the planting and nurture, in the very heart of the old South, under the most embarrassing circumstances, of the group of schools now included under the general title, Tulane University. With no disposition to depreciate the excellent work now being done in several of the more progressive colleges and universities in these sixteen States, we have no hesitation in declaring that in what it now is, what it represents, and what it can be made in the near future, this institution stands for an educational policy that signifies more to the future of those States than everything that has been written and said concerning Southern affairs since its establishment in 1884.

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[1] From the Boston Evening Transcript, August 23, 1899.

The two men who seem to have been born and educated as the permanent representatives of the new education of the Southern people, including both races and all classes, were S. C. Armstrong and William Preston Johnston. Both were of New England descent and graduates of New England colleges. Both were specially trained in their youth, in the most characteristic circles, for the great work of their future. Both were engaged in the civil war, in positions especially valuable for wide observation and in intimate relations with the group of remarkable men that surrounded Lincoln and Davis. Neither of them would probably be regarded by the experts a great schoolmaster; yet both were, in the best sense of the word, educational statesmen, fit associates of Mann, Barnard, Winthrop, Haygood, Curry, and the only man yet developed from the colored race worthy of such designation, Mr. Booker Washington. They both were given time to plant the new departure so firmly in Southern soil that Johnston could say on his deathbed, like Armstrong, that he was no longer a necessity in the institution which owed its existence and character essentially to his great personality.

Armstrong, at Hampton, Va., solved the question of the true education of the negro—the question on which the whole future of the South depends—so completely that the Southern educational public and every Southern State have organized the elementary, secondary, industrial, and higher education for their 8,000,000 colored people on the Hampton plan; and, within the coming twenty years, if not earlier, the entire missionary and educational work in our new colonial possessions will be pitched on the Hampton keynote.

In a way less exposed to national observation—indeed, perhaps even now not appreciated in many of the "educational centers" of the North—President Johnston, in the very heart of the most intensely southern portion of the South, like Dr. Curry personally and by training a Southerner of the Southerners, in fifteen years has built up an institution that in the honesty and thorough excellence of all its instruction is not the inferior of any school of the higher education in the country. And, beyond this, in its ideal of organization, methods of college discipline, adaptation to the most embarrassing variety of population in a city and State whose previous experiments in education had been little more than a series of brilliant failures, Tulane University to-day represents more completely the imperative Southern necessity of the broadest education and the most comprehensive method of dealing with this necessity of any school south of Mason and Dixon's line. Indeed, to find its companion work in the North would be difficult. Perhaps the new University of Chicago is the only eminent representative of the same policy of adaptation in the Northern States.

When President Johnston came to Louisiana, in 1880, as president of the State University, he found the educational system in the midst of what might be called a struggle for existence. The university at Baton Rouge was without funds, in a hired house, with 39 students. The fifteen years of fearful political agitation since the days of '65 had made the proper development of the new public-school system almost an impossibility. In New Orleans the common school was practically in a state of siege, with the teachers unpaid and the educational public greatly discouraged. The one thoroughly live spot in city and State seemed to be the University of Louisiana, an excellent collegiate school in New Orleans, doing more work on its moderate income of $10,000 a year than any similar institution in the State. The gift of Paul Tulane of a great block of real estate for the founding of a college for white youth could easily have been disposed of after the method by which every previous donation in Louisiana had been robbed of its vitality, or the college established by it could have easily added another to the long roll of institutions for all races and both sexes which during the past century have played fast and loose with the highest educational titles, with varied results.

The coming of President Johnston at the age of 53, in the full development of his

magnetic and conservative manhood, with his training for the past twenty-five years, was the most pronounced new departure in the higher education in the Southwest. Under the leadership of Dr. Sears and the Peabody education board of trustees, backed by the progressive section of the Southern educational public, the common-school system for the whole people had been inaugurated in every State and was literally waiting, with great expectation, for the action of Congress on the Blair bill for national aid to education. But it can truly be said that in 1880 the American system at best had only effected a lodgment in the Southwest. In this entire group of five States there were not a dozen good free high schools for white pupils, probably not twenty graded school systems; and the State universities, either ruined by the war or not yet established, had before them a battle for life with the old established system of ecclesiastical denominational education, still in possession of the ground. In Louisiana the problem was complicated by the obstinate social and religious distinctions which, from the beginning had successively met and almost overthrown every attempt to plant the American system even for the white race. Happily for the new experiment, the new-come president found himself supported by the most intelligent, resolute, and tactful board of trustees in the South, with Hon. Randall Gibson as its chairman, all personal friends, and with such wise confidence in their leader that he was virtually given a free hand.

The record of the great work of President Johnston and his excellent faculties of Tulane, in both its departments for men and women, requires more than the allotted columns of a metropolitan daily. But in brief, the different steps may be noted—

1. The new president faced the situation with a courage that in a weaker man would have been professional destruction. He simply told the people that a State, full of so-called "colleges," had not in it the material for a proper university, and that the only hope of one was the vital connection of Tulane with every live element of popular education in the Commonwealth. In the face of the most relentless ecclesiasticism he planted Tulane on the broad American platform of the State university in its character-training of youth of all sorts and conditions of theological beliefs. In a State which had just emancipated a majority of its people from chattel slavery, he announced that every boy entering Tulane must take off his coat and fight it out on the manual-training line of mechanics, and sent to Boston for a group of experts in this direction. By a wise stroke he utilized the admirable school known as the University of Louisiana, with its corps of accomplished teachers, as the preparatory training school for his collegiate and university departments.

2. It was soon found that Tulane was to be no hospital for educational invalids, worn-out veterans, and impecunious social celebrities. The new president had already, in the academical, medical, and legal schools, probably the ablest corps of instructors gathered around any Southern institution of learning; the majority young men of promise, one of whom has already graduated to the presidency of a great State university, representing every section of the country with up-to-date educational ideals. A most important department, really the outcome of the industrial training, was the organization within and without the university of a proper school of ornamental design; on the one hand attracting the most accomplished women, and on the other extending a friendly right hand to the mechanical and operative class of the city, recognizing the fact that the final office of New Orleans is to become a great center of ornamental manufacturing industry for the Southwest. In every position in this extended scheme was found an expert, insisting on a thorough dealing with the work in hand.

3. The president displayed the qualities of the true educational statesman in avoiding all controversy and provoking no unfriendly criticism from the regulation college or university anywhere. In the line of the famous maxim of Napoleon, "In any new departure, let the leaders alone and go direct to the people," for the first time in Southern educational history a university president faced right about and,

with neither apology nor explanation, harnessed Tulane to every vital agency of universal education in Louisiana and the Southwest. He was the soul of the Louisiana Education Society, that, in the ten years of its activity, gathered the friends of the common school in the city of New Orleans into a powerful organization, which, in the ten years of its activity, repulsed the assault of its enemies, woke up its friends in city and State, and laid the broad foundation of what is now one of the most hopeful of the public-school organizations of the Southwest. Along with this he placed the entire university at the disposal of the common-school teachers and educational public, through a system of free public lectures by his faculty and eminent gentlemen from the whole country, during one whole season supporting a campaign of education that reached almost every considerable village in the State. He was always ready to answer the call to speak anywhere, through several months in company with the author of this paper, meeting the workingmen of both races in their labor unions in New Orleans. Indeed, in this way the city teachers of New Orleans for several years received from Tulane University a course of instruction equivalent to a normal school of the broadest and highest grade. He began at once the development of the free public library which has grown into the present free library of the city. By a system of free scholarships from all the parishes or counties of the State, and others offered for competition in the leading schools, he built up a constituency which can not be diverted while Tulane retains its present ascendence. By a fortunate early investment in school buildings in the city, with an addition to the original endowment, the university has now been enabled to house itself in an admirable situation adjoining Audubon Park, while the medical department has been favored in a similar way in town. The time will come, with the inevitable coming prosperity of the city, when additional endowments will furnish the necessary funds for the complete development that always haunted the mind and burdened the heart of its great president.

4. But perhaps the most characteristic feature in this almost romantic story of Tulane is its remarkable success in handling the delicate subject of the higher education of woman. Although no part of the country can show a more enthusiastic group of young women, often longing in vain for the means of obtaining but no less praying for the best in the higher education, up to ten years ago the South had been slow to answer the call. There has, indeed, been a gratifying advancement in the character of the so-called female colleges of the section, many of which are becoming valuable secondary schools for women with an upper grade college attachment. A few of the State universities have opened their doors to girls; and six of these States have established the free normal and industrial college for white girls, while every Southern State has now a State normal school. But the most complete institution of the higher education for women is doubtless the Sophia Newcomb College—the proper woman's department of Tulane University. Under the masterly administration of President B. V. B. Dixon . . . . . the Sophia Newcomb College has grown in ten short years into a genuine companionship with Tulane. By its conditions of admission it has sensibly lifted up the entire system of female seminaries in the city and State. Its new buildings, with their furnishings, are the most attractive spectacle in the new side of New Orleans. Aiming at thoroughness in all its work, it has in its president one of the most competent representatives of the higher educational philosophy; and it already has become a power in the cultivation of the literary and artistic life of New Orleans and the Southwest. Its graduates are admitted on equal terms to all the privileges of the university.

This great work, which still remains far short of its own complete development at home, but in the future is to make a radical change in the entire organization of the secondary and higher education through the South, is a good illustration of the imperative need of first-class leadership. No State, perhaps, in this section had a larger number of broad-minded and well-disposed people for such work than Loui-

siana fifteen years ago. Tulane University is the result of the best thought of this group of people, under the fit leadership of President Johnston. Indeed, in his state of failing health, which for ten years made him almost an invalid, it would have been impossible even for him to have done his work without the hearty cooperation of trustees, faculty, and a resolute educational public. Randall Gibson used to say that he "never knew a man of finer fiber than President Johnston." It was only by the power of a marvelous personality, in which an indomitable will was harnessed to a childlike Christian faith, a rare social charm, and a magnetic quality of leadership, that this man could face the inevitable coming of the end; through years of suffering and weariness, denying himself the luxury of dying that he might leave his great task so far accomplished that it can hardly fail of becoming his noblest monument in the future.

CHAPTER XXXI.

REPORT ON EDUCATION IN ALASKA.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., June 30, 1899.

SIR: I have the honor to submit my fourteenth annual report as United States general agent of education in Alaska for the fiscal year ending June 30, 1899.

Twenty Government schools, with an enrollment of 1,369, were in operation during the year. The following reports give an idea of the character and scope of these schools:

Sitka, No. 1.—Miss Cassia Patton, teacher; enrollment, 31; population, white, American and Russian. Miss Patton reports as follows:

"My work during the past year has been very pleasant. The yard has been inclosed by a new picket fence which adds much to its appearance. We have one of the most desirable sites in town, facing a sandy beach with an unobstructed view of Sitka's island-dotted bay. The schoolroom is well lighted, but owing to the cloudiness of the short days, I found it necessary to use lamp light more than usual.

"I have added to my circulating library 100 of the 5-cent classics, and the children have enjoyed them. I have found McMurry's Methods in Reading a help in making the list of books which I hope to add during another year. A good library is one of the greatest needs of our village. In our 'story period,' fifteen minutes each afternoon, story reading has been the greatest success. After hearing stories read to them several of the children would borrow the copy of the book and read it again to themselves many times.

"Believing that proper food would do much toward making many homes happier we have had a few cooking lessons. I placed on the blackboard carefully worded recipes which the girls copied in their notebooks and tried at home. They seemed very much interested, and I hope this attempt may result in much good."

Sitka, No. 2.—Miss Anna Kelsey, teacher; enrollment, 175; population, Thlinget. The following is Miss Kelsey's report:

"The year now closed has been pleasant, but greatly broken in upon by the old customs of the natives and trouble between the different factions, which at one time threatened to be very serious. Finally they were induced to let the United States judge adjust their differences. He deferred his decision until the hard feeling had in a measure subsided. I find the native children bright, but restless. During the winter there were quite a number of visiting children belonging to the Taku and Killisnoo tribes, who were here for weeks feasting, dancing, potlaching, etc. Thousands of dollars were spent in this way by our natives. Many made themselves poor. Later in the season they were obliged to go out and hunt or work for themselves.

"I used all sorts of devices to attract the children to school, with some success until their troubles broke out; then our numbers became small. Only one pupil attended throughout the year. I presented him with a suit of clothes at the end of the term. His mother is a widow with three small children, of whom he is the oldest. Both mother and boy were very happy indeed."

Sitka Industrial School.—Room No. 1, Mrs. E. C. Heizer, teacher; enrollment, 91; population, Thlinget. Mrs. Heizer writes:

"The interest throughout the year has been very good. Some of my pupils are as enthusiastic students as I ever had in any school. One young man has repeatedly expressed his regrets that he had not entered several years ago. His zeal is an inspiration, so eager is he to advance.

"The examinations conducted by our superintendent on the completion of a study have been an incentive to thoroughness.

"They have given several very creditable entertainments during the year, in which the pupils showed their individuality.

"Several of the girls want to be seamstresses. They have a knowledge of fractions which will aid them in cutting out work. A few of my pupils show by their interest and earnestness that in course of time they may become teachers themselves. One young woman has received special attention, and has been placed in training in the primary department in order to acquire experience in teaching. She spends two and a half days of each week in this way.

"Our school compares favorably with the leading Indian schools of our country. The greatest hindrance is that the native parents are not willing to place their children in school for a sufficient length of time to acquire a thorough preparation. This hinders them from becoming first-class carpenters or independent workers in any of the industries. Until the native parents realize the great advantage of a thorough education, I suppose we can only do our best and not grow weary in well-doing."

Juneau, No. 1.—C. C. Solter, teacher; enrollment, 74; population, white. The following is Mr. Solter's report:

"As in every new country, many of the residents are not permanent settlers. As soon as business grows dull in one place they leave for a more promising field or return to the States, taking their children with them. This is a serious cause of discouragement for the teacher. Even when a class has been well organized and interest kindled a number of pupils will drop out, to be replaced by others, who are new to the work. I see no remedy for this evil in the near future and believe it will simply have to be tolerated for many years to come. The weather in this part of Alaska is frequently very dismal, the days are so short and it rains so hard and continuously that it is an impossibility for the children to get enough fresh air. The larger boys have changed our small anteroom into a gymnasium, where they have excellent opportunity to give vent to their animal spirits. The small boys and girls have the schoolroom for their play room during recesses. A large shed in the school yard, in which the children could play in bad weather, would be an excellent thing for them and would greatly lighten the burden of the teacher.

"The progress of the pupils has not been as marked as I would have desired for reasons already mentioned. All those who were regular made very good progress."

Juneau, No. 2.—Miss Elizabeth Saxman, teacher; enrollment, 71; population, Thlinget. Miss Saxman writes:

"I have nothing new to report of this term's work except my effort to have a sewing class in connection with my regular work. I found to my delight that the girls took a great interest in it. I supplied all the materials that were used, such as gingham, calico, thread, buttons, etc.

"It is almost impossible to keep the native children in school during an entire term. Their minds seem to crave a change of work, surroundings, etc., and off they go unless anchored by the Mission Home. Education and Christianity must go hand in hand in accomplishing any good for the natives. The minister must preach education just as much as Christianity as the first steps to salvation."

Douglas, No. 1.—Miss Kate Spiers, teacher; enrollment, 70; population, white. Miss Spiers reports as follows:

"The transient population incident to a mining town accounts in part for the

great difference between enrollment and average attendance. Pupils whose parents reside here during the entire year have been exceedingly regular in attendance—one pupil, Clair Jones, not having been absent a day in two years.

"We have had a very pleasant and successful year's work. The school is well graded; a regular course of study followed and promotions made at Christmas and at the end of June. The progress in reading, language, and map drawing has been marked. The interest of the pupils in music also deserves mention. A choral class consisting of fifty voices selected from two Government schools and the parochial school has been organized. This class sang at various entertainments during the year and received especial compliment for its singing at the public exercises on July Fourth.

Douglas, No. 2.—Miss Gertrude H. Spiers, teacher; enrollment, 28; population, white. The following is Miss Spiers' report:

"Regarding the year's work which has just closed, there is very little to be said except that we have had a quiet, satisfactory, and pleasant year. The patrons have continued to be very kind and helpful and have cooperated in all the work. The death of our kind friend and committeeman, Mr. Robert Duncan, was a great loss. The attendance during the year has been exceedingly regular except in a few cases. The enrollment during the winter months was small, as many families spent the winter in the States. In the spring it was increased to our usual number. The school has been quite thoroughly graded, and a system of monthly examinations and reports was adopted and used during the spring months. The work in German, bookkeeping and drawing has been continued on the same lines as during last year. Some of the pupils now sketch from objects quite rapidly and accurately. A circulating library has been maintained for the two schools during the year. Fifty new volumes have been added, making a total of 114 books. The school now possesses an organ, the gift of our former committeeman, Dr. Campbell."

Fort Wrangell.—Miss Nellie Green, teacher; enrollment, 80; population, white and Thlinget. Miss Green writes:

"There were enrolled in my school during the year pupils whose ages ranged from 4 to 15 years, almost equally divided among whites, Russian creoles, and natives. As a rule, I find the white children hardest to control. They were kind, however, to the native children, and were a help to them in using the English language. The Russian creoles in disposition are much like the natives, quiet and happy. In their studies they are as bright as the white children, but often lack the energy and independence that characterize the whites. Some of them dislike the natives, I believe because they know that one or both of their parents have Indian blood in their veins; many of the children are very attractive; the little native children amused me often by their quaint ways. The parents of nearly all of them have been influenced by civilization—many are quite advanced in their studies. Irregularity of attendance is my greatest difficulty.

Jackson.—Mrs. C. Taylor, teacher; enrollment, 67; population, Thlinget. Mrs. Taylor reports:

"School began September 1, with a very fair attendance. I taught the first month at Klinquan, as at that time there were a great many native children there and none here. Through the kindness of Mr. Miller I kept school in a room over his store. Dry goods boxes furnished seats and desks. The weather was bad and the temporary school room leaky. The attendance, while not large, was regular, the interest good, and the progress satisfactory. In October I came over to Jackson and opened the regular school. My school was largest in January. Many visiting natives were here at that time who brought their children with them; after January the attendance gradually decreased until the close of the term. In the spring of the year the natives began their trapping and took their children with them to their hunting grounds. After the trapping came halibut fishing, gathering of seaweed,

etc. This migrating they kept up until July. The children advance very slowly on account of this irregular mode of living. When the children are in school regularly they learn rapidly, take interest in their work, and are interesting children to teach. The general health of the children has been very good. Our school room is warm and well lighted. The schoolhouse has had a new coat of paint, which adds much to its appearance. We received from the Bureau of Education a valuable addition to our library, consisting of a large quantity of magazines and a bound volume of Harper's Weekly. We are all delighted with them, and I am sure they will prove of great value and interest both to teacher and pupils."

Hoonah.—Mrs. J. W. McFarland, teacher; enrollment, 126; population, Thlinget. Mrs. McFarland writes:

"In looking over the record of the past year I find much to encourage me. When the natives begin their feasting and dancing during the holidays, you may consider yourself a successful teacher if you can keep up enough interest to attract any of them into the school. I had received a Christmas box which contained a great many marbles and other playthings that I used in attracting the boys to school. However, this proved to be more of a hindrance than a help, as it became impossible to get the boys interested in anything else. We had no regularly appointed police in the village this year; consequently it was harder to secure regular attendance. I have found gymnastics of great help by way of recreation and physical culture. The progress of those who attend regularly was very satisfactory. We were sorry to lose four of our number by drowning."

Saxman.—James W. Young, teacher; enrollment, 62; population, Thlinget. Mr. Young reports:

"We have had a year of quietness and progress. More buildings have been erected in the village than during any previous year. You are aware that this place was started for the purpose of gathering the Cape Fox and Tongass natives into one community, as the superintendent of schools thought there were not enough of one tribe to justify the opening of a school for each of them. This plan has been a success so far as the Cape Fox Indians are concerned. There are old feuds and jealousies that have kept them apart; these, however, seem to be quieted down. A few of the Tongass tribe have joined us, and more promise to come next autumn. Some of the Hydah tribe have also come and cast in their lot with us in order that their children may have school privileges.

"The recent discoveries of gold-bearing quartz in this region have made a great demand for laborers, and this, with the high prices paid for furs, has made good times for the natives—they all seem to have their pockets full of money. We have had very little trouble with liquor during the past year. The Rev. Edward Marsden unites with me in excluding it from the community. The natives have improved very much in morality, temperance, and intelligence since the school was started."

Kodiak.—Miss Anna Fulcomer, teacher; enrollment, 44; population, Russian creoles. Miss Fulcomer writes:

"In regard to my year of teaching in Kodiak, I can say that as a rule the children are just as bright as a similar set of children in the States—just as bright and just as naughty. My second reader class was the most interesting that I have ever taught. It was a large class of boys and girls who, with two or three exceptions, displayed considerable rivalry. I have never seen so much enthusiasm in children of that age. It was most amusing to me to watch the expressions on their faces when the new spelling books came. I gave them permission to take them home with them. The next morning the books were brought back neatly covered with brown paper in order to keep them clean. Much more interest and ambition is shown by the younger pupils than by the older ones; they want books and papers to read outside of school, and it was hard for me to keep them supplied. In number work they are somewhat backward. All had drills in English language lessons, a chart serving as a reader

and as a basis for exercises in the use of English. The attendance decreased rapidly during April and May owing to the work they had to do in their homes; hauling summer's supply of wood, fishing, preparing for and attending the Russian Easter services."

Wood Island.—Robert G. Slifer, teacher; enrollment, 56; population, Russian creoles and natives. Mr. Slifer reports:

"The school at Wood Island for the year 1898–99 was held in a room belonging to the Kodiak Baptist Orphanage. The desks are made out of rough lumber, and many of them have no place in which books can be kept. That the school is appreciated is shown by the fact that pupils have come from distant villages in the Kodiak district in order that they may have school privileges. During the greater part of the term a few of the older native children who worked during the day were taught in a night school. The majority of my pupils do very good work; many of them excel in reading, writing, and drawing. They memorize very well, but few of them have the faculty of thinking for themselves, so that it is difficult to teach them arithmetic. The attendance was quite regular. The Russian Church holidays did not interfere with the sessions of the school to any extent.

"During the summer of 1898 the natives of Wood Island did not get a single sea-otter during their annual hunt, so they have been unusually poor. Some of the older boys had to stay out of school to hunt and fish. Though discouraging in some respects, the work has become attractive to me."

Unga.—O. R. McKinney, teacher; enrollment, 36; population, white. Mr. McKinney reports:

"School commenced on September 6 with 33 pupils in attendance, but was interrupted during the latter part of the month by an epidemic of dysentery which lasted four weeks. I opened school again on October 24 and continued until February, when all the children in the village took the whooping cough, and for nearly eight weeks there were no children in Unga able to attend school. I started in again on March 27 and continued until May 20, when the mail steamer returned from the west. After considering the condition of the children and my own family's poor health, I made up my mind to close the school on the 21st instead of the 30th, and I accordingly took passage on the steamer for the States."

Eaton Reindeer Station.—Francis H. Gambell, teacher; enrollment, 11; population, Lapp. Dr. Gambell writes:

"As to the school work, I have the honor of making the following report: School opened on the 18th of October and closed on the 16th of June, being in session all the time, with the exception of the holidays and a spring vacation of a few weeks' duration. The enrollment consisted of 11 children, ranging from 5 to 16 years of age, and all guiltless of having spoken English. Their faces were bright and expectant as they gathered on either side of a rough table made for the purpose, and seated themselves on benches similar, probably, to the school benches of early times in other new settlements. Their first lesson was an object lesson, and so was their third and fourth, and so have all their lessons been during the whole year.

"They are apt and quick to learn, and while they are anxious to advance in all their branches, they seem to give particular attention to their writing, in which they are very neat and careful.

"Their attendance has been very good. Sickness alone has prevented them from coming, and in two or three instances I have sent them home after coming, as they were not in a fit condition to be in school. They have an average attendance of 97½ per cent for the whole year, taking the figures from the register. Their punctuality has been as good as their attendance. Often during the short winter days I have had to light the lamp at the beginning of school, as they would come long before the stars had gone out of sight.

"They have but few games and play very little, but they are always kind and affectionate and never seem to quarrel as they mingle together.

"During the evenings in the fall and winter I have instructed those of the older ones who wished to come. While some attended, I think more will attend when they realize more fully their need of learning to speak the English language well.

"As there have been no natives living near the station, I have had no Eskimo children, although some have expressed their desire to have their children attend, and probably will move nearer next winter, that their children may come."

Historical table—Statistics of public schools in Alaska, 1892 to 1899.

Schools.	Length of school term and enrollment of pupils.													
	1892–93.		1893–94.		1894–95.		1895–96.		1896–97.		1897–98.		1898–99.	
	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.
Southeast Alaska.														
Sitka:														
No. 1 (whites)	9	50	7	43	9	57	9	40	9	39	9	42	9	31
No. 2 (natives)	9	48	9	110	9	180	9	156	9	154	8	170	9	175
Juneau:														
No. 1 (whites)	9	23	9	25	9	54	9	70	9	86	9	72	9	74
No. 2 (natives)	9	61	9	65	9	50	9	67	9	70	9	40	9	71
Douglas:														
No. 1 (whites)	8	13	9	30	9	42	9	57	7	75	9	46	9	70
No. 2 (whites)	....	....	....	....	....	.....	....	.....	8	32	9	25	9	28
Douglas (natives)	9	108	9	87	7	26	....	.....	....	.....	....	.....	....	.....
Skagway (whites)	....	....	....	....	....	.....	....	.....	....	.....	....	.....	7	109
Wrangell (whites and natives)	9	49	9	54	8	61	9	82	9	64	9	71	9	80
Jackson (natives)	9	82	8	90	7	80	8	64	9	84	9	121	9	67
Haines (natives)	9	54	9	41	9	64	8	60	9	68	7	46	....	.....
Hoonah (natives)	....	....	....	....	....	.....	8	144	5	120	9	141	9	126
Metlakahtla (natives)	....	....	....	....	6	105	....	.....	....	.....	....	.....	9	144
Saxman (natives)	....	....	....	....	....	.....	7	31	8	75	8	63	9	62
Killisnoo (natives)	9	137	5	75	....	.....	....	.....	....	.....	....	.....	....	.....
Klawock (natives)	....	....	....	....	2	50	....	.....	....	.....	....	.....	....	.....
Western Alaska.														
Kodiak (whites and natives)	9	74	9	59	9	56	8	49	9	52	9	72	9	44
Afognak (natives)	8	40	9	38	9	38	9	39	....	.....	9	59	9	36
Wood Island (natives)	....	....	....	....	....	.....	....	.....	....	.....	2	56	7	56
Unga (whites and natives)	8	35	9	36	9	40	9	44	9	40	9	40	7	36
Unalaska (whites and natives)	....	....	9	24	9	39	9	39	9	48	9	68	8	31
Karluk (natives)	....	....	....	....	....	.....	9	27	9	28	....	.....	....	.....
Arctic Alaska.														
Port Clarence (natives)	5	20	7	30	8	56	9	56	9	53	7	50	....	.....
St. Lawrence Island	....	....	....	....	7	52	9	68	9	66	....	.....	8	70
Cape Prince of Wales	....	....	....	....	....	.....	9	104	7	132	....	.....	....	.....
Point Barrow	....	....	....	....	....	.....	....	.....	6	66	6	68	....	48
Circle City	....	....	....	....	....	.....	....	.....	8	43	....	.....	....	.....
Eaton Station	....	....	....	....	....	.....	....	.....	....	.....	....	.....	....	11
Total	....	794	....	807	....	1,030	....	1,197	....	1,395	....	1,250	....	1,369

NOTE.—In addition to supporting the above public schools, the Bureau of Education pays the salaries of five industrial teachers in the Sitka Industrial School, which has an enrollment of 150.

Public schools in Alaska, enrollment and attendance of pupils during 1898–99.

Schools.	1898.							
	September.		October.		November.		December.	
	Total enrollment.	Average attendance.	Total enrollment.	Average attendance.	Total enrollment.	Average attendance.	Total enrollment.	Average attendance.
Southeast Alaska.								
Sitka:								
No. 1 (whites)	27	25	28	24	23	21	25	21
No. 2 (natives)	55	20	88	31	102	35	97	34
Juneau:								
No. 1 (whites)	49	35	41	33	37	28	36	25
No. 2 (natives)	27	7	17	10	29	19	35	26
Douglas:								
No. 1 (whites)	51	47	54	48	55	45	55	47
No. 2 (whites)	19	17	19	16	14	11	14	10
Skagway (whites)	.....	.....	.....	.....	50	31	55	34
Wrangell (whites and natives)	48	20	51	24	57	24	50	29
Jackson (natives)	21	12	31	21	42	33	57	23
Hoonah (natives)	37	10	50	12	55	15	100	27
Metlakahtla (natives)	60	26	93	59	100	80	135	93
Saxman (natives)	3	3	19	11	42	19	51	25
Western Alaska.								
Kodiak (whites and natives)	41	32	40	34	42	37	42	36
Unga (whites and natives)	33	29	34	29	34	32	35	33
Unalaska (whites and natives)	.....	.....	30	27	30	26	28	24
Afognak (natives)	25	15	25	14	28	16	36	19
Wood Island (natives)	.....	.....	.....	.....	47	33	49	31
Arctic Alaska.								
St. Lawrence Island (natives)	50	23	52	26	39	22	47	20

Schools.	1899.										1898–99.	
	January.		February.		March.		April.		May.		Average monthly attendance during term.	Total enrollment during term.
	Total enrollment.	Average attendance.	Total enrollment.	Average attendance.	Total enrollment.	Average attendance.	Total enrollment.	Average attendance.	Total enrollment.	Average attendance.		
Southeast Alaska.												
Sitka:												
No. 1 (whites)	28	21	28	21	25	17	27	17	24	17	20	31
No. 2 (natives)	111	22	94	21	71	15	63	15	43	12	23	175
Juneau:												
No. 1 (whites)	37	27	38	27	39	24	37	27	39	30	28	74
No. 2 (natives)	22	15	25	15	17	13	17	13	16	12	14	71
Douglas:												
No. 1 (whites)	58	48	51	46	51	48	52	47	59	51	47	70
No. 2 (whites)	11	10	17	12	20	19	23	20	21	19	15	28
Skagway (whites)	63	48	65	43	73	48	71	44	66	45	42	109
Wrangell (whites and natives)	45	23	45	23	35	22	36	23	34	23	23	80
Jackson (natives)	67	55	57	38	23	11	17	8	23	8	23	67
Hoonah (natives)	50	14	100	20	76	22	48	18	51	12	17	126
Metlakahtla (natives)	124	88	106	69	79	35	75	37	64	40	58	144
Saxman (natives)	46	25	34	18	22	11	18	7	3	3	14	62
Western Alaska.												
Kodiak (whites and natives)	42	27	43	34	43	36	35	28	30	28	32	44
Unga (whites and natives)	35	24	18	12	28	23	.....	.....	.....	.....	26	36
Unalaska (whites and natives)	27	25	25	24	27	25	28	26	28	24	25	31
Afognak (natives)	37	20	36	20	25	18	24	15	36	12	17	36
Wood Island (natives)	49	27	46	31	50	33	49	32	51	30	31	56
Arctic Alaska.												
St. Lawrenee Island (natives)	37	18	29	15	34	17	26	20	.....	.....	20	70
Point Barrow (natives)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	48
Eaton Station (natives)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11
Total enrollment during session, 1898–99	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,369

The following table shows the history of Congressional appropriations for education in Alaska:

First grant to establish schools, 1884	$25,000.00
Annual grants, school year—	
1886-87	15,000.00
1887-88	25,000.00
1888-89	40,000.00
1889-90	50,000.00
1890-91	50,000.00
1891-92	50,000.00
1892-93	40,000.00
1893-94	30,000.00
1894-95	30,000.00
1895-96	30,000.00
1896-97	30,000.00
1897-98	30,000.00
1898-99	30,000.00
Expenditure of appropriation for education in Alaska, 1898-99:	
Amount appropriated	30,000.00
Salaries of 3 officials	4,480.00
Salaries of 27 teachers	20,127.50
Supplies for 20 schools	2,185.40
Fuel and light	1,324.93
Freight	265.00
Traveling expenses	698.87
Repairs	669.49
Rent	224.00
Balance	24.81
	30,000.00

Cost per capita of enrollment, $21.89.

APPROPRIATIONS FOR EDUCATION IN ALASKA.

For the past six years the annual appropriation for the education of children in Alaska has been $30,000, increased yearly since 1895 by the sum of $5,000 from the Indian appropriation bill. By strict economy it has been possible with these amounts to support the present school system. Within the past three years thousands of white men have settled in Alaska, many of them taking their families with them. The population of the older settlements has largely increased and several new towns have sprung up which are clamoring for school facilities. If Congress regards it as the duty of the Secretary of the Interior to continue to provide schools for the white population of Alaska, I can not state too emphatically that it is absolutely necessary that the appropriation for education in Alaska be largely increased. In order to provide school facilities which shall approximate the present needs of the increasing population of Alaska an annual appropriation of at least $60,000 is an imperative necessity. This is the amount which has been urgently recommended by the governor of Alaska.

PERSONNEL.

Dr. Sheldon Jackson, general agent of education for Alaska; William Hamilton, assistant agent of education for Alaska; William A. Kelly, superintendent of schools for the southeastern district of Alaska.

Teachers in public schools.

School.	Teacher.	State.
Sitka, No. 1	Miss Cassie Patton	Pennsylvania.
Sitka, No. 2	Miss Annie R. Kelsey	Do.
Do	Miss Flora L. Campbell	Alaska.
Juneau, No. 1	Charles C. Solter	Kansas.
Juneau, No. 2	Miss Elizabeth Saxman	Pennsylvania.
Douglas, No. 1	Miss Kate Spiers	Kansas.
Douglas, No. 2	Miss Gertrude H. Spiers	Do.
Skagway	Miss Anna Clayson	Alaska.
Fort Wrangell	Miss Nellie Green	Kansas.
Jaekson	Mrs. C. Taylor	Alaska.
Hoonah	Mrs. J. W. McFarland	West Virginia.
Metlakahtla	David Leask	Alaska.
Do	Miss Selina Leask	Do.
Saxman	James W. Young	Washington.
Kodiak	Miss Anna Fuleomer	Illinois.
Afognak	Miss M. Salamatoff	Alaska.
Wood Island	Robert G. Slifer	Pennsylvania.
Unga	O. R. McKinney	Do.
Unalaska	Miss Mary Mack	Alaska.
Do	A. W. Newhall, M. D.	New York.
St. Lawrence Island	William F. Doty	District of Columbia.
Point Barrow	H. Richmond Marsh, M. D.	Illinois.
Sitka Industrial School	George J. Beck	New York.
Do	M. A. Carty	Alaska.
Do	Miss Olga Hilton	Do.
Do	Mrs. M. A. Saxman	Do.
Do	Mrs. E. C. Heizer	Do.

NOTE—In the above list the following denominations are represented: Presbyterian, Methodist, Baptist, Congregational, Moravian, Russo-Greek, United Brethren, Independent (English).

LOCAL SCHOOL COMMITTEES.

In order to place the several schools established for white children on the basis of local self-government as far as possible, local school committees were organized as long ago as 1891 in Sitka, Juneau, Douglas, Fort Wrangell, Kodiak, Unga, and Unalaska. Of these committees, some of the members have continued since their first appointment in 1891, but a larger number have resigned or moved to other places and new members have been appointed in their stead. The following list shows the present membership and the dates of appointment:

Sitka, John G. Brady and Edward de Groff, appointed January 15, 1891; Rev. Anthony Dashkevich, appointed May 14, 1900.

Juneau, John G. Heid, appointed January 15, 1891; B. M. Behrends and J. B. Denny, appointed January 24, 1900; Rev. John B. René, S. J., appointed March 10, 1900.

Douglas, school No. 1, P. H. Fox, appointed January 15, 1891; C. A. Hopp, appointed September 26, 1899. School No. 2, R. J. Willis and William Mackie, appointed July 25, 1899.

Fort Wrangell, Thomas Willson, appointed March 29, 1892; Rev. H. P. Corser, E. P. Lynch, T. G. Wilson, appointed February 20, 1900; William Lewis, appointed May 14, 1900.

Skagway, I. N. Wilcoxen, Frank A. Wise, appointed August 1, 1899; J. M. Winslow, I. D. Spencer, Mrs. M. J. Snyder, appointed October 24, 1899.

Dyea, Jerome Andrews, G. C. Teal, J. Huebner, appointed February 20, 1900.

Kodiak, Frederic Sargent, appointed July 22, 1893; Wm. J. Fisher and P. D. Blodgett, appointed March 21, 1900.

Unga, C. M. Dederick, appointed September 22, 1894; George Levitt and P. K. Guild, appointed November 30, 1899.

Saxman, James W. Young, W. L. Bunard, Rev. Edward Marsden, appointed April 9, 1900.

Gravina, Mark Hamilton, Roderick Murchison, Benjamin Dundas, Alfred B. Atkinson, appointed April 9, 1900.

The following list contains the names of former members of local school committees in Alaska:

Sitka, Hon. James Sheakley, N. K. Peckinpaugh, Dr. C. D. Rodgers; Juneau, Karl Koehler, Rev. Eugene S. Willard; Douglas, G. E. Shotter, S. R. Moon, Robert Duncan, jr., Albert Anderson, A. J. Campbell; Fort Wrangell, W. G. Thomas, William Millmore, Allan Mackay, Rufus Sylvester, Finis Cagle; Jackson, James W. Young, W. D. McLeod, G. Loomis Gould; Metlakahtla, William Duncan, Dr. W. Bluett, D. J. Leask; Unga, N. Guttridge, John Caton, Edw. Cashel; Unalaska, N. S. Resoff, N. B. Anthony, L. R. Woodward; Skagway, Thomas Whitten, E. L. Niskern, Walter Church, F. R. Burnham.

The members of these committees have been of good service to the Bureau of Education, both as correspondents and by acting as auditors, countersigning the bills sent in for various local expenses of these schools, inspecting repairs, and giving advice as to measures for the greater efficiency of the schools.

For the southeastern section of Alaska a local superintendent was appointed as early as 1890 and has been in service ever since. The present local superintendent is William A. Kelly, of the Sitka Industrial School. His duties are to visit the schools, report on their condition, and examine candidates for the position of teacher.

Missionaries and teachers at mission stations in Alaska.

PRESBYTERIAN.

Fort Wrangell, Rev. Harry P. Corser, missionary.

Haines, Rev. W. W. Warne, missionary.

Hoonah, Rev. W. M. Carle, missionary; Mr. Willis Hammond (native), interpreter.

Jackson, Rev. D. Rankin Montgomery, missionary; Miss Minnie J. Taylor (native), interpreter.

Juneau, Rev. W. S. Bannerman (white church), missionary; Rev. L. F. Jones (native church), missionary; Mr. Fred L. Moore (native), interpreter.

Point Barrow, Rev. R. H. Marsh, M. D., missionary.

St. Lawrence Island, W. F. Doty, missionary.

Saxman, Rev. Edward Marsden (native), missionary.

Skagway, Rev. Norman B. Harrison, missionary.

Sitka, Rev. M. D. McClelland, missionary; Mrs. Matilda K. Paul (native), interpreter.

Sitka Training and Industrial School, Mr. William A. Kelly, superintendent; Mr. Dean W. Richards, assistant superintendent; Miss Susan Davis, boys' matron; Miss Sadie Martindale, girls' matron; Miss Frances Willard (native), assistant matron; Miss Anna May Sheets, assistant matron; Miss Lucile Owen, sewing teacher; Mr. John E. Gamble, industrial teacher; Mr. Howard George (native), shoemaker.

Hospital, Dr. B. K. Wilbur, physician and surgeon; Miss Esther Gibson, trained nurse.

EPISCOPALIAN.

Sitka, Bishop Peter Trimble Rowe, D. D., A. W. Kierulff.

Juneau, Rev. H. J. Gurr.

Skagway, Rev. L. H. Wooden; Miss Anna Dickey, matron of hospital.

Ketchikan, Miss Agnes Edmond.

Circle City, Dr. James L. Watt, Mrs. James L. Watt, Miss E. M. Deane.

Fort Yukon, Rev. J. Hawksley.

Rampart City, Rev. J. L. Prevost, Mr. E. J. Knapp.

Fort Adams, Mr. A. A. Selden, Miss Selden.

Anvik, Rev. J. W. Chapman, Mrs. Chapman, Miss B. W. Sabine, Miss L. Proebstel.

Point Hope, Dr. John B. Driggs.

Native assistants: Blind Paul, Neenahnah; P. Bolah, Nuhklakuhyet; I. Fisher, Anvik; J. Kwulwull, Circle City; W. Loola, Fort Yukon; Stephen, Nowikakat; Paul Williams, Nuhklakuhyet.

MORAVIAN.

Bethel, Rev. J. H. Romig, M. D., Mrs. J. H. Romig, Rev. Joseph Weinlick, Mrs. Joseph Weinlick.

Ougavigamut, Rev. Benjamin Helmich, Mrs. Benjamin Helmich.

Carmel, Rev. J. H. Schoechert, Mrs. J. H. Schoechert, Rev. Samuel Rock, Mrs. Samuel Rock; Miss Philippine C. King, trained nurse.

Several native assistants.

FRIENDS.

Kotzebue, Robert Samms, Mrs. Robert Samms, Miss Martha Hadley.

Nome, Mrs. Anna H. Foster.

Douglas, Charles Replogle, Mrs. Charles Replogle, Miss Jennie Lawrence

Kake, Silas R. Moon, Mrs. S. R. Moon.

BAPTISTS.

Wood Island, Rev. Curtis P. Coe, Mrs. C. P. Coe, Miss Hattie Denniston, Mrs. M. G. Campbell.

METHODIST EPISCOPAL.

Unalaska, A. W. Newhall, M. D., Mrs. A. W. Newhall, Miss Ella A. Darling.

CONGREGATIONAL.

Cape Prince of Wales, Mr. W. T. Lopp, Mrs. W. T. Lopp. Native assistants, Sokweena and Elobwok.

Nome, Rev. Loyal L. Wirt, Rev. Raymond Robbins.

SWEDISH EVANGELICAL MISSION COVENANT.

Yakutat, Rev. Albin Johnson, Mrs. Agnes Johnson.

Unalaklik, Rev. Julius Qvist, Rev. A. E. Karlson, Mrs. A. E. Karlson, Mrs. Selma Peterson, Stephen Ivanoff (a native worker), Mrs. Ivanoff, Mrs. Ojeark Rock.

Golovin Bay, Rev. J. Hendrickson, N. O. Hultberg, Mrs. N. O. Hultberg, Miss Amanda Johnson, Rev. P. H. Anderson, Mrs. P. H. Anderson.

ROMAN CATHOLIC.

Juneau, Rev. John B. René, S. J.

Dawson, Northwest Territory, Rev. William Judge, S. J., chaplain of the hospital and of the Sisters of St. Ann; Brother Bernard Cunningham, lay brother.

Koserefski (Holy Cross Mission), Rev. R. J. Crimont, S. J. (superior); Rev. John Lucas, S. J.; Rev. A. Robaut, S. J.; Rev. F. Monroe, S. J.; Rev. J. B. Post, S. J.; Brothers V. O'Hare, S. J.; B. Marchisio, S. J.; J. Twohig, S. J.; P. Brancoli, S. J.

Nulato, Rev. J. Jetté, S. J. (superior); Rev. A. Ragaru, S. J.; Rev. J. Perron, S. J.; Brothers C. Giordano, S. J., and J. Negro, S. J.

Dawson Hospital, Sisters of St. Ann: Mary Zephirine (superior), Mary of the Cross, Mary Pauline, Mary Joseph, Mary John Damascene, Mary Prudentia.

Koserefski (Holy Cross Mission, girls' school), Sisters Mary Stephen (superior), Mary Prudence, Mary Seraphine, Mary Winifred, Mary Benedict, Mary Antonia, Mary of the Passion, Mary Magdalen.

ORTHODOX RUSSO-GREEK MISSIONARIES AND CHURCHES IN ALASKA.

Sitka, Rev. Anthony Dashkevich.

Juneau, Rev. Alexander Yaroshevich.

Killisnoo, Rev. John Soboleff.

Nuchek, Rev. Constantine Pauloff. Chapels: Tatitlak, Kanihlak, Chanig.

Kenai, Rev. John Bortnovsky. Chapels: Alexandrovsk, Seldevoe, Nenilchik, Kusitan, Tayounak, Shushitno, Knik, Wood Island.

Kodiak, Rev. Tikhon Shalamoff. Chapels: Spruce Island, Uzenkoe, Shiok, Anhtalik, Trehsviatitelskoe, Arlovo.

Afognak, Rev. Nicholas Kashevaroff. Chapels: Karluk, Katmai, Kagnak, Duglass.

Belkovshy, Rev. Euthemius Alevine. Chapels: Unga, Korovinskoe, Peregrebenskoe, Protasevskoe, Chigit, Mitrofanievskoe, Sannahk.

Unalaska, Rev. Alexander Kedrovsky. Chapels: Atha, Attu, Borca, Makushi, Kashig, Chernovskoe, Akutan, Ummak.

St. George (island), Rev. Peter Kashevaroff.

St. Paul (island), Rev. Nicholas Riseff.

St. Michael and Ikogmiut, Rev. James Korchinsky. Chapel: Koshlik.

Kuskokvim (Pavlovskoe), Rev. John Orloff.

Nushagak, Rev. B. Kashevaroff. Chapels: Ekuk, Kaluak, Paugvik, Igiashk, Ugashek, Ikagmiut, Inagnasha, Iliamna, Kichek, Aliagnak, Knagnak, Kagvak, Kahonak, Agimek, Tugiak.

SCHOOLS AND TEACHERS.

Sitka, Rev. Anthony Dashkevich, Sergius Popoff, Gabriel Cherepnin. For Indian school, Rev. Methodius; Juneau, Rev. A. Yaroshevich and George Corcoran; Killisnoo, Rev. J. Soboleff; Nuchek, Rev. C. Pauloff and Alexandroff; Kenai, Rev. J. Portnovsky and Alex Ivanoff; Alexandrovskoe, Munin; Seldovoe, A. Demidoff, Minichek, and Kvasnikoff; Taiunak, (vacant); Kodiak, Rev. T. Shalamoff and Andrew Kashevaroff; Afognak, Rev. N. Kashevaroff; Belkovsky, Rev. E. Alexine; Unga, (vacant); Cannah, Nedorezoff; Protasievskoe, Kochutin; Korovinskoe, Chebatnog; Mitropanievskoe, V. Stefanoff; Voznesenskoe, Stepiannik; Chignik, Tulupiak; Unalaska, Rev. A. Kedrovsky, M. Skibinsky, V. Mainoff, Leontius Sivtsoff; Makush, Krukoff; Borca, Tastorgueff; Chernovskoe, Gordeeff; Umnak, Krukoff; Kashiga, Kudrin; Akutan, Petuchoff; Attu, Prokopieff; Atkha, (vacant); St. Paul, Rev. N. Riseff; St. George, Rev. P. Kashevaroff; Nushagak, Rev. B. Kashevaroff; Yukon, Rev. J. Korchinsky; Kuskokvim, Rev. J. Orloff.

PRESBYTERIAN MISSIONS IN ALASKA.

The Rev. George F. McAfee, superintendent of school work, Presbyterian Board of Missions, has kindly sent the following account of the board's work in Alaska:

"The Presbyterian Church has had missionaries in Alaska continuously since 1877. Mrs. A. R. McFarland has the honorable distinction of being both the first Presbyterian missionary, as well as the first white woman teacher in Alaska, being stationed by Dr. Sheldon Jackson at Fort Wrangel in the fall of 1877.

"*Fort Wrangel.*—Rev. Harry P. Corser is now in charge. The native church is in good condition, the people having greatly improved in manner of life during the past few years. A white church has also been organized, and Mr. Corser gives part of his time to it.

"*Haines Mission.*—This mission is among the Chilkats near the head of Lynn Canal. Rev. W. W. Warne is the missionary in charge. The pupils in the industrial part of the school have been transferred to Sitka, where they can be more thoroughly trained.

"*Hoonah.*—The work among the Hoonahs was undertaken in 1881 by Rev. and Mrs. J. W. McFarland. Since Mr. McFarland's death Mrs. McFarland has remained on the field and is now in charge of the Government day school. Rev. Wm. M. Carle and wife now occupy the mission house and carry on the work. It is most interesting and successful at the present time. The people are making rapid advancement in the Christian life and are showing their faith by their works.

"*Jackson.*—This mission to the Hydahs has had no missionary of the board for two years. Rev. D. Rankin Montgomery, a recent graduate from the Western Theological Seminary at Allegheny, Pa., with his bride, has gone to the field. The mission property has been well cared for by friends, and the Government day school teacher, who occupies one of the buildings, is especially deserving of praise for her interest in the matter. The boarding department of the school was closed two years ago and the pupils sent to Sitka.

"*Juneau.*—The native work at Juneau was begun in 1881 by Rev. Eugene S. Willard and wife. The mission is now in charge of Rev. L. F. Jones and wife. It is in a very satisfactory condition. There have been over 100 converts during the year. The industrial work which was carried on for several years, having served its purpose, was closed in 1898 and the pupils transferred to Sitka.

"*Douglas Island.*—Many natives are employed in the mines and about the famous Treadwell mills. Rev. Mr. Jones, of the Juneau Mission, has opened a work among them, placing in charge Mr. Frederick L. Moore, an educated native, who has been his efficient interpreter and helper for a number of years. The mission gives promise of success.

"*Juneau (white church).*—This is the noted Log-Cabin Church, always pointed out as one of the attractions of Juneau. It has been replaced by a beautiful, new, modern house of worship, and a neat and commodious manse completes the plant. Rev. W. S. Bannerman and wife are in charge.

"*Saxman.*—Rev. Edward Marsden, the first educated, ordained native minister, was instructed to open a mission at Saxman in 1898. The work has been fully as successful as was anticipated. Mr. Marsden has built a steamer, *Marietta*, named after his alma mater, and by means of it is enabled to preach the gospel to many isolated groups of people.

"*Skagway.*—A church was established at Skagway in 1898 by the Canadian Presbyterian Church. In 1899 the work came to our body by exchange. It is a flourishing white church, with house of worship and manse on the way to completion. Rev. Norman B. Harrison and wife are in charge. Many a poor, weary, homesick Klondiker on his way out or back has found comfort and cheer in this little church and home. Skagway is at the head of Lynn Canal and the beginning of the White and Chilkoot passes to the head waters of the Yukon.

"*Sitka.*—The Sitka mission is in charge of Rev. M. D. McClelland. He ministers to both the native and white churches. The great revival of the winter of 1899–1900 brought into the church nearly 100 native souls. The white church is also in good condition.

"*Sitka Training and Industrial School.*—This work was begun in 1880 by Rev. and Mrs. A. E. Austin. It has grown in interest and efficiency each year since its organization. As indicated, in connection with Hydah, Haines, and Juneau, the industrial work among the Alaskans has been concentrated at Sitka. This enables us to do better and more thorough work in training the youth for the active duties and responsibilities of life. In order that they may meet the changed conditions of life made necessary by the influx of white people, the taking up of fishing streams, the opening of mines, etc., this more liberal and broader education along both intellectual and industrial lines was necessary. A common English education is given. The girls are trained in the domestic industries so that they are fitted to become intelligent housewives. The boys have a training in trades, such as boat building and carpentry. They also make all the shoes worn by the entire school. One of the most interesting parts of the work is that of settling the graduates who unite in Christian marriage in the model village which is on the mission grounds. The terms are so liberal and the arrangement so satisfactory that these young people are anxious to avail themselves of the opportunity to secure a home for themselves.

They have without exception so far proven themselves worthy of this effort in their behalf.

"*Hospital.*—The hospital work is an important adjunct to the school and mission work. It is under the efficient supervision of Dr. B. K. Wilbur, who has associated with him Miss Esther Gibson, as trained nurse. There were during this year treated as in-patients, 227, as out-patients, 1,580.

"*St. Lawrence Island.*—Mr. and Mrs. V. C. Gambell went to St. Lawrence Island in 1894. They returned to the States in 1897, and in returning hither were shipwrecked. Their place was taken by Rev. W. F. Doty in 1898, and he was relieved by Dr. Lerrigo in 1899. Mr. Doty returns to the field in 1900. Notwithstanding these interruptions the work has gone on successfully.

"*Point Barrow.*—This, the most northerly mission station in the world, opened in 1890. Dr. H. R. Marsh and wife have been in charge since 1897. The mission aided in the rescue of the icebound whalers in 1898, and received and cared for the reindeer relief expedition. A herd of deer are now at Point Barrow, and the hope is that they have passed safely through the winter, and thus this industry will be successfully established in this far-off country.

"*Nome.*—There went into the Yukon Valley in 1899 a heroic band of missionaries. They were under the leadership of that noted pioneer, Rev. S. Hall Young, D. D. After stationing his associates, Dr. Young found himself icebound at Nome. Like an apostle he went to work, and in conjunction with the Congregational missionary on the ground did heroic service until he was prostrated with typhoid fever. At last accounts he was sufficiently recovered to begin preaching, and doubtless at this time—May, 1900—is exploring the unknown regions of the Yukon Valley.

"*Eagle City.*—Passing over the ranges with Dr. Young, from Skagway, Rev. and Mrs. James Wollaston Kirk found their way to Eagle City, and hung out the banner of Christ on the Yukon. Their home is the center of attraction to the weary and lonesome miners. Mrs. Kirk's piano thrills with its sweet sacred music the hearts of the men who are so far away from home and loved ones. These two noble souls are known and beloved by the miners in all that region around Circle City. For the love of Christ and souls these two Christian people were willing to give up their delightful home and prosperous church in the city of Philadelphia and go to the wilds of the unknown, far-away frozen land. Great was the sacrifice, but greater is the reward.

"*Rampart City.*—Rev. M. Egbert Koonce, Ph. D., a young man of promise, with flattering home offers, turned away from them all and set his face like a flint toward the Yukon. His soul was aflame with love for his fellows buried in those northern snows, and in the name of his Master he went forth bearing the glad message of salvation. He built his own hut, manufactured out of 'poles and tin cans' his own furniture, erected his house of worship, hung up the bell, and its gladsome ring called in many a poor, lonely miner who by its sound was reminded afresh of home and dear ones."

Graduates of the Sitka Industrial School.

Mr. William A. Kelly sends the following information regarding the graduates of the Sitka Industrial School:

Sitka, Alaska, *November 25, 1899.*

Rev. Sheldon Jackson, D. D.,

Bureau of Education, Washington, D. C.

Dear Sir: In accordance with your request of November 4, 1899, I herewith send you a list of the names of pupils who have graduated from the industrial school at Sitka, Alaska, and who, at the time I write, are following such trades as were taught them at the school, or are profiting by the instructions they received. These names represent the three principal tribes of southeastern Alaska, viz, Thlinget,

Tsimshean, and Hydah. Many of the pupils whose names are not appended have earned and are still earning good wages simply by their knowledge of the English language by acting as guides, interpreters, and packers for the large number of white men who have come into the territory within recent years. Especially was this true during the memorable season of 1897–98, when the miners found the assistance of our boys of incalculable value. The miners found the boys invariably honest and trustworthy.

As far as I can trace them, their names and employments are as follows:

Boot and shoe trade.—Don Cambren, Sitka; Daniel Shake Ish, Sitka; Chas. Kadashan, Haines; Howard George, Sitka; Chas. Willard, Juneau; Abraham Nelson, Gravina; Aaron, Wrangell; Chas. Bates, Metlakahtla; Geo. McKay, Ketchikan; Chas. Cutter, Klawack; Bert Weir, Chilkat.

Boat building.—Roderick Davis, Lake Bennett; Benjamin Booth, Metlakahtla; Thomas Hanbury, Cape Nome.

Carpentry.—Jack Tugaha, Juneau; Louis Jones, Wrangell; William Cutter, Klawack; Alexander Milne, Metlakahtla; Thomas Buxton, Douglas; Philip Milne, Metlakahtla; Thomas Cook, Sitka; Haines Delbert, Klawack; John Willard, Thomas Jackson, Sitka; Jack Eska, Haines; Joseph Campbell, George Eaton, Arthur Milton, Robert Ridley, Gravina; Matthew Snake Ish, Killisnoo; Frederic Shirkey, Klockwan; Daniel Reece, Metlakahtla; John Baronovitch, Carters Bay; Sam Newman, Chilkat; Robert Lee, Klawack; Harry Leeds, Juneau.

Coopering.—William Stewart, Loring; Maurice Wadham, Sitka; Mark Milne, Metlakahtla.

Clerking.—Thomas Eaton, Metlakahtla; William Wells, Sitka.

Cannery.—Jonah Hudson, Abel Carlton, Robert Alford, Edward Bolton, Metlakahtla.

Cooking.—Carrie Skinner, Sitka Hospital; Med., Millmore Hotel, Sitka.

Dressmaking.—Jennie Willard, Sitka; Annie Korratt, Juneau; Lottie George, Sitka; Mabel Skilli, Howcan.

Engineering.—James Mason, Gravina; Andrew Usher, Metlakahtla.

Mining.—Jamie Daniels, Gilbert Jackson, Ben Butler, Douglas.

Missionaries.—Mrs. Tillie K. Paul, Sitka; Rev. Edward Marsden, Saxman; Mr. Frederic Moore, Juneau; Fanny Willard, Sitka.

Teachers.—Miss Olga Hilton, Miss Selina Leask, Miss Flora Campbell, Sitka; Miss Florence Wells, Chemawa, Oreg.; Mr. Howard George, Sitka; Mr. Job Nelson, Kincolith, B. C.

Merchants.—Henry Phillips, sr., Skagway; Joseph Verney, Frederic Verney, Metlakahtla; Willis Shadahay, Hoonah.

Nurses.—Miss Annie Leask, Metlakahtla; Miss Anna Hines, Sitka.

Painter and paper hanger.—Joseph Jones, Carpers Bay.

Sawmill.—Peter Simpson, superintendent Mills Sawmill; Bartlett Layick Tah, Cyrus Peck, Sitka; Peter Fawcett, Port Simpson, B. C.

Silversmith—Rudolph Walton, Sitka.

Following are the names of girls who have graduated from the Sitka Training School, who have married and are living Christian lives:

Mrs. Rudolph Walton, Mrs. Howard George, Mrs. Thomas Cook, Mrs. John Willard, Mrs. Peter Simpson, Sitka; Mrs. George McKay, Ketchikan; Mrs. Bernard Hirst, Mrs. Russell, Mrs. Cyrus Peck, Mrs. William Mills, Mrs. John Hannah, Mrs. Andrew Usher, Sitka; Mrs. Gertrude Johnson, Mrs. Max Italio, Yakutat; Mrs. John Yokoss, Mrs. Elizabeth Jackson, Mrs. Frederic Moore, Haines; Mrs. Mary Davis, Skagway; Mrs. Jack Eska, Haines; Mrs. Josephine Choquette, Wrangell; Mrs. Alfred Andrews, Mrs. Eli Tate, Chilkat; Mrs. Patience Strong, Mrs. Elizabeth Hubbard Jackson, Juneau; Mrs. Minnie Shotter Ross, Douglas; Mrs. Eliza Willis, Hoonah; Mrs. Nellie Miller Choquette, Wrangell; Mrs. Frank Judson, Sitka.

Of the names of those pupils who are general workers I have not appended any list. Many of the names of girls who are not married, but who are at home, living sober, industrious, Christian lives, are also not on the list. Enough has been sent to show that the Sitka school is an absolutely necessary factor in the lives of the young people of Alaska.

I am, sir, your obedient servant, WILLIAM A. KELLY,
Superintendent of Schools.

CONGREGATONAL MISSIONS IN ALASKA.

By the Rev. CHARLES J. RYDER, D. D.,

Corresponding Secretary, American Missionary Association.

Cape Prince of Wales is on the point of the peninsula that juts out from northwestern Alaska. It is the farthest west of any mainland on the American continent. A mission was planted here by the American Missionary Association in 1890. The point is one of strategic value. Mr. and Mrs. W. T. Lopp have occupied this station for ten years. Many of the Eskimos pass back and forth through this portion of Alaska and are thus reached by the influence of this mission. During the year 1899–1900 both Mr. and Mrs. Lopp have made excursions on sledges into the north and interior regions of Alaska. They have visited the Eskimos on these excursions and have become acquainted with their methods of life and general conditions. They speak the language of the native people with considerable fluency. This greatly increases their usefulness in winning the people and bringing them under the power of Christian civilization.

Two native missionaries have been chosen for special work under the direction of Mr. and Mrs. Lopp. Sokweena and Elobwok are the names of these missionaries, and they have accomplished a good work during the year. It seems the principle of civilization here as elsewhere that only when a native leadership is furnished for the people can the mass be reached. Missionaries of a foreign people and tongue may bring influences to bear in training a leadership. It is only, however, when this leadership is prepared and sent out among the people that the masses can be reached. These two faithful Christian Eskimos have labored during the year with devotion and courage. Their influence and work are most encouraging features of this mission. Reenforcement of their work is needed. Other mission stations at which a native missionary shall gather the people of his own race, teaching them the industries of life as well as leading them in intellectual and spiritual development, will doubtless open more and more in the future.

A letter from Mr. Lopp brings the following message. It is the most recent news received from this field:

"Now that the American Missionary Association is out of debt we hope you will be able to send us a missionary with a missionary wife to be with us. It is hardly necessary for us to cite reasons for this. He should be a minister, if possible. It would not be right to subject children of school age to the influences of the life here. You wrote us up last year as having 'no time for gold hunting,' and yet gold has been discovered within a few miles of the Cape. This brings upon us new anxiety and greater work. Should these claims turn out well the American Missionary Association will not be forgotten.

"The *Bear* has made a wonderful cruise this season. I doubt if she ever made a longer one. The present captain has made a very conscientious commander, and has surely exerted himself to perform his duty vigorously and honestly. He has administered the law toward the Eskimos as well as white men, and arrested those who were guilty of crime. He was very kind to the natives, giving them help in coming

from Cape Prince of Wales to this point, and also across the straits to Siberia. When the sea was too rough for their skin boats he would have them hoisted up on deck. The United States surgeon has also been exceedingly kind to us.

"We now have 437 reindeer, and have sent an order signed by Dr. Jackson to the station on Norton Sound for the 277 which are yet due us. These will be driven up some time this winter. After they come we will make an estimate of the number belonging to the Eskimo boys and mark them. I have taken one new herder as an apprentice, and hope to take another or two next year. We sold reindeer at $30 per head to the Bureau of Education, which furnished money for training other apprentices. Our old apprentices can now pay their own way, and the sale of the reindeer in the future will go toward helping new apprentices till they can help themselves.

"The Woman's Home Missionary Association, of Boston, has contributed toward the support of native workers. We received word about it and rejoiced in their generous gifts. I will use it in helping support Sokweena at our little mission at Mitle-tok. As I wrote last year, we were enabled to start this mission through a small contribution of about $25 from the generous Endeavorers of Westboro, Mass. Then some other friends sent in a little help that went toward the support of Sokweena and his wife. It is not enough, but we will try to make it do for the present. We were unable to visit Sokweena but three times last winter. If we could only visit him oftener and help him more he would be able to accomplish more. But some of the children at his mission learn to spell and write a little, and to sing. We had some very good meetings. Lucy and I went up and stayed three days. We took a lantern. Many of the old folks had professed Christ and seemed to be earnest and sincere in their prayers. The position of Sokweena is a hard one at times.

"Adlooat, one of our brightest boys, was typo and artist for the Eskimo Bulletin. We will not be able to get the Bulletin out before November, I am afraid.

"We have just erected a building 20 by 40 feet, which we have decided to call 'Thornton House.' It is to be used as a workshop, clubroom, and for other purposes for the natives. The need of such a building had occurred to Mr. Thornton and myself in 1890. Last year Mrs. Thornton succeeded in gathering $127 dollars, which was sufficient to purchase the lumber and pay the freight on it. Two natives and myself have put up the building. The natives did most of the work on it, as I could not leave our house long at a time."

This report from Mr. Lopp presents an impressive picture both of the value of this work at Cape Prince of Wales and the methods which have been adopted. The herd of reindeer has increased largely. The method of herding, using natives for such purposes, has familiarized this people with the care of the deer and at the same time created in them a desire to possess herds of their own. This gradually produces higher standards in industrial life and larger views. Convenient transportation back and forth tends to civilization. An isolated people is generally an undeveloped people. Contact with others, especially those of higher civilization, is the important factor in race development. By means of the reindeer these Eskimos go rapidly from place to place and little by little the unfortunate influences of isolation are being overcome.

These reindeer bring also better food both in milk and flesh to the people. Diseases produced by the large consumption of fat will, little by little, pass away and the Eskimos will become physically a stronger people. The very care of such animals is also civilizing. It creates gentler characteristics and makes necessary self-control on the part of herdsmen. This mission of our Congregational churches at Cape Prince of Wales finds large value in the reindeer herds.

The finding of gold in this part of Alaska brings very perplexing problems inci-

dental to such movements. Not only must this mission reach and influence the natives, but it must more and more become a means of grace to the white men coming in. Mr. and Mrs. Lopp are well fitted for these difficult responsibilities, and the mission was never more needed than to-day.

Methodist Missions in Alaska.

By Mrs. S. L. Beiler.

Unalaska.—The Jesse Lee Home has at the present time 27 children. Four have returned to their homes on the Aleutian Islands; 2 have married. We have sent none to the Government school at Carlisle, Pa., this year. There are already 13 from our mission at Carlisle, and 1 in Chicago being educated by Mr. P. B. Weare, and 1 in Canada taken by the sister of one of our missionaries, who writes: "Vasha is doing so well. The improvement in her spiritual life was a joy to me."

The Eskimos we expected this summer did not come, on account of the crowded condition of the Government revenue cutters, which had to care for the Cape Nome miners and others who were stranded. We are looking for them next season.

You ask, "What is our relation to the Government school there?" None whatever; it is entirely separate. About 200 yards from us is the new school building, which is used this winter for the first time. Miss Mann is the superintendent. There are 65 pupils, which includes 30 from the boys' school connected with the Greek Church. Because of this, Dr. Newhall has been requested by the United States Government to assist until another teacher can be provided.

The children from the Jesse Lee Home attend this school, taken to and fro by their teachers. The public school teachers have boarded in the home, because there was no other suitable place. The self-support is increasing. The past year has been the best in this respect. We rented a part of our land to build boats upon. Three hundred dollars was received in this way, which has been sent to the treasurer, toward the hospital fund. We find that the cows are self-supporting by the sale of milk.

Industrial classes have been formed and more practical work is being pursued.

Dr. Newhall has proven of great service in unnumbered ways. He writes: "The attendance at services varies with the number and kind of vessels in port. Great interest is taken in the singing of hymns. On a recent Sabbath there were gathered together an interesting company—American sailors, miners, and natives. There were represented Americans, Englishmen, Norwegians, Irishmen, Swedes, native Aleuts, Germans, Creoles, also Indians and a number of native mothers with their babes. The Sunday school is in a prosperous condition. During the past six months the children have purchased a call bell, blackboard, and crayons, and have some money left.

The Cape Nome gold field has made quite a stir. Thousands of miners have gone there this summer in search of treasure. The lowland, covered only by the deep and swampy growth of moss, has proven a hotbed of disease, and the unsanitary condition of affairs has added to the spread of the disease. Cape Nome fever is rife and has taken away many lives. The country is devoid of timber. The supply of coal is small, likewise provisions. As a result the miners have overcrowded the steamers in order to leave the country. Many will be unable to get out and much suffering will result. Two hospitals have been erected, but have not met the demand. Every steamer has had many sick on board, and not having sufficient accommodations for them, some have been left here at Unalaska. The mission has done its share in caring for them.

A few incidents:

Mr. Buckley, age 58, has been up the river six years. The past year he has been

sick with pneumonia, etc., and soon was left without means save the fare to Unalaska. While boarding the steamer at St. Michaels at night he was crowded through an open door and fell into the engine room far below. Three ribs were fractured. When consciousness returned someone had relieved him of his baggage. He had no place to sleep save on the floor of the second deck, with only a borrowed blanket. His suffering was intense. The ship's company allowed him to sleep aboard while the vessel lay at the wharf, but on her departure his only shelter was a leaky bunk house, with the old floor for a bed. On October 1 he came to the mission. We were glad to give him a bed and food to eat. The man was suffering much, but soon began to improve. Instead of the dirty, rough-looking miner, he became a clean and respectable-looking man. He appreciated the kindness shown by helping on the chores as his strength would permit. After a stay of seventeen days the United States revenue cutter *Bear* called, and Lieutenant Jarvis kindly gave him passage to the States.

The S. S. *Bertha* called and had four sick men on board. Would the mission care for them? To leave them would mean a chance of life; for them to go on would mean a grave in the deep. A room at the Jesse Lee Home was transformed into a ward. A sailor was the only one who could be obtained as a nurse.

One Sunday morning (October 22) at 3 o'clock we were aroused by persons at the door. The S. S. *Portland* was at the wharf. An Englishman of wealth had died on the steamer. Would the mission receive the body and give it a burial? The service was held on Monday evening at 8 o'clock. The room was well filled with officers from the S. S. *Roanoke*. The choir was composed of Eskimos, Aleuts, and Creoles. In the darkness of the night, with the wind and rain to wail their mournful dirge, the procession wended its way to the hillside, where the remains of Mr. Girling were laid to rest. (Mr. Girling was financial agent of a London company operating in Alaska.)

Baptist Missions in Alaska.

By Mrs. James McWhinnie.

In the western part of the Gulf of Alaska is a cluster of islands known as the Kodiak group. These islands are in the center of the district assigned to the Baptist denomination which extends from Mount St. Elias around the Gulf of Alaska to the Shumagin Islands, a distance of 1,100 miles. Upon Wood Island, one of the smallest of the group, a Baptist mission to the natives of this part of the Territory was established by the Woman's American Baptist Home Mission Society in 1893. This island was chosen because it was the headquarters of the North American Commercial Company, who have always been favorable to missionary work. Upon the 4th of July, 1893, an orphanage was opened, and during the past seven years over 50 children have been cared for; there are at present 28 in the home. This orphanage is under the special care of the Baptist women and children of New England who aim to raise $5,000 annually for its support.

There have been many changes in the workers in the seven years, but the present efficient superintendent, Mr. C. P. Coe, is now entering his fifth year of service. The work has steadily grown under his care, and great improvements have been made upon the buildings and grounds. The children are bright and intelligent, and for the most part interested in their work. After a short visit to the States, Mr. Coe returned with his wife and children to Alaska last April. Mrs. Campbell, of San Francisco, accompanied them and has proven a very efficient matron for the orphanage. Miss Hattie Denniston is the industrial teacher. In October Mrs. Coe commenced a work she had had in mind for a long time. She invited the native women to the orphanage for one afternoon a week to show them how to sew. This class has been well attended and much interest taken in the work; the promise of having the

quilt they piece is a great incentive to work. About 30 tons of ensilage have been cut during the summer for the silo, and 6 tons of hay placed in the barn; much of this was brought in the boat from an island 12 miles down the bay. During the haying season our people met with a very sad accident. Conrad Egeter, who had been for a number of years in the employ of Mr. Coe and who was a most faithful servant, with a number of the mission boys went to the end of the island to secure the last load of hay. Upon the return trip the boat was overturned and Conrad, with one of the boys, was drowned. This was the first accident at the mission and has caused deep sorrow and gloom.

The great need at present is for a boys' dormitory. Until this can be supplied Mr. Coe has transformed his own cottage into a place for the boys. He has established a reading room not only for the children, but for the natives and for the sailors who may be in port.

The Government has for the last two years sustained a teacher at this place and the school is taught in the mission building. Mr. Robert G. Slifer is the Government teacher.

The first Baptist Church in Alaska was organized in July, 1897, and a church building erected. At present the church has ten members; two of the children in the orphanage have been baptized during the past year, and three others have been received for baptism. This is the only Baptist Mission to the natives in the Territory, and is under the care of Mr. Coe, who is pastor of the church. We believe the new condition of affairs in Alaska will bring this station into greater prominence in the near future.

Of the good work done in the mission, I quote from a letter of Mr. Robert Slifer, the Government teacher, who has spent the winter at the orphanage:

"The work here is worthy of the attention it is receiving. It is doing a vast amount of good. It has never been my lot to meet a people who were so degraded, and in many ways so hard to work with, as the creoles of this section. The mission children are in most cases the very worst that could be found to deal with when they come into the mission; in a short time they are better than the rest of the outsiders."

Moravian Missions in Alaska.

[From the annual reports of the missionaries.]

Bethel.—The work at Bethel, as in the past so in this year, has been much with those who are traveling up and down the river or from the tundra to the river. This station from its very location naturally has a wide influence and is admirably situated as a center from which to do traveling missionary work. We regret exceedingly that lack of means has necessitated the closing of the school. If we have the children the parents are easy to influence, and the children are likely to remain permanently ours.

In March we had the pleasure of a visit from Brother Rock, of Carmel. His visit was prolonged beyond his calculations, owing to the early spring, which forced him to remain at Bethel and go home by water. Also in March we were visited by Chief Engineer Crow, of the steamer *Hamilton*, on the Yukon. He put our engine and sawmill into good running order free of charge. He came at the request of the mission for that purpose, and when finished donated the value of his work to the mission.

On May 27, 1898, the ice on the Kuskokwim broke up, leaving the river free of ice in a few days. It froze up again for the winter on October 18, 1898.

In August the mission was visited by a party of the United States Government Geological Survey, under the direction of Professor Spurr.

During the fall and winter several white men visited the mission, chiefly traders from Yukon. The high prices caused by the Yukon rush are making themselves

felt on the Kuskokwim. Last year the price of dogs was $6 to $10 each, now it is $20. Ready-made furs, wages, etc., are likewise much affected.

The year has been an active one. Fifteen trips for the performance of actual missionary work were made during the year, different brethren sharing in this duty. The shortest round trip was 10 miles, and the longest 400 miles, the average trip being 186 miles, and the average absence of the traveling missionary from home was ten days to the trip.

Owing to a severe epidemic of the influenza the death roll in our villages is very large. Thirty-five were buried by one or the other of the missionaries. Quite a number were buried in the non-Christian villages, and for these no reliable data can be given.

The out-stations—Naposikagamute and Pinehagamute.—Naposikagamute is located near us and has always been very indifferent to missionary effort. Last year one of the shamans, or "doctors," said if our missionary would give him plenty of tea he would make the people good to us. This year he as well as the whole village want a missionary all of the time, and show signs of much deeper interest than in former years. Helper Neck, who is stationed at this village and at Pinehagamute, though sickly, has labored faithfully and earnestly. He takes down our discourses in his native form of hieroglyphics, and then delivers these sermons to the people.

The four villages between here and Quinehagamute.—These villages are just opening up to missionary influence. Especially among these heathen villages is the use of medicine gratifying in its results. The cure of the itch, so common and so persistent among these people, exercises a great influence over them. There are many school children among them, who, if they could be taken into school, could be readily influenced, and not only they, but their parents also. We may say, medicine and the school together are the best means of winning these villages.

Quinehagamute.—This large village of coast people, "sea pirates," as one of the captains called them, has been under missionary influence to a limited extent in previous years. Here for about six weeks the missionaries and traders stop each spring, while they are waiting for the coming of the vessel. Native missionaries have also been at work for some time at this place. Last year we were encouraged by the conversion and baptism of the first resident member of the village, Albert. This year we have to encourage us the awakening to the glorious hope of salvation of the mother and sister of this pioneer Christian. That other hearts are melting under the warmth and light of God's word is evident from the increased call for medicine, which means less of superstition and shamaning, and also from a general development of the villages with increased friendliness to the missionaries.

The helper stationed at Quinehagamute, Stephen by name, has been faithful and zealous. Last fall he was called upon to mourn the death of his wife. Our hearts go out in sorrow for him, as he was away both from his and her people when she died, and he is left with five small children. He will necessarily have to return to his home village.

Togiak.—Togiak is a district not properly within the bounds of Carmel or of Bethel, being 130 miles from Carmel and 230 miles from Bethel. The people on this river have sent repeated messages both to Carmel and to Bethel asking that a missionary should visit them, and asking for a native missionary to live on their river. Some of the people being related to the Kuskokwim people, they have asked for Helper Kawagleg of the Ougavig district. With the consent of the other missionaries I will send him to visit these people, and will communicate to you the report of his visit by the spring mail.

Helper David.—It may be wondered what he is doing, as he is in the Bethel district. His duties for this year are those of interpreter for Brother Romig. This takes the bulk of his time and is a very responsible position. His delivery is excellent, and his ability to grasp the thought and properly render it in order to give it its true

weight and value make his services very valuable. We would feel comparatively helpless at Bethel were it not for the confidence we have in him to perform his work in an acceptable manner.

The medical work.—The medical work has been on the increase each year, but this year time has not permitted me to keep a detailed record.

When we returned from the coast this spring, there were natives from near and far to welcome us; people of three tribes, our home people, the Youtes, a few Ingalicks, and also a few Kaltchan Indians. These upper Indians had come for medical care, some for a distance of 300 or 400 miles. They had hoped to find me at home, but as we had gone to the coast, they were compelled to wait six weeks until we returned. They had come with the trader and were to return with him. They were, however, hopeless cases, and two of them were overtaken by the influenza on the homeward trip and died. Our hearts were moved for them. They had come through storms and calms, tortured by innumerable mosquitoes and unprotected from the rain, to see an earthly physician. They produced from their meager store as a present to insure the best attention a well-tanned moose skin or some deer sinew, only to learn through the cumbersome channel of double translations (from English to Eskimo and from Eskimo to Kaltchan) that their chances of recovery were few, and that their long journey was in vain. Poor people! could they only recognize their heart's condition and seek the Great Physician as they do an earthly one, they would not return sorrowing from their search.

The Bethel missionaries officiated at about 35 funerals, as stated above, but this can not be taken as the total death roll. One village of about 100 souls lost 11 of its number. We judge that the young and strong that are left will naturally recover in more instances, and that the death rate will not be so great.

Food supply.—The food supply of the natives is annually becoming a graver problem. However, the past summer was one in which all who were active could secure plenty of fish. But in the spring, before the ice left, one whole family and several individuals of other families starved outright. Other cases, which came short of perishing, suffered severely from lack of food.

We still look with interest to the domesticated reindeer. As yet no herd has been granted us.

Should mining develop, which it may in time, the natives will have greater facilities for making a living. However, the remedy of frontier civilization is, as a rule, no better for the natives than the disease of idleness and short food supply.

Carmel.—The mail carriers arrived at Carmel, on the Nushagak River, so much earlier than was expected that the detailed reports were not ready.

Sister King was apparently in better health than at last reports, and was able to perform her noble duties (as a nurse) very successfully. She tells of the distressing amount of sickness, especially among the children of the natives. The missionaries, through God's blessing, have been spared serious sickness. She speaks very modestly of what she has been able to accomplish. But Brother Rock reports that she has the stuff in her of which heroes are made, and relates how she went in a little kayak, while the river was filled with floating ice, which might easily have crushed the frail skin boat, to minister unto those who were sick and whom she was fortunately able to save from death.

Brother Rock reports how he induced the natives to work for the support the mission had to give them, and thus secured a good wood supply for the mission. It is interesting to hear that, though they had to work "like slaves," yet they succeeded in raising a splendid crop of garden vegetables and so many potatoes that they actually had some to sell. In this way and in many other ways they try to save the board expense, and thus lessen the amount that has to be sent to them from the States.

Brother Schoechert reports that every child in the native community under 2

years of age died. There are 167 souls in their charge at Carmel proper and nearly 300 persons, classed as "new people," on the Togiak River, who earnestly desire the truth as it is in Jesus and who are eager to have a missionary. The white settlers greatly appreciate the school. The Greek Church at Nushagak has been left in charge of Deacon Kaseveroff and is shorthanded, as the priest has received permission to leave. There is a steady growth in the interest of the natives up the river. There are, besides Carmel, two out-preaching stations on the Nushagak River and six on the Togiak.

Brother Schoechert describes his visit to Bethel and the mission conference there in February, 1899. He speaks very appreciatively of Dr. Romig's medical work. He also mentions the eagerness of the natives to build chapels in certain of the villages in that district and that the mission conference had resolved to encourage them to do so.

Missions of the Protestant Episcopal Church in Alaska.

The following extracts are taken from the annual report of the Rt. Rev. P. T. Rowe, Bishop of Alaska.

I left Sitka for a visitation throughout southeastern Alaska. My first stop was at Juneau and Douglas Island. The Rev. H. J. Gurr is now the missionary in charge. Juneau is growing slowly and seems to be assured of a permanent and stable future—more so than any other place in Alaska, as far as I am able to judge. Property is very high. The lots on which our church and mission house stand were purchased, less than four years ago, for $375, exclusive of the buildings. To-day they could be sold for $5,000. Juneau, therefore, has a future, and I have hope that our church will become a strong organization in time.

St. Luke's Mission, Douglas City, was visited, services conducted, one person confirmed, and two children baptized. The Rev. Mr. Gurr is attending to the needs of this mission, but we ought to have a young man in holy orders to take up this work. The place is growing, the population is probably 2,000, and it has every appearance of a future. A small chapel is very much needed, and just as soon as there are funds enough available will be commenced. At present the services are held in a hall.

KETCHIKAN.

This mission is situated on Tongas Narrows and on a very large island—with a name quite as large. It is 15 miles from Metlakahtla and about 100 miles south of Fort Wrangell. We have two humble buildings, once Indian cabins, and one of these, set up on a point of rocks, is used for a school. The buildings will hold the ground or rock on which they stand, at least. Until quite recently "squatter's" title was the only title we had in Alaska. Miss Agnes Edmond is the teacher and only representative of our mission.

I arrived in Ketchikan on June 8. I saw that quite a change had taken place since my last visit. There were many more men around. The reason of that is that the district lying on all sides is highly mineralized, and already some good prospects have been discovered. It is entirely a quartz region—copper as well as gold. The surrounding country for many miles is being prospected by several hundred men. I ran across three prospectors in Squawl Arm, Helen Bay, and many other places. I visited the men wherever it was possible. I held services in Ketchikan, and the congregations were, with the exception of three or four women, of men. They seemed to appreciate the services and wished that I could stay with them. But there were other destitute points, the country is great, and as the bishop is the only traveling missionary, I had to deny their request and move on.

I hired a boat, crossed Clarence Straits, and went up to the head of Kasa-an Bay, which runs far into Prince of Wales Island. Here is the old village of the Hydah Indians. It has a beautiful situation, and the village looks very strange as

you approach it. Before every cabin there stand two or three totem poles, large, moss-covered, and seem to have stood there for a hundred years or so. The Indians were not at home, to my disappointment, but they had left behind four dogs and a cat. They had gone to their summer fishing grounds. These Indians have asked Miss Edmond to come and live with them and teach their children. They are anxious for a mission and are urgent for Miss Edmond to make the beginning. They are a superior class of Indians, more intelligent and industrious than others. They have been far removed from the trend of civilization, but now that "propsects" have been found near their village, they will soon be surrounded with whites. Here, as in other sections of Alaska, that means a fearful menace to the native population. The outlook is serious, and the need of missions and workers is greater than ever. It is to these agencies that the natives are looking hopefully for protection and guidance and salvation. May the church realize the importance of these days in Alaska!

Miss Edmond is willing to go to these Hydahs, but until we have a missionary to center at Ketchikan I can not let her go. She not only teaches the children, does all the good she can, but she also occupies and protects our property. There is a native population at this point, and its condition is deplorable. They seem to get liquor without any trouble. Women and men drink alike. Often do the little children seek the shelter of the mission house when their parents get drunk. Moral sense seems dead, too. Miss Edmond has done and is doing much among these conditions to inculcate a higher sense of morality.

I visited Squawl Arm and some other points on Prince of Wales Island, then sailed over to Metlakahtla and had a very pleasant visit with Mr. Duncan, finally reaching Tongas Narrows in time to catch a steamer for the north, and thus ending an interesting visit to this part of Alaska.

SKAGWAY.

Since my return from the East in May I have made four visits to this mission, which has been in charge of the Rev. L. J. H. Wooden for the past year. On Sunday, June 4, I preached, confirmed two candidates, and celebrated the Holy Communion. It was a great happiness to have with us at this service the good Bishop of Olympia. Skagway is a place of considerable importance. Its people are bright, progressive, and enterprising. There is a small church element here, and it is of the very best quality. I have transferred the Rev. L. J. H. Wooden to the vacant mission at Fort Yukon, so that we have no one in charge at present, but I hope, through the help of Mr. Kierulff, to keep up the services until another missionary is appointed.

Our hospital at Skagway, which was such a blessing to the sick and distressed miners a year ago, has continued its good work under the manager, Capt. F. A. Wise, and the highly-esteemed matron, Miss Anna Dickey. A woman's ward has recently been added, and other improvements have been made, so that we possess an institution which is a credit to the church and has made a great name for itself in these parts. The number of patients has decreased, owing to the better conditions of the country and the freedom from sickness. But even now, whenever a man is taken sick on the trail his first thought is to reach the hospital as soon as possible, for the skill of the physicians in attendance, the efficiency and gentle kindness of the nurse, and the comforts of the hospital have become widely known and confirmed everywhere. The craving of these strong men in their sickness for a woman's care, and their dependence on it, is a marvelous and pathetic thing to witness, while their gratitude is deep and genuine. We can not be too thankful for this service of woman, nor for the church which enables us to carry on such a merciful work. The hospital is entirely dependent upon the uncertain ability of the patients to pay, and the voluntary contributions of friends outside to meet the cases of charity that are always cared for. May I quote the words of Senator J. J. Boyce, of Santa Barbara,

Cal., whose son was recently nursed through typhoid fever, contracted on the trail: "Under these circumstances, reverend sir, I feel it incumbent upon me to express to you my heartfelt thanks for your noble work in establishing, at such a place, such a desirable place for the afflicted. * * * During a visit to Alaska, sometime ago, I heard many reports of its good work throughout the Territory, and I little thought then that I should personally come into contact with this evidence of your practical Christianity."

Bishop Barker has been kind enough to receive all contributions for this hospital and has continued to disburse the same. From his statement to me, he says that he has paid out for—

Building the addition	$1,000.00
Medical supplies and freight	296.73
For support	2,000.00
Total	3,296.73

From Captain Wise I am informed that there have been 121 patients received and treated; 19 deaths; that there is charged to charity $1,105.

The rest of my report will be made up from the letters of the missionaries along the Yukon, etc., because I have been unable to visit all these places since my return, and partly because I found it necessary to give attention to the work in this rapidly developing section of Alaska, "set in order" things that were in need of it, so that I might feel free to start on a long and distant visitation, God willing, next spring.

CIRCLE CITY.

The Rev. J. L. Prevost has been in charge of the work at this mission up to June last, when he left for Rampart City, transferred to that work. Mrs. Prevost and children, who are not well, are on their way to the States, accompanied by Mrs. Demonet. I commend Mrs. Prevost to the loving esteem and kindness of all our church people, for she certainly has "endured hardness" in that region, and returns after a good work, faithfully and bravely done.

Dr. James L. Watt, whose wife and child are with him, and Miss E. M. Deane, "Sister Elizabeth," deaconess and nurse, have had charge of "Grace Hospital." Dr. Watt will continue in that work and at the same time act as lay missionary in conducting the services. Both he and Sister Elizabeth have written most hopefully and enthusiastically of their work. Dr. Watt says: "Our work is looking better and brighter all the time; * * * the hospital has been full of patients all the month; * * * they are all broke, bad with scurvy, victims of the Edmonton trail; * * * steamer which brought these from Fort Yukon made me pay the fare of one of them, $12.50."

STATISTICS FOR HOSPITAL.

"We have received and treated in the hospital 42 patients, 31 white, 11 Indians; total number days of treatment, 832. Deaths, white, 1; Indians, 3. Less than one-half paid. Patients treated outside of the hospital were: Whites, 20; Indians, 147. Deaths: Whites, 2; Indians, 2. Total visits made, 487. In September last I went to Fort Yukon, distance 90 miles, at the request of the Rev. Mr. Hawksley to visit the Indians, many of whom were sick. I treated 46 patients and made 116 visits, and was gone six days. Again in January, with sled and dogs, I made a journey over the ice, temperature from 40 to 50 degrees below zero, to attend to the sick, and also Mrs. Hawksley. I treated 15 patients, made 20 visits, remaining five days; was three days going and three days returning. It is expensive traveling here, but I met the expenses by bringing mail and freight on my sled. I have had successful operations for appendicitis and laparotomy, with one exception. These are the first of such operations on the river. Our hospital needs are a sterilizer, a good supply

of needles, sutures of all kinds, tonsilotomes, forceps, bone, artery repair, abdominal dressing forceps, compressed-air tank, pump and spray tubes for throat and nose, silver wire, catgut, silkworm gut, kangaroo tendon, fine suture for intestinal work, good reading matter, sheets, towels, etc.

"The hospital receipts were $2,675.79; disbursements, $2,613.07; the assets, $2,783.57; liabilities, $1,242.98.

"On July 3, I heard that the steamer *Sault Ste. Marie* was hard on a bar 6 miles below Circle City, and that 4 men had scurvy very badly; also little food on board. I took medicines and some fresh potatoes, and went in a canoe to their relief.. The current was running 10 miles an hour, and we made the steamer with difficulty. After seeing to the relief of the men I started for home. The current carried me downstream in spite of myself. Finally I made the opposite shore, where the water was rushing at a terrible rate. I climbed the bank to pull the boat along, when the bank fell in and down I went, with dirt and all, into the water. I swam to the boat and pushed it to the shore, where I crawled out. The water was cold and the air was colder; between the two I lost heart and took a rest. We started again, but were carried 2 miles down the river before we could reach the mainland. There we worked our way along the shore; at 4 in the morning we saw Circle City. I left the boat and started out to walk. Word must have been passed to the mosquitoes that we were coming and were good to eat, for there were myriads of them at every step; for everyone we killed a million seemed to take its place. After falls and scratches, with clothes torn and more dead than alive, we roused Sister Elizabeth, who gave us something to eat, and I went to bed at 6 a. m. Such was my trip to the relief of these six men 6 miles down the Yukon."

FORT YUKON.

This mission has been in the charge of the Rev. J. Hawksley for the past two years. He was obliged to leave and go to the help of Bishop Bompas. He did so, to my regret and his own, but his work has been blessed to a very great degree. The mission is likely to be a very important center for Indian missionary work for a long time to come. The Indians of Gen du Large, Rampart House, Beaver Creek, the Ratband, and Fort Yukon all center here. We have a small log mission house, which is used for school purposes as well as for church services. Mr. Hawksley built a mission residence while he was there and I have just received the bill for the same, $1,100. He was also obliged to hire a teacher, and paid him $175 for a little more than three months' service, the bill of which I have also received. He strongly urges the employment of a teacher, and Bishop Bompas is willing to pay half of his salary, $250; but I do not think we should accept his kind offer—it is our work, and we should bear the responsibility. He urges sending in a missionary at once—the work otherwise would be seriously menaced. I have sent the Rev. L. J. H. Wooden to this mission and he will be there by September 1. He reports again the faithful and loyal services of William Loola, a native reader, to whom I pay $150; but he gives all of his time that he can—often lacks food—so Bishop Bompas increases the offering. This I will endeavor to do myself. Mr. Hawksley has failed to send any detailed statement of his work, although he informs me that this will come later.

FORT HAMLIN.

This is an Indian village about midway between Fort Yukon and Rampart City. The Indians are our baptized people, and the only attention we can give them is such as Mr. Prevost is able to give occasionally as he passes up and down the river. Hereafter he may be able to give them more of his time, now that he is transferred to Rampart City, at which point he will make his center.

RAMPART CITY.

It gives me great pleasure to report that Mr. E. J. Knapp, who offered his services to me for any place in Alaska that I might choose to send him, and at his own expense, has reached Rampart, which is to be the scene of his labors. He writes in the most hopeful spirit, and has entered most zealously into the work. He feels happy and very much strengthened in the fact that the Rev. Mr. Prevost is to be there and assume the charge of the work.

Rampart City is a mining camp, with small camps or villages of our Indians near it. With regard to its future I can not speak. It may to some extent suffer the fate of similar camps—here to-day and gone to-morrow. It is this feature or aspect that makes the work in Alaska so trying, difficult, and discouraging. It is a mission to a movement—a procession. Nothing can be more striking than the contrast between the conditions of missionary work among wandering bands of Indians, stampeding gold seekers, and that in a settled and populous country. The fundamental need and malady are the same, the supply and cure are the same, but the variety of conditions, methods, and often of agency, is immense, forever showing the necessity of diligent adaptation and watchful supervision.

We own a mission site with two buildings on the same. The hospital is one of these. It was erected on our lot by Mr. Prevost's arrangement that the camp should put up the building, and this spring we should take it off their hands, paying therefor $500, and conduct it as a church hospital. The work is promising; the camp is one of 1,500 inhabitants, and these are among the most enterprising, intelligent citizens of our country, and I can not but rejoice that our church is established in their midst.

FORT ADAMS.

Mr. A. A. Selden sends me a very gratifying report of his work. The Indians lived in a large number at the mission last winter. School went on without intermission, and so pleased were the Indians with the results of its work that at Christmas they made an offering of skins, meat, moccasins, etc., amounting to $128, in order that Mr. Selden might send out for such school necessities as were required. Mr. Selden and Miss Selden do, each of them, a missionary's work in teaching school, helping the natives in all the ways that tell upon their lives and homes and character. In addition to the work of holding services and instructing adults, Mr. Selden has before him the great task of removing the old buildings—the good ones—to the new site for the mission, which is opposite the Tanana River, using the material which was bought and brought in by Mr. Prevost four years ago in the erection of St. Saviour's Memorial Chapel, the hospital, etc. Many are the trials, difficulties, and hindrances which he has before him in executing this work. In the first place, it is very expensive; secondly, he has no stated amount—no funds, in fact—so that he may know how far he ought to go. Therefore he has been obliged to use his own judgment and "do the best he can." I did tell him that he might go to the amount of $1,000 this year, and I am now afraid of seeing that bill. The lumber, etc., have to be taken up the swift Yukon, labor has to be employed, which in that country of high prices, scarce food, etc., is not less than $5 a day, the logs rafted from above the mission site and hauled up a steep bank—still, if any one can do it, and can do it for very little, it is Mr. Selden.

The mission had the advantage of having the Rev. Mr. Westley in the neighborhood last winter, and he celebrated the Holy Communion at times, baptized the children, and in many ways proved a help and comfort to the missionary flock in the wilderness.

Mr. Selden made two trips to Rampart City last winter—distance, 80 miles—to look after the interests of the church and hold services. He provided food, sled, and

dogs, and sent "blind Paul" and Stephen on a journey way up the Tanana to tell in the Indian village the "good tidings" of a Saviour—tidings which they themselves had found to be so good. They were gone twenty-one days and had visited many villages when poor Paul was taken sick. Stephen, afraid that he would die, had him carefully wrapped in fur, and started quickly for the mission, reaching it only after many days of forced travel. Paul recovered in time, and I gave a heartfelt prayer of gratitude to God when I learned that he had; for he is a good man—so humble and simple, and yet it is sweet to see his trust and love and faith in God.

ANVIK.

I have received no news from our good friends in this mission, nothing but a letter dated at Anvik in February, and received in Sitka, via New York, early in August. He reported all well at that date and the mission work progressing.

POINT HOPE.

I have not heard from Dr. Driggs since last year.

Alaska, where "men are few and miles are many," where sections of it are practically more distant than Japan or Africa, where one mission is separated from another by hundreds of miles, where the missionary is alone, in a great measure, for years at a time face to face with many adverse powers, and his vigorous fight against these but invites the enmity of those who are seeking at any price the things of this life, with no one from the great world outside to show him that he is sure of backing against these odds—no one but the visit of his bishop—Alaska, under these conditions, is distinctly a foreign mission, and the board is dealing wisely with it in treating it still, in a way, as such. These religious pioneers are conducting most faithfully a noble work, and the church must and will hold up their hands—send them the cheering and prevailing message, Sursum corda.

FRIENDS' MISSION.

Kotzebue Sound.—The following paragraphs are taken from the report of Mr. Robert Samms, one of the missionaries at Kotzebue, which was kindly forwarded by Mr. I. H. Cammack, of the California Yearly Meeting of Friends, which supports the mission on Kotzebue Sound:

Perhaps the most interesting item at this time would be a description of our journey up the Kowak River. This was undertaken in order to ascertain the condition, location, and number of the natives living on that river, all of which information was necessary before we could make arrangements for starting a mission among the natives in that section of Alaska. This seemed to be a propitious time for such a journey, as the white men scattered along the river would be able to help us in the way of food and shelter. My wife and I, in company with a man who was carrying the mail, left the mission at 7 a. m., December 18, with two sleds and nine dogs. The first cabin was 70 miles from the mission, so we had to sleep on the ice three nights; rather a cool bed, but our deerskin sleeping bag proved to be a good thing. We arrived at the first cabin late in the evening of the fourth day out—worn-out, hungry, and foot-sore. The kind-hearted miners sat up all night in order to give us the use of their only bed.

The increasing snow compelled us to leave part of our load and at intervals go back and bring it up. In the course of time we reached the lower Penelope camp at Hunt River, where a hearty welcome was extended to us. Their easy chairs and warm cabin were very much appreciated. After a week's rest we proceeded on our journey with 11 dogs, and C. C. Reynolds and another man accompanying us. Arrangements having been previously made for my wife to remain at their camp and teach school, there being about 40 natives living there, we proceeded about 100 miles

farther and were unfortunate in having our dogs accidently poisoned with strychnine. Eight of them died in a short time. Three of these belonged to the mission. As we could neither go ahead nor turn back without dogs, a new dog team was purchased. We continued our journey to the Par River, the farthest limit of the native villages. Here we found about 280 natives wintering. This is by far the largest village on the river, and would be the place for a mission. It is 300 miles from our station here. The natives expressed themselves as desirous of missionaries, and promised to build a house and assist in other ways. There are about 500 on the river. There seemed to be a scarcity of food in all the places on the lower river. Game of all kinds is very scarce, and the fish supply is not always adequate. We find plenty of timber for fuel and building purposes, but not enough for a sawmill. Perhaps the heaviest item of expense in operating in this region will be the transportation.

We are indebted to many of the miners for kindnesses, and especially to the Penelope men.

The hardest thing in the management of the mission this year has been the finances, the loss of our goods on the schooner in the fall, and the demands for help and hospitality and our trip up the river have amounted to considerable. Our return found the natives short of food. We purchased 30 sacks of flour from miners and distributed about 800 pounds, taking in pay such things as they had, as seal rope, dog feed, some money, etc. It seems to be the general opinion among the white men that the only way of solving the food problem is to introduce reindeer. We paid $1.30 per sack for the flour, that being the price paid in Seattle last year.

It has been a great disappointment to us not to have received any mail from the States this winter. The mad rush for gold seems to have blockaded us on the south.

The Swedish Evangelical Mission Covenant's Missions in Alaska.

By Rev. D. Nyvall.

Our work in Alaska has been pursued this year under many disadvantages, owing partly to the great influx into northern Alaska of gold seekers and white adventurers, putting our mission stations and workers under new and difficult responsibilities; partly to the necessity for many of our missionaries to return home on account of poor health and our inability to find a sufficient number of new missionaries and teachers to take their places.

From Unalaklik both A. E. Karlson and his wife and Miss Malvina Johnson were obliged to return home and in their places we could send only one missionary, Rev. J. F. Qvist, who has been obliged to superintend that station during the winter as best he could with the aid of the native workers, Stephen Ivanoff and Miss Alice Omigetjoak, an Eskimo young lady, who has been educated in the United States for her present work as an assistant teacher. From Golofnin Bay, also, both Rev. N. O. Hultberg and Rev. P. H. Anderson returned to the States. In their place we had to send Rev. E. J. Henrikson from Yakutat, our southern station, and send to his aid Miss Amanda Johnson, a school-teacher educated at North Park College, our school in Chicago. Rev. Qvist is also a graduate from the same school.

Soon after her return to Chicago Miss Malvina Johnson, from Unalaklik, was obliged to submit to an operation. Although the operation was successfully performed she was too weak to recuperate and died sometime after. In her death our society lost a most noble and successful missionary, a loss which was felt so much more keenly as she was the first missionary in the service of this society who has thus departed from the ranks.

Reports from Unalaklik and Golofnin Bay tell of distress and sickness at both stations during the winter, especially at Golofnin Bay, where our interpreter, Gabriel, a native, and Miss Amanda Johnson, the new school-teacher, were taken danger-

ously ill last autumn. Rev. Henrikson was left all alone to do the work and attend to the sick ones until he succeeded in getting a physician. In February Miss Johnson was well again, but Gabriel was still sick and unable to do any service as an interpreter. Still, our workers have persevered nobly. If their work has not succeeded this winter as it usually has, in many converts and in any remarkable increase of the church members, it is no less a victory, under the circumstances, that the mission has been able to hold its own.

The native Christians are naturally deeply impressed and not a little alarmed by the great immigration of white people to their shores.

At Yakutat, our station in southern Alaska, our people have been free from the annoyances mentioned in connection with the northern stations, but they were last autumn greatly shaken up by a terrible earthquake, of which I shall not need to say more, as it was so fully described in the papers. Rev. Albin Johnson writes that they have experienced smaller shocks now and then during the whole winter, but being accustomed to it they have not greatly minded it. Rev. Johnson and his wife have been our only workers at that station during the last winter. They report a successful season. The congregation numbers 62 members at present. In the Sunday school about 60 children and young people are enrolled and in the day school 50 pupils. The branches taught in the school are the following: English, reading, penmanship, history, arithmetic, English grammar, and the Bible.

A great improvement in the communications with Yakutat is mentioned by Rev. Johnson—namely, that the place has been reached during the whole winter by a mail steamer every month, although he reports that these steamers have not been as lucky in getting back; not less than three were probably lost on their return trip. The report adds that, in consequence of these improved communications, Yakutat has been visited by a large number of adventurers whose influence upon the natives is always to be dreaded and in some instances has proved to be disastrous. It would be a great help to the work of Christian missions and civilization in Alaska if the laws of the country could be enforced against acts of brutality and lawlessness committed by some of the white people up there against the native, seemingly in the belief that Alaska is outside of civilization and life there exempt from the laws of decency.

The missions in Alaska have reason to be thankful to the Congress of the United States for the legislation enacted in regard to land held by missionary societies for the sake of mission and school work. But of no less importance is the present aid of laws enforced to save the natives of Alaska from the fate of becoming, so to speak, buried alive in this industrial awakening of their country, occasioned by the late gold discoveries. The eyes of Christian America ought to recognize above the rich soil of golden Alaska the Alaskan himself.

Very respectfully yours,

SHELDON JACKSON,
United States General Agent of Education in Alaska.

THE COMMISSIONER OF EDUCATION.

CHAPTER XXXII.

NINTH ANNUAL REPORT ON THE INTRODUCTION OF DOMESTIC REINDEER INTO ALASKA.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., December 30, 1899.

SIR: I have the honor to submit to you my Ninth Annual Report on the introduction of Domestic Reindeer into Alaska.

The year covered by this report has been one of many changes and stirring events.

The 67 Laplanders, Finns, and Norwegians and their families who were brought from arctic Norway in connection with the relief of destitute peoples in the mining regions of Alaska, arrived at the Eaton Reindeer Station, Unalaklik, July 30, 1898, and on the 31st of January, 1899, they were transferred from the care of the War Department to that of the Interior. Thus there was an unusually large number of employees during the year in connection with the reindeer herd. The discovery and opening of the Cape Nome gold mines caused a sudden demand for transportation. The services of all the trained reindeer were required, both of the Government and mission herds in the vicinity. The fulfillment of the Government pledge to return to the American Missionary Association mission at Cape Prince of Wales and to Antisarlook and other Eskimo owners the reindeer which had been borrowed by the Government in January, 1898, to carry food to the ice-imprisoned whalers at Point Barrow required the return to those several parties of 934 head of reindeer. To meet this large demand Congress made a special appropriation of $20,000 for fitting out, under the auspices of the Treasury Department, for the use of the Interior Department, the naval vessel *Thetis*, in order that said vessel might give her whole time to the transportation of reindeer from Siberia. Through the courtesy of the Treasury Department, the United States revenue cutter *Bear* was also allowed to give some time to securing reindeer. Further arrangements were made with the firm of J. S. Kimball & Co., San Francisco, to procure and deliver reindeer in Alaska for the use of the Government.

These several enterprises have made the year just closed one of great interest and activity.

PERSONNEL.

Mr. William A. Kjellmann remained as superintendent.

Mr. Hedley E. Redmyer, in charge of the special expedition for driving reindeer from Haines Mission, on the southeast coast of Alaska, across the country to Circle City, having, after great hardship and much personal danger, fulfilled his mission, resigned October 10, 1899.

F. H. Gambell, M. D., remained at Eaton Station as surgeon and school teacher, and, during the long absences of the superintendent, as acting superintendent looked after transportation and other interests between St. Michael and Nome.

Herders.—On the 30th of July, 1898, 67 Laplanders, Finns, and Norwegians, with

their families, reached the Eaton Reindeer Station. This large number would have been required if the original project of taking food during the winter of 1898 into the Yukon Valley for the relief of destitute miners had been carried out, but, when happily it was found that this measure of relief was not needed and the project of taking relief was abandoned, there was a larger number of employees on the hands of the Government than was needed. A request was made by the contractor for carrying the mail on the Yukon Valley, also by one of the large transportation companies, for permission to hire a number of these extra Lapps. Through a combination of circumstances both the mail contractor and the transportation company failed to carry out their intentions. In the meantime a number of the Lapps had caught the gold fever[1] and asked permission to be released from their contract with the Government. As they were not needed, their request was granted, and they left the station for the mines at Golovin Bay and Cape Nome, as follows:

July 31, 1898.—Jafeth Lindeberg.

February 1, 1899.—Berit Nilsdatter Eira, Ida Johansdatter Hatta, and Magnus Kjeldberg.

March 1.—Thoralf Kjeldberg, Nilkelina Bassie, Otto M. Leinan, and Ole G. Berg.

March 4.—Samuel Hansen and Otto Greiner.

March 10.—Ole Johansen Stenfjeld.

March 20.—Ole Keogh.

March 27.—Lauritz Larsen and Ole Olesen.

March 28.—Johan Peder Johannsen Stalogargo.

March 31.—Karl O. Suhr and Johannes Aslaksen Rauna.

April 1.—Peder Johannesen, Samuel Jonfren, Suders Johansen, Iver Persen Vestad, Lauritz Stefansen, Johan M. Johansen (Toerle), Nils Klemetsen, Ole M. Rapp, Rolf Wiig, Mathis Klemetsen (Nillokka), Ole Klemetsen Hatta, Alfred Salamonsen Nikina, Samuel Johannesen Balto, Isak Johannesen Hatta, Hans Samuelsen, and Johan Himnar Hansen.

April 7.—Karl Johan Sacariasen.

May 1.—Olai Paulsen.

May 15.—John Andersen.

June 10.—Isak Salamonsen Nikkila.

June 15.—Emil Kjeldberg.

June 30.—Peder Berg.

July 31.—Jeremias Abrahamsen.

September 1.—Klemet Persen Boini and Anders Allaksen Bar.

September 20.—Hans Andersen Siri.

October 10.—Hedley E. Redmyer.

The following remained in the employ of the Government:

Nils Persen Bals, wife and 1 child; Alfred Hermansen and wife; Ole Olesen Bahr, wife and 2 children; Nils Persen Sara, wife and 4 children; Anders Johannesen Balto, wife and 2 children; Per Andersen, wife and 1 child; Johan Nango, wife and 1 child; Aslak Johnsen Bals, wife and 1 child; Nellogotoak (Eskimo), wife and 1 child; Anders Biti and wife; John Eriksen Eira, wife and 1 child; Johan Isaksen Tornensis and wife; Aslak Aslaksen Gaup, wife and 1 child; Johan Petter Rista, wife and 1 child; Per Mathisen Spein, Per Josefsen Porsanger, Lars Larsen Anti, Isak Bongo, Isak Tornensis, Ole Olesen Pulk, Nils Klemetsen, Anders Persen Utzi.

In addition to those at Eaton Reindeer Station there were in charge of the herd

[1] The first of the Lapps to resign and go to the mines was Jafeth Lindeberg, who, in connection with John Brinterson and E. O. Linblom, discovered the Cape Nome Mining District. It is reported that Mr. Lindeberg, during the ninety working days of last summer, took out from the mine as his share $200,000 in gold; and it was one of Mr. Lopp's Eskimo herders at Cape Prince of Wales that discovered gold on Anacovak Creek, which was the commencement of the new mining district of Konowgok, a few miles from Cape York, on the Bering Sea coast.

crossing the country from Haines Mission to Circle City Messrs. Hedley E. Redmyer, Klemet Persen Boini, Anders Aslaksen Bar, Hans Andersen Siri, Per Nilsen Siri, Per Johannesen Hatta.

In charge of the herd at Point Barrow and Point Hope were Messrs. Lars Larsen Hatta and Jacob Larsen Hatta, wife, and two children.

At Point Clarence was Mr. Per Larsen Anti.

RENEWAL OF APPOINTMENT AS SPECIAL AGENT OF THE WAR DEPARTMENT.

As the herders brought from Lapland in 1898 were under contract with the War Department until January 31, 1899, and from that time under the Interior Department, on the 21st of April, 1899, I was appointed by the Secretary of War as special agent of the War Department for the purpose of closing the accounts of the Lapps for salary due under their contract with the War Department for services in connection with the Alaska Relief Expedition. During the following September, through Capt. E. S. Walker, Ninth United States Infantry, commanding the post at St. Michael, the Lapps were paid the salary due them from the War Department in full and receipts were given.

STATIONS.

Teller Station.—During the absence of Rev. T. L. Brevig from the Teller Reindeer Station I have placed Mr. Charles E. Chard in charge of the buildings. Arrangements are in progress by which it is expected that Mr. Brevig will return to the station next summer.

Notwithstanding the demand for transportation to the new mines at Nome, I was able to secure freight on the supplies for the reindeer stations from San Francisco to the Teller and Eaton Reindeer stations at the low rate of $10 per ton, ship measurement, the prevailing rate being from $40 to $60.

Eaton Station.—This station, the location of which was selected in the winter of 1897–98, was not occupied until the fall of 1898. It is situated in a well-sheltered valley on the north bank of the Unalaklik River, about 8 miles from the seashore. During the winter of 1898–99 the logs were cut in the surrounding forest and whipsawed into lumber, from which was erected a large two and a half story main building, a large warehouse with a workshop in the basement, together with six double cabins one and a half stories high for the herders.

School.—School was kept by Dr. F. H. Gambell at Eaton Station, as usual, during the year, and reports indicate greater progress than during any former year. The enrollment consisted of 11 children of the Lapps, with the occasional attendance of the parents, the purpose being to assist the Lapps in acquiring the English language. They are reported to be very apt and quick at learning, and during the dark days of winter would often come to school long before the stars had gone out of sight. The character of the pupils makes the school one of more than ordinary interest.

Medical.—Dr. F. H. Gambell, physician in charge, reports having treated at Eaton Station 106 cases during the year, besides numerous minor ailments, such as bruises, sprains, etc. Eskimo came to him from Kings Island and the Diomedes, hundreds of miles away, by small skin-covered native boats. In the same room have been Indians from a long distance up the Yukon River, with Arctic Eskimo and miners traveling from the mines on the Yukon across to the new-found diggings at Cape Nome.

HERDS.

Eaton Station.—The herd at this place numbered 620 adult reindeer and 194 fawns. During the summer and winter over 100 animals were broken in and trained to harness. This served last spring the excellent purpose of teams being in readiness for the transportation of the troops to the new mines for the purpose of keeping order, the transportation of Lapps, and also provision for the miners. During the summer

96 of the sled deer were left at the Teller Reindeer Station as the nucleus of a herd into which could be placed the reindeer brought over from Siberia. During the fall the herd was depleted by the sending of 328 head to Point Rodney to replace the deer which, in 1898, were borrowed from that station by the Government, so that the herd at this station at present numbers but 419. If it were possible to get a central herd of 5,000 head, the increase would be sufficient to do away with the necessity of further importation from Siberia.

Golovin Bay.—From the 395 reindeer in the joint herds of the Swedish Evangelical Union, and Episcopal societies, and Eskimo apprentices, 9 died during the year and 157 were born, of which 10 died, leaving at the station 533 reindeer. During this winter 159 deer belonging to the Episcopal Society, with 52 deer belonging to Apprentice Moses, will be driven to the mouth of the Tanana, in the Yukon Valley. There the portion of the herd that is trained to harness will be used during the winter in the transportation of the United States mail between Tanana and the Eaton Reindeer Station.

One hundred head of deer loaned to the two societies by the Government in 1895 were returned to the Government in the fall by the societies and sent by the Government to Antisarlook to replace in part those borrowed from him by the Government in January, 1898.

During the scarcity of provisions at Nome and the rush of the miners to that place the herd at Golovin Bay performed very important service in the way of transportation.

Point Rodney.—The herd at this place, numbering 328, belongs to Antisarlook, and was given to him in the fall of 1899 in return for those loaned to the Government in the winter of 1898.

Teller Reindeer Station.—Three hundred of the reindeer at this station belonged to Tautook, Sekeaglook, Wocksock, and Tatpan, Eskimos who had served an apprenticeship of five years at the station.

Cape Prince of Wales.—In August, 1898, 167 reindeer were returned to this station of those previously loaned to the Government. Of this number 11 died during the early part of the winter, leaving 156 in the herd. To this herd were born in the spring 79 living fawns, and during the summer 479 deer were brought to this station, making the 714 head that were required to replace the 292 and their natural increase that were loaned to the Government in January, 1898. The absence of the herd during the winter of 1898–99, when there was such a demand for transportation to reach the Cape Nome mines, was a loss of several thousand dollars to the Mission Station and the Eskimo herders. The herd at this station is the joint property of the American Missionary Association and five or six Eskimos connected with the mission.

Point Hope.—The herd at this station belongs to Electoona and Ahlook (Eskimo), and numbers 52. It is expected that during the winter 48 additional deer will be furnished the young men from the Point Barrow herd. For various reasons this herd has not done very well during the past season.

Point Barrow.—When in the fall of 1898 the shipwrecked whalers were brought from Point Barrow to the States on the revenue cutter *Bear*, 378 deer were left in the herd that had been driven to that point for food. During the last spring 118 fawns were born to the herd. Three deer were killed by dogs and three by wolves during the season. At the close of the fiscal year there were at this station 500 head of reindeer. Lieut. D. H. Jarvis, commanding the revenue-cutter *Bear*, during his visit to Point Barrow arranged for leaving 100 head of reindeer at that point for the Presbyterian Mission, and 25 head for Ojello, an Eskimo apprentice. The rest of the herd is to be driven during the present winter, under the care of Mr. William Marshall, to Cape Prince of Wales or Teller Reindeer Station, leaving 48 head at Point Hope while en route. The total number of domesticated reindeer in Alaska

is 2,837, divided into nine herds. Of the 2,837 reindeer 1,159 are the personal property of 19 Eskimos, who have learned the management of reindeer by five years' apprenticeship at the Government reindeer stations.

Number, distribution, and ownership of domestic reindeer in Alaska, 1899.

Point Barrow:	
Presbyterian Mission	100
Ojello (Eskimo)	25
Point Hope:	
Electoona (Eskimo)	50
Ahlook (Eskimo)	50
Cape Prince of Wales:	
American Missionary Association and several apprentices	714
Teller Reindeer Station:	
Tautook (Eskimo)	75
Sekeaglook (Eskimo)	75
Wocksock (Eskimo)	75
Tatpan (Eskimo)	75
Point Rodney:	
Antisarlook (Eskimo)	328
Golovin Bay:	
Evangelical Mission Union	209
Okitkon (Eskimo)	26
Constantine	5
Eaton Reindeer Station:	
Government	419
Martin Jacobsen (Eskimo)	23
Tanana:	
Episcopal Mission	209
Moses (Eskimo)	52
En route South:	
Government herd, in charge of William Marshall	327
Total	2,837

Increase from 1892 to 1899.

	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.
Total from previous year	.....	143	323	492	743	1,000	1,132	1,877
Fawns surviving	.....	79	145	276	357	466	625	638
Purchased during summer	171	124	120	123	.....	.....	161	322
Imported from Lapland	.....	.....	.....	.....	.....	.....	144	.....
Total, October 1	171	346	588	891	1,100	1,466	2,062	2,837
Loss	28	23	96	148	100	*a* 334	185	.....
Carried forward	143	323	492	743	1,000	1,132	1,877	.....

a One hundred and eighty deer killed at Point Barrow for food; 66 lost or killed en route.

Of the above the following are the property of the Government: In the herd en route from Point Barrow south, 327; Teller Reindeer Station, 100; Eaton Reindeer Station, 419; making a total of 846.

Congressional appropriations for the introduction into Alaska of domestic reindeer from Siberia:

1894	$6,000	1899	$12,500
1895	7,500	1900	25,000
1896	7,500	Total	83,000
1897	12,000		
1898	12,500		

Expenditure of reindeer fund, 1898-99.

Amount appropriated	$12,500.00
Supplies for stations	5,749.57
Barter goods for purchase of deer	6,272.67
Reprinting of report, 1,000 copies	416.43
Copies of 29 electrotype illustrations, at $0.48	14.00
Photographs for use in illustrating report	3.60
Balance	43.73
Total	12,500.00

REINDEER DISTRIBUTION.

Instructions were left with Dr. F. H. Gambell, acting superintendent of reindeer stations, to procure from Golovin Bay the reindeer belonging to the Episcopal mission at the mouth of the Tanana and turn the same over to Mr. N. V. Hendricks, agent of the mission. Further instructions were given to renew correspondence with the Roman Catholics at Nulato and Koserefsky to arrange for the loaning of a herd to the Roman Catholic missions. The Moravian missions on the Kuskokwim were notified that they could receive their loan of reindeer during the fall of 1900, at which time it is also probable that a herd can be loaned to the Friends' mission at Kotzebue Sound.

OVERLAND EXPEDITION.

The following is a statement of the final disposition of the reindeer which were brought from Lapland by the War Department for the purpose of carrying relief supplies to the destitute miners in the Yukon Valley. While procuring the reindeer the necessity for such relief passed away, and when the herd arrived in Alaska, not being needed for the original purpose, it was turned over by the War Department to the Department of the Interior; and I was sent, by the direction of the Commissioner of Education, to the Alaska coast to receive the deer for the Department of the Interior and send them across the country from southeast Alaska to Circle City, Yukon Valley.

The reindeer were landed from the ocean steamer on the 27th of March, 1898, at Haines, Alaska.

Through a combination of circumstances the military authorities were unprepared to receive and forward the reindeer to the moss pasturage, 60 miles from the coast. While these preparations were in progress the deer were delayed at this point without moss until the 15th of April, during which time 362 of the herd died. At this time the remaining deer were transferred by the War Department to the Department of the Interior, and on the 6th of May following, after great hardships, I succeeded in reaching the moss pastures with 185 reindeer out of the 526 that were landed at Haines.

From this time the deer were placed in charge of Hedley E. Redmyer, assisted by

six Lapps, to be driven, when they should regain their strength, across the country to the neighborhood of Circle City, in the Yukon Valley.

On the 1st of September Mr. Redmyer had reached Lake Kukshu, Northwest Territory, with 144 reindeer, 41 of the 185 with which he started having proved too weak to recover their strength and died on the way. Of the 144 remaining on the 1st of September, 3 subsequently died from exhaustion. The balance of the herd (141) had regained their health and strength and were in good condition.

On the 28th of February, 1899, the expedition safely reached Circle City and went into camp with 114 reindeer. Of the 30 deer lost by the way, some met with accidents and were killed; a few were killed by wolves; a few that had strayed from the herd were shot by the natives, mistaking them for caribou; a few strayed away and were not recovered.

Mr. Redmyer kept a diary in which he graphically narrates the hardships and difficulties encountered in driving across an unknown wilderness without roads or trails or guide. He states that often a wolf or mountain lion would appear and cause a stampede of the herd and compel the Lapps to chase them through miles of unbroken snow, woods, and underbrush before they could be gathered together for another start. Again and again, coming to ranges of mountains too precipitous to be crossed, the expedition was compelled to retrace its steps and try another route; again and again, through the delays, provisions ran out and the men were threatened with starvation; they were often compelled to lie down to sleep in wet clothing, which froze upon their bodies; but notwithstanding all these difficulties and hardships the expedition was carried through successfully, and the reindeer proved their ability to make a journey that could not have been made either with horses or dogs.

During the spring and early summer, at the request of the United States Army officers stationed at Circle City, two or three distant military explorations were made with the reindeer.

To avoid the expense of driving the herd from Circle City to the Eaton reindeer station, 1,000 miles westward, I exchanged the herd with the Protestant Episcopal mission at the mouth of the Tanana River for an equal number of deer owned by that mission. The deer belonging to the Episcopal mission were at Golovin Bay, from which place they were proposing to remove them to the mouth of the Tanana, 800 miles eastward.

This exchange was consummated on the 1st of September, 1899, and the reindeer received from the Episcopal mission at Golovin Bay were driven to Point Rodney, 80 miles to the west, to help replace the herd which in the winter of 1897–98 the Government had borrowed from Antisarlook for the rescue of the whalers at Point Barrow.

PURCHASE OF REINDEER IN SIBERIA.

On the 7th of July, in Baroness Korfg Bay, Kamchatka, 116 reindeer were purchased and taken on board the *Bear* by Lieut. D. H. Jarvis, commanding. The journey of 900 miles from Kamchatka to Cape Rodney proved to be a stormy and rough one, and a large number of the fawns died en route. Upon reaching Cape Rodney July 13, the surf was found too rough for landing, and on the 14th anchor was hoisted and the *Bear* went to Port Clarence for shelter. That evening 83 deer were landed at Cape Riley, near Port Clarence, from which point they were to be driven from 40 to 60 miles across the peninsula to Antisarlook, at Cape Rodney. On July 18, 14 deer were landed at Cape Spencer from the revenue cutter *Thetis*, Lieutenant Buhner commanding. These deer also were to be driven to Antisarlook.

On the 27th of July 15 male and 90 female reindeer were landed from the steamer *Albion* at Cape York, Alaska, for the herd of the American Missionary Association, and 67 reindeer were subsequently landed at the same place from the revenue cutter *Thetis*.

REINDEER AND MAIL SERVICE.

Since the beginning of the introduction of domestic reindeer into Alaska I have kept steadily before my mind the fact that sooner or later the reindeer would prove a very important element in the rapid transportation of the mail in winter over the frozen tundra of artic and subartic Alaska, between the widely separated mission stations and isolated mining camps of that region. When, therefore, in the spring of 1898 it was announced in the press that the herd of reindeer which had been brought from Lapland for the purpose of carrying freight and food to the mining regions of the Yukon Valley for the relief of the destitute miners would not be needed for that purpose and were for sale, Mr. P. C. Richardson, the contractor for carrying the mail through the Yukon Valley, immediately telegraphed me, March 16, 1898, that he wanted me to reserve him 100 head of reindeer and all the Lapp drivers that could be spared by the Government. In the following June I was waited upon by Mr. Richardson and Mr. Emerson, his associate, with the proposition that the Government should not only sell them the reindeer needed to carry the mail on the Yukon, but also that Mr. William A. Kjellmann, superintendent of the reindeer stations, be allowed to take charge of the carrying of the mail between St. Michael and the mouth of the Tanana. As the Government had been waiting for an opportunity to give a practical test of the utility of the reindeer in mail transportation, I agreed to their proposition. Through a combination of circumstances Mr. Richardson failed to meet Mr. Kjellmann during the summer at St. Michael or the Eaton Reindeer Station and consummate the arrangement.

In the spring of 1899 the North American Transportation and Trading Company, which had secured a contract for carrying the mail from St. Michael to Kotzebue Sound and Golovin Bay, sublet the same to Mr. Kjellmann, of the reindeer station. About the same time Mr. Richard Chilcott, of Seattle, secured a contract for carrying the mail from Valdes to Circle City, Alaska, and at the suggestion of the Postmaster-General made application for a few reindeer for transportation purposes. His agents delayed so late last fall in consummating the agreement that the reindeer which the Government had to sell for that purpose were otherwise disposed of.

During the summer the new gold mines in the neighborhood of Cape Nome had proved so rich that a large population had been attracted to the vicinity. In order to furnish them with a winter mail, the Post-Office Department entered into a contract with Mr. William A. Kjellmann to carry the mail during the winter semi-monthly between Eaton Reindeer Station and Nome City.

REINDEER TRANSPORTATION OF TROOPS.

The failure to complete arrangements during the summer of 1898 between Mr. Richardson, the mail contractor, and Mr. Kjellmann, in charge of reindeer, was providential. Late in the fall gold mines were discovered on Snake River, near Cape Nome, Alaska, and during the winter there was a stampede to the new mines from St. Michael, Kotzebue Sound, and the mining districts on the Lower Yukon that received the information. The influx of a large population into a region where there was an insufficiency of supplies and shelter required the presence of United States troops to preserve the peace. An application was made by Captain Walker, in command of the camp at St. Michael, to Mr. Kjellmann for transportation, in response to which Lapps and reindeer were sent from Eaton Station to St. Michael, and transported troops, with their tents, rations, and camp equipage, from St. Michael to the Golovin Bay mining region. When there was no longer any need for their presence at Golovin Bay the Lapps and reindeer returned the soldiers to St. Michael without accident or difficulty. If the reindeer had been engaged in the mail service they could not have performed the transportation thus unexpectedly required of them.

REINDEER TRANSPORTATION.

In order to further demonstrate the possibilities of reindeer transportation, and as an act of humanity and relief to the crowd of miners that had flocked into the Cape Nome region and were short of provisions, the reindeer station agreed to transport a limited amount of food from St. Michael to Nome, which was done, and payment was rendered for the same by the transportation companies, by furnishing necessary food supplies to the station.

REINDEER AS A PACK ANIMAL.

During the summer Mr. Hank Summers, for fifteen years a miner and prospector in Alaska, and secretary of the Pioneer Association of the Yukon Valley, procured the loan of a reindeer from one of the mission stations. Upon this deer he packed his tent, blankets, provisions, and tools during the entire summer. When not engaged in packing his reindeer was picketed out, and everywhere found the reindeer moss—his natural food. Mr. Summers had had many years of long and painful experience in packing provisions on his back, and worrying with dog teams. After the experience of the summer's prospecting with a pack reindeer he testified at the close of the season, "I can not say too much in praise of the reindeer; they are a decided success; I have never found anything so useful for packing or for food as the reindeer."

REQUESTS FOR REINDEER.

In the contract made between the War Department and the Laplanders, on February 1, 1898, was a clause that, after two years' service, such of the Laplanders as might wish it could have a loan of 100 head of reindeer for from three to five years, at the end of which time they would return the 100 head of deer to the Government, retaining the increase as their private property. Several of the Laplanders have made such requests for the season of 1899. Nearly all of them desired to secure herds for themselves and go into the business of raising reindeer in Alaska, considering it a much more remunerative field for that industry than Lapland.

I have also received a petition from a number of miners in the region of Kotzebue Sound, who were so impressed by the destitution of the natives with whom they were surrounded, and of the relief that would be afforded by the introduction of domestic reindeer in that section, that they asked that the reindeer might be thus introduced.

A request has also been received from missionaries in Alaska connected with the Swedish Evangelical Union Mission for the privilege of purchasing $20,000 worth of domestic reindeer for the purpose of introducing them among the native adherents of their mission stations.

REINDEER ATTRACTING ATTENTION IN CANADA.

The success of this Government's introduction of reindeer into Alaska has attracted the attention of thinking minds in Canada, and a public sentiment is growing in favor of a movement on the part of the Canadian Government to introduce the reindeer industry among the Eskimo population in the regions of Hudson Bay, Great Slave Lake, and in fact the whole of arctic and subarctic Canada, so that it will not be necessary to feed them at public expense, on account of the growing scarcity of food supplies in that section.

REINDEER FOOD.

During the year interesting letters were received through the State Department from Mr. Victor Ek, vice and acting vice consul at Helsingfors, Russia; Edward D. Winslow, consul-general at Stockholm, Sweden, and W. R. Holloway, consul-general at St. Petersburg, Russia, with reference to the natural food of the reindeer in their respective sections of the country.

RETURN OF REINDEER TO THE AMERICAN MISSIONARY ASSOCIATION, ANTISARLOOK, AND OTHERS.

On January 20, 1898, Lieut. D. H. Jarvis, R. C. S., in charge of the relief expedition to the ice-imprisoned whalers at Point Barrow, borrowed from Antisarlook, an Eskimo living near Point Rodney, Alaska, 133 reindeer; and on January 25, from Mr. W. T. Lopp, at Cape Prince of Wales, representing the American Missionary Association, 292 reindeer, making a total borrowed for the Government of 425. These reindeer were loaned to the United States Treasury Department with the understanding that they were to be replaced in the summer of 1898, together with the estimated increase in the herd for the coming season, and if for any cause they were not returned during the season of 1898, that the increase of the following years until the debt was paid be also taken into account.

In the summer of 1898 there were due, under the above arrangement, to the American Missionary Association 432 reindeer and to Antisarlook 213, making a total of 645 to be replaced by the Government. The Government, however, was unable to procure during the season but 159, which were given to the American Missionary Association at Cape Prince of Wales. The delay in replacing the full number of deer required still further obligated the Government to take into account the natural increase during the spring of 1899. This increased the number to be paid to the American Missionary Association to 714, less the 159 delivered in 1898, and to Antisarlook 328, aggregating 1,042 head for which the Government was liable. This is a striking illustration of the rapidity of increase of the herds. In January, 1898, 425 were loaned to Mr. Jarvis, and in July, 1899, two fawning seasons having intervened, 1,042 head were required to cancel the obligations of the Government to the above-named parties. This was so large a number it was felt that unusual preparations should be made for securing a largely increased importation over that of previous years, when the greatest number procured has been less than 200 head in any one year. Accordingly, on the 24th of January, 1899, the Commissioner of Education addressed a letter to the honorable the Secretary of the Interior, which was duly transmitted to the honorable the Secretary of the Treasury, requesting that instructions be issued to the commanding officer of the revenue cutter *Bear* authorizing him to receive on board the general agent of education in Alaska, and proceed to cruise along the coast of Siberia northward for the double purpose of securing additional information with regard to Siberian herds of reindeer and for the purchasing of the reindeer. In reply the honorable Secretary of the Treasury stated that owing to the increase of business in Alaskan waters caused by the present mining excitement the *Bear* would be unable to devote the time necessary to the work of obtaining the reindeer, and suggested that Congress be asked for an appropriation for fitting out the naval vessel *Thetis*, which had been condemned as unserviceable for naval duty and yet would be seaworthy for a trip like the one proposed. Accordingly the Secretary of the Interior, with the cooperation of the Secretary of the Treasury, applied to Congress for an appropriation of $20,000 for the fitting out and support of the *Thetis* for this season's cruise in Alaskan waters. This appropriation was granted and the *Thetis* was placed in commission.

On the 1st of May, when we were expected to sail from San Francisco, steam being got up, it was found that the boiler tubes were leaking badly and that it would be necessary to replace them before proceeding; which repairs were at once ordered by the Treasury Department. These repairs, however, would delay the sailing of the vessel so long that it would be impossible to make the trip proposed to lower Kamchatka, and the cutter *Bear*, that was ready to sail, was substituted for the *Thetis* between Petropavlovsk and Bering Straits.

To still further increase the number of deer purchased, and as the coast to be visited was much greater than any one vessel could efficiently inspect during the few months

that those shores would be free from ice, I further arranged with J. S. Kimball Company, San Francisco, to purchase, in behalf of the Government, all the female reindeer they would deliver on the coast of Alaska during the season. Through the combined efforts of the three vessels we secured during the season 322 reindeer. This left 485 head of reindeer to fully settle up the obligations of the Government to the American Missionary Association and to Antisarlook, and these 485 reindeer were taken from the Government herd at the Eaton Station.

REVENUE-CUTTER SERVICE.

As in former years, so in this, the Treasury Department, through its division of the Revenue-Cutter Service, has rendered hearty cooperation and valuable assistance; indeed, it would have been practically impossible for me, without the transportation of a revenue cutter, to have visited the coast of Kamchatka, thereby securing valuable information with reference to the supplies of reindeer from that section of Siberia; also without their assistance it would have been impossible to procure and transport the large number of reindeer that were obtained during the season.

The instructions of Capt. C. F. Shoemaker, Chief of the Revenue-Cutter Service, indicated his special interest in the successful securing of a large number of reindeer. The same interest was also manifested by Lieut. D. H. Jarvis, commanding the *Bear*, and Lieut. A. Buhner, commanding the *Thetis*, together with their officers and men in the execution of the above instructions. The carrying out of the details of procuring, loading, and landing the reindeer was made the special duty of Lieut. E. P. Bertholf on the *Bear* and of Lieut. H. G. Hamlet on the *Thetis*. I was also indebted for valuable assistance to Capt. W. C. Coulson, R. C. S., commanding the cutter *McCulloch*, and Capt. W. F. Kilgore, commanding the cutter *Perry*.

ITINERARY.

Under your instructions I left Washington on April 25, 1899, spending the following Sabbath at Salt Lake and arriving at San Francisco the 2d day of May.

The revenue steamer *Thetis*, upon which I was expecting to journey, was under instructions to sail on the 2d of May. In getting up steam it was found that the boiler tubes leaked badly. Capt. C. L. Hooper, in charge of the repairs of the revenue cutters, immediately telegraphed the Treasury Department for permission to put in a new set of boiler tubes, which was granted. As this would detain the *Thetis* for a month and would prevent my visiting the coast of Kamchatka to confer with the general manager of the Russian Sealskin Company, of St. Petersburg, with regard to the purchase of reindeer, I at once telegraphed, asking that the cutter *Bear*, which was ready to sail, might be substituted for the *Thetis* on the trip to Kamchatka, that I might join the *Thetis* at Bering Strait, which vessel would then engage for the rest of the season in the purchase and transportation of reindeer. Through the kindness of the honorable the Secretary of the Treasury and the hearty cooperation of Captain Shoemaker, Chief of the Revenue-Cutter Service, this request was granted, and instructions were sent to the commanding officer of the *Bear* to receive me on board and convey me to Kamchatka and then coast northward along the Siberian coast until the *Thetis* should be met in the neighborhood of Bering Strait.

The *Bear* sailed from San Francisco for Seattle on the afternoon of the 5th of May. On the 8th, having completed arrangements with Capt. B. Cogan for the transportation of freight and supplies to the reindeer stations on Bering Sea, also with the J. S. Kimball Company for the purchase of reindeer, I took the train for Portland that evening.

On May 10, at the request of the Secretary of War, I called at the First National Union Bank, of Portland, Oreg., and completed arrangements for the payment of the salaries of the Lapps upon my arrival in Alaska. I reached Seattle the following evening.

On the 12th of May the *Bear* arrived at Seattle and found orders to await the arrival of dispatches from Washington. This meant a week's delay in Seattle. In the meantime Capt. Francis Tuttle, commanding the *Bear*, receiving news that his wife was dangerously ill, telegraphed to the Treasury Department asking to be relieved from the command of the *Bear* and allowed leave of absence to return to his family. This resulted in another week's delay, while a captain could be sent out from the Atlantic coast.

On the evening of May 24 Lieut. David H. Jarvis, the hero of the Point Barrow relief expedition, arrived in Seattle to take the command of the *Bear*, which he did on May 25.

At 9.45 on the morning of the 26th the *Bear* raised anchor and steamed away from Seattle. That night was spent at anchor at Port Townsend.

On the morning of the 27th, a gale raging outside of the Capes, the captain delayed starting until the afternoon. At 2.20 o'clock we got under way for Unalaska, in the Aleutian Islands.

The morning of June 5 we raised land. At 3.15 a. m. Mount Shishaldin, 8,953 feet in height, was sighted, clean-cut and beautiful against the horizon, covered with a mantle of snow from peak to base. A cloud of vapor was floating lazily from the crater. At 6.30 Pogrumnoi volcano, 5,875 feet high, came in sight. During all the forenoon, which was bright and sunny, with a smooth sea, we skirted the southern shore of Tigalda, Akutan, and Avatabak islands, standing for Unalga Pass. Akutan volcano stood out clear and cold, covered with an unusual amount of snow. The crater is not at the highest point, but upon the eastern shoulder of the mountain. Its location was plainly marked by a large black spot on the snow, made by the snow being melted away from the warm rocks that formed the rim of the crater. On the west shoulder of the volcano a large pile of perpendicular rocks, forming a small mountain of themselves, covered sides and top with snow and ice, glistening in the sun, and seemed like a gigantic fairy ice palace. This appearance was still further heightened by some bare rocks at the base, giving the appearance of a large arched doorway. At the mouth of the pass for a short time the tide rips made a rough sea, causing the vessel to roll badly.

Turning northward into the straits, we passed Egg Island, so called for the abundance of the eggs of wild fowl found there. In the distance was the village of Biorka, noted as the cleanest village on the Aleutian Island. At 3.15 p. m. we were passing the south end of Unalga Island. Off in the distance to the southwest was the little village of Biorka. At 3.30 we passed Point Erskine and at 4 we were abeam of Kaletcha; soon after the celebrated Priest's Rock was passed. We entered Unalaska Bay, and at 5.15 p. m. made fast to the wharf at Udakhta (Dutch Harbor).

Three busy days were passed in visiting the Jesse Lee Memorial Home of the Methodist Woman's Home Missionary Society at Unalaska, also the public school, and auditing the accounts of Mr. James C. Blaine, who had been in charge of the removal of the old and the reconstruction of the new school building.

At 4.10 p. m. June 8 the ship cast off from the wharf, and, after taking on board the steam launch, passed out of the harbor and headed westward for Asia.

At 2.30, the 9th, we passed the celebrated Bogoslov volcano, 13 miles distant. Our route lay to the north, parallel with the Aleutian Islands. These, however, were so far distant that only occasionally the peaks of the highest mountains were visible.

During the morning of the 13th we crossed the one hundred and eightieth degree of west longitude, and owing to the change from west to east longitude dropped a day in the calendar, making six instead of seven in our present week. At 10.14 a. m. on the 14th Attu Island was raised, and at noon we were distant from it about 23 miles. At 4 p. m. Cape Wrangell became visible. A high mountain range seemed to traverse the island from south to northwest, covered with snow down to the water. The coast seemed to be precipitous and desolate.

The morning of June 17 dawned with a sky overcast and cloudy. According to our reckoning we should have been in sight of the mountains of Asia. We had already passed south of Cape Tahipunski (although the fog prevented us from seeing it) and were rapidly approaching the mouth of Avatcha Harbor. An anxious lookout was kept for the land. At 12.30 p. m. the officer of the deck thought he saw a bold headland through the fog. A half hour later there was no doubt about it; rocky cliffs loomed up all around us; the great mountain range that incloses the bay like a gigantic amphitheater was partially concealed by a curtain of fog. Afterwards, when, on the 23d, we steamed out of the bay under a cloudless sky, great precipices of rock appeared, walling in the waters of the sea, and great columns of rock rising out of the sea stood like eternal sentinels guarding the coast; range upon range of snow-covered mountains encircled Avatcha Bay, crowned with the white volcanic cones of Wilinchiniski (7,257 feet high), Kozelska (5,333 feet), Avatcha (9,081 feet), and Korianski (11,406 feet); we stood as if entranced by the scene. Some day the wonderful scenery of the Kamchatkan coast will attract thousands of tourists. Soon the light-house on Dalni Point, 449 feet above the sea, was made out; the light is used from April to October. The keeper's residence is a long white building with its broad side to the sea; a tall white column some distance in front of the residence shelters the light. The two buildings are so placed that from the sea they represent a great white cross. Later the "Brothers"—three great sentinel rocks inside the heads—came into view; their tops were alive with sea gulls and sea parrots nesting and laying their eggs. Sweeping up the bay and rounding Pinnacle Rock, the small village of Petropavlovsky, with its red and green and brown roofs, was seen nestling at the foot of the encircling mountains that stood guard around it. Isnenai Bay and Point, Rakovya Point and Bay, were successively passed, and rounding to at 4.10 p. m. we came at anchor off the village cemetery. The ship could have entered the inner harbor and anchored within a stone's throw of the village, but did not.

We were now in Siberia, the battle ground of the conquering Cossack and freebooting Promyshlenki in their century's march across Asia. In its northern and northwestern sections a dreary waste of low rolling and frozen tundra; in its southern and central sections. rugged snow-covered and storm-swept mountains, the land of the fierce howling poorga, of wild beasts and scattered tribes of brave, hardy and half-civilized people.

Directly in front of our anchorage mountain brooks were visible, tumbling down the mountain side and running through the village, furnishing in summer, at least, an abundant supply of pure water to the inhabitants. . Shortly after, Mr. A. Jacovleff, bookkeeper of the Russian Seal Company, came on board. He is a Russian naturalized as an American citizen, and is now engaged in business in Siberia. He, however, looks forward to making his home in California, where he has spent a number of years. He speaks English and Russian fluently, and proved serviceable as an interpreter during our stay in port. Before leaving the ship we were invited to call upon him whenever we had need of his services.

After dinner I accompanied Lieutenant Jarvis ashore to call upon the ispravnik (governor), who represents the authority of the Russian Government over the lower part of the peninsula and is magistrate, governor, and chief of police for this whole section.

Upon reaching the governor's house we found that he had gone out. Leaving our cards, we called upon the lieutenant-governor. He also was out. We then went to the Russian Sealskin Company's store, and afterwards returned to the ship.

June 19, Sunday, after breakfast, we went ashore to attend the Russo-Greek Church, morning service being at 9 o'clock. There were about 100 present. The singing and chanting were good. Father P. Donskoi, the senior priest, although but 65 years of age, had the appearance of being 75 or 80. For many years he had made 3,000 miles a year with dog teams, traveling about his extensive diocese. The hard-

ships of such travel in this semiarctic region have broken him down. During the service the communion was administered to some babes in arms. There were no seats in the church, and all remained standing during a service that lasted two hours. After service we returned to the ship, and soon after Governor Oshurkoff came, with Mr. Jacovleff as interpreter, to call upon us. Mr. P. Oshurkoff is a large, well-formed man, with a face that indicates force of character. They were accompanied by Mr. G. Chupiatoff, agent of the Russian Sealskin Company.

June 19, after breakfast, the captain and myself went ashore sightseeing, also to secure what information we could with reference to procuring reindeer. Interviews were had with the governor, employees of the fur company, and private citizens, but the man who could give us the fullest and most reliable information was Capt. Philip H. Powers, general manager of the fur company. Captain Powers is an American, from New London, Conn., who came out here thirty-five years ago as a whaler and has made his home in this section ever since. A few years ago he went into the service of the fur company, and step by step has become their general manager. He now spends his winters in Japan, but was expected to arrive at this port in a couple of days.

The principal objects of interest in the place are a cenotaph sent out from Russia and erected to the memory of Bering, who fitted out his expedition and sailed from this bay to discover Alaska and explore Bering Sea. His remains are buried on Bering Island, one of the Commander group. His cenotaph is in the yard of the Russian Church.

Near by is a monument to Capt. Charles Clerke, who, upon the death of Captain Cook, February 14, 1779, at the Sandwich Islands, succeeded to the command of the expedition. The exposures and hardships of the expedition in search of the straits between Asia and America were so great that his health gave way, and on the 22d of August he died at sea off the coast of Kamchatka. He was buried at Petropavlovsky. On a ridge separating the inner from the outer harbor is a monument in memory of the French arctic explorer, La Perouse, who visited this place in the summer of 1787. He sailed from this harbor over a hundred years ago, called at Botany Bay, and disappeared with crew and ship. His monument consists of a large rough bowlder set upon a pedestal. Into this bowlder has been deeply carved the name and date "La Perouse, 1787." A real anchor and anchor chain have been placed across the face of the stone, and the anchor chain encircles the base of the pedestal.

The remaining objects of interest are the remains of the earthworks and batteries which were destroyed by the allied fleets of England and France in 1854 and 1855. In 1854 the fortifications were shelled and silenced by the allied fleet. Marines and sailors were then landed from the ships and an attempt was made to capture the place. As the attacking party was advancing through the woods their officers were nearly all killed by sharpshooters, and the troops, thrown into confusion, were slaughtered, and a number of them driven over a precipice and dashed to pieces. The English and French lost 170 in killed and wounded. Hoisting anchor, the fleets sailed away. Returning, however, in 1855, they found the village abandoned by order of the Czar. They then destroyed the fortifications and burned the Government buildings. The fortifications have never been rebuilt. A few troops are kept there as a local police force. On a sand spit in the harbor the Russian Government has erected a monument in honor of the victory of 1854. This obelisk, 25 feet high, is built of stone, painted black, and surmounted with a gilt star and cross. On the eastern side is this inscription in Russian:

In memory of the fallen
at the
Repulse of the attack of the Anglo-French fleet,
20th and 24th August, 1854.

On the reverse side:

Erected in 1881.

In the outskirts of the village there is a well-kept plat of ground in which three crosses (one English, one French, and one Russian) mark the spot where the men of the three nations were buried. Upon the anniversary of the battle religious services are held at the graves. The grounds are kept in better order than any of the yards of the citizens.

The spring has just opened, the buds of the birch and cottonwood are swelling, and in sheltered places the leaves are partly out. To-day I saw specimens of the famous Yakoot pony, a hardy animal that will find his own food, even in a semi-arctic Siberian winter. On this peninsula are said to be large bands of wild horses that have started from strayed domestic stock. They would be a good breed to introduce into Alaska. The Siberian cattle are an undersized breed, but very hardy.

June 20: Last night about 11 o'clock the Japanese steamer *Setsuyo Maru*, in the employ of the Russian Fur Company, arrived from the northern coast, where it had been locating Japanese and Korean fishermen for the season. The output of the fisheries finds a market in Japan. As the steamer sails from here for Japan an opportunity is afforded for sending out a mail.

After breakfast I went aboard the *Setsuyo Maru* with Captain Jarvis and called on Captain Powers, jr., master. With the exception of the captain all the crew and officers are Japanese and Koreans.

June 21: A rainy day. During the morning I called on Father Donskoi, the old Russian priest. His diocese at one time covered all Kamchatka Peninsula and north to the Anadyr River. Since 1888 he has been an invalid. He still, however, has charge of the services of the church. His son was a few years ago Russian priest at Sitka, Alaska.

At 11 a. m. H. I. M. S. *Yakut*, of the Russian navy, arrived from the Commander Islands and dropped anchor. Captain Jarvis made an official call.

June 22: The forenoon was cloudy; the afternoon clear, bringing out the snow-covered volcanoes and mountain range that surrounds Avatcha Bay as an amphitheater in clear relief around the horizon. It was the first good view of the whole horizon that we have had. The scene was one of marvelous beauty and grandeur. The ward-room officers invited the captain and officers of the *Yakut* to dinner at 5.30, after which the officers of the *Bear* returned with their guests to the *Yakut* to spend the evening.

At 7.15 p. m. the steamer *Kotik*, of the Russian Seal Skin Company, from Japan, for which we had been waiting, passed in and dropped anchor. Captain Jarvis called on Captain Powers, manager of the fur company, who came on the *Kotik* and arranged for a business interview immediately after breakfast to-morrow.

June 23: Captain Jarvis had breakfast at 7.30, and soon after 8 a. m. we were on board the *Kotik* and had a satisfactory interview with Mr. Philip H. Powers with reference to the purchase of reindeer in large numbers. He had no doubt they could be purchased in any number we wished, driven over to a good bay on the Bering Sea side of Kamchatka, and shipped to Alaska. It was arranged that on his present trip he would ascertain the cost, etc., and write Mr. Blum, agent of the company at San Francisco.

After finishing our business with Mr. Powers, we went ashore for a final settlement of bills and a farewell call on the ispravnik. The governor gave Captain Jarvis a letter to the starosta (local governor) at Karaginsk, instructing him to give us all possible aid in procuring reindeer on Karaginski Island. The starosta is the local magistrate and highest Russian officer in the small settlements. At 11 a. m., by invitation, Captain Jarvis and myself took breakfast with Commander Novakovsky, R. I. N., of the Russian crusier. His quarters are comfortable; he has an office and

dining room, a large bedroom with an iron bedstead, lounge, and a large bath and toilet room. The breakfast passed off pleasantly.

Returning to the *Bear* we had a call from the Government physician, who has charge of a large region of country. He is employing his spare time in writing a history of Kamchatka and its people. I returned ashore with him for a couple of charts he kindly offered the captain; also bade adieu to Mr. and Mrs. A. Jacovleff. During the forenoon the *Bear* steamed into the bay, taking various courses to ascertain the compass deviation. At 3.45 p. m. the anchor was again hoisted, and at 6.30 p. m. we stood down the bay and put to sea. The sky was clear, and the mountains and volcanoes stood out in bold relief against the sky.

June 24: Last night there was a total eclipse of the moon. At 6.30 a. m. we passed Cape Shipunski. This cape is a rocky cliff 200 feet high, and extends inland along a succession of mountain peaks to Jurnanova Volcano, which is a rocky cone 10,608 feet high, and can be seen 120 miles at sea. Avatcha and Korianski volcanoes are also visible. During the afternoon Kronotski, 10,608 feet high, was prominent. This region is a famous resort for mountain sheep.

June 25: At 4 a. m. Cape Kronotski was abeam, 12 miles distant. At 11 a. m. sighted Cape Kamchatka. During the day we passed to the westward of the Commander Islands. These islands belong to Russia and are the resort of the fur seal. They are 79 miles distant from Kamchatka and 180 miles from the island of Attu, the nearest of the American possessions. They form a connecting link between the volcanoes of the Aleutian Islands and those of Kamchatka. Bering, the largest of the group, is 50 miles long and 16 to 17 miles wide at the north end, which is the broadest point. A chain of mountains, 2,210 feet high, extends the length of the island. Bering, the discoverer, died and was buried on the east side of the island, about three-quarters of a mile west-northwest of Cape Khitroff. Copper Island, the companion island to Bering in the group, is 30 miles long and 5 miles broad in the widest part. At the time of Bering's discovery in 1741 there were no inhabitants on the islands. Aleuts were placed upon the islands in 1826 by the Russian-American Fur Company for the purpose of procuring seal skins. Fifteen reindeer were introduced in 1882 and have multiplied until there are now from 600 to 1,000, the increase furnishing the inhabitants with fresh meat. The yellow raspberry and whortleberry are found in great abundance. Foxes abound, and, in their season, ducks and geese. The present population of the two islands is about 600. The killing of the fur seal is done under Government supervision and the skins turned over to the agent of the Russian Seal Skin Company of St. Petersburg.

June 26: At 2 a. m. Cape Kamchatka was abeam. This cape is a bold headland 1,500 feet high, and at its sea base terminates in a pile of rocks 40 feet high which has the appearance of a castle with turrets. We are now opposite the mouth of the Kamchatka River, the largest stream on the peninsula. On the south side of the river, and visible many miles at sea, is a remarkable group of volcanoes—Kluchefskaya, 16,988 feet; Uskovska, 12,508; Kojerevska, 15,400; Tolbatchinska, 11,700; Mount Gordon and Mount Herbert Stewart, about 8,000 each. Kluchefskaya is more or less active all the time, throwing out ashes two or three times a year, sometimes covering the earth for a hundred miles around, as in 1879, when ashes fell 3 inches deep. From the years 1727 to 1731 it was in constant eruption. Beginning with September 25, 1737, it burned with such fierceness for one week that the rocks appeared red-hot. In 1762 and 1767 other outbursts are recorded, and in 1829 Adolph Erman, a German scientist, found the burning lava pouring out in a continuous stream. In 1854 and again in 1885 it was in active eruption—the pillar of flame in calm weather being visible for 250 miles. On a quiet day it is reported that smoke and steam would ascend forming a perpendicular column thousands of feet high.

An agricultural colony of Russians from the valley of the Lena River were settled

at Melcova, on the Kamchatka River, as early as 1743. Among the seven church bells in the little belfry is one with the date of 1761.

At noon Cape Oserni, 9 miles distant, was abeam, and the southern end of Karaginski Island was sighted. The coast line between Cape Kamchatka and Oserni was found to be from 4 to 7 miles north of charted position. At 6.30 p. m. we were abreast of Cape Nagikinski, which is the boundary line between the Koriaks of the north and the Kamchadales of the south. We came to anchor abreast of Vivinski village, on the west side of Baroness Korfg Bay. No natives putting off shore for the ship, at 10.10 our anchor was hoisted and we were again under way. At 3.25 p. m. we anchored behind a sand spit which forms General Skobeleff Harbor, in the northwest corner of the gulf. At 7 p. m. Lieutenant Bertholf, Dr. Call, and myself went ashore to communicate with the natives. We visited the village at the mouth of Kultuznaya River. On our way over Dr. Call shot several eider ducks. Learning that a prominent deer man with 2,000 reindeer was a day's journey inland, we hired a runner to go and notify him that a ship was in the harbor and that the captain wished to buy reindeer. The villagers were drying fish, long racks of which were to be seen. At 10 p. m. we returned to the ship. At 11.35 p. m. we came to anchor off the mouth of the Karaga Harbor, it being too dark to attempt to enter. Karaga Bay is 9 miles long and from 4 to 8 miles wide.

June 27: Temperature, 56°. The morning was foggy. Two parties were sent out in small boats to make soundings to find the best way into the harbor. After lunch the steam launch was put into the water and Lieutenant Bertholf, Assistant Engineer Lewton, Dr. Call, and myself, with a rowboat in tow, at 1.45 p. m., started ashore to communicate with the natives and get the starosta or headman of the village to go with us to Karaginski Island for reindeer. Within a mile of the shore, at the upper end of the harbor, the steam launch got aground and could go no farther. We then transferred ourselves to the rowboat and started for the mouth of the river, the village sought being 2 or 3 miles up the river. As we were passing a small fishing village the natives raised a flag and signaled us to come ashore, which we did, although the water became so shallow that those who had on rubber boots reaching to the hip were compelled to get out and help pull the boat over the shallow places. To our gratification we found the man we were looking for at this village. The village consisted of several earth huts for the people, and eight or ten storehouses raised on poles, beyond the reach of the dogs. These storehouses had conical roofs thatched with wild grass. Dr. Call secured some photographs, and later in the afternoon I secured for the Alaska Society of Natural History at Sitka a good specimen of one of these notched logs that serve as a ladder. Having completed our arrangements with the headman and a friend who wished to accompany him to the herd, in half an hour we returned to the beach. The sailor in charge of the launch, misunderstanding the orders given him, had steamed back to the ship. Rowing was hard work; we had a head wind and strong tide against us, and soon decided to go ashore on the sand spit and camp until the steam launch should return in search of us.

A good fire of driftwood was soon burning, water was boiled for tea and coffee, bacon was fried to a crisp, sundry cans were opened, and with good appetites we sat down in the sand to enjoy our lunch. After lunch those who had guns strolled off after wild ducks. About 9 p. m. we saw through the fog the smoke of the steam launch, and at 10 o'clock we were again aboard the ship, having had an enjoyable afternoon.

June 28: Temperature, 51°. The fog lifting; pleasant day. At 7.10 the anchor was raised and we steamed away for Karaginski Island, reaching there at 11.35 a. m., and anchoring in Lozhnuikh Vyestei Bay.

While we were at Petropavlovsk the trader of the Russian Sealskin Company stationed at Karaga had arrived and had informed us that on this island was a herd of 3,000 reindeer. According to his statement, about twelve years ago the ice between

the Karaginski Island and mainland became so firm that a band of reindeer had been driven across to the island, and these had increased until now there were 3,000. He said that the Koriak owners, being cut off from all markets, would make haste to let us have all we could carry in return for the supplies with which we could furnish them. At Karaga the starosta (Russian official) whom we had brought with us to the island placed the number of reindeer at 2,000 head. That there might be no unnecessary delays, the trade goods were brought on deck, the litters for carrying the hobbled deer and sling for hoisting them on shipboard were made, and the pens cleared out for their reception on deck. Lieutenant Ulke and Dr. Call were sent ashore to procure the headman of the island and bring him aboard. At 4.15 p. m. the boat returned with the leading deer owner. He was furnished with crackers and a cup of hot tea in the pilot house, and the captain proceeded to negotiate for the deer, when, to our extreme disappointment, we found that the people had no reindeer to spare; that while it was true that a year ago they had from 2,000 to 3,000, during last winter an epidemic had broken out among the deer and there were but a few over a hundred left. All our expectations were in a moment dashed to the earth. He was willing to let us have five, but as it would require three days' time to go to the herd and drive them to the sea, we could not afford to wait for so few. The people seemed very poor. The population of the island numbers 27. The island is about 60 miles long and traversed by a snow-covered range of mountains 2,000 feet high. Foxes, bears, and ptarmigan are found upon the island. Reindeer moss abounds everywhere.

June 29: At 5.15 a. m. we got under way for Karaga to return the starostas, Ivan and his friend. Anchorage was reached at 9.35 a. m. The steam launch, with steam already up, was lowered into the sea and Lieutenants Bertholf and Gamble, Dr. Call, the two Koriaks, four sailors, and myself started with the steam launch and boat in tow for the shore at 9.55. Within 2 miles of the village the water shoaled until the steam launch could go no farther. Dr. Call, Ivan, and I got into the dingey with the understanding that when we reached shore we would send the dingey back for Lieutenants Bertholf and Gamble. When we were about a mile distant from the village the dingey went aground. Dr. Call, having on rubber boots, and Ivan waded ashore, while the two sailors and I sat two hours in the boat until the tide had turned, and with considerable lifting and pushing the boat was once more got afloat. We then returned to the steam launch. Putting the other native ashore on the sand spit, we returned to the ship, arriving at 3.40 p. m. At 3.55 p. m. we were under way down the bay and out to sea.

June 30: At 9.45 a. m. we came to anchor abreast of Vivinski village, on the west side of Baroness Korfg Bay. No natives putting offshore for the ship, at 10.10 a. m. the anchor was hoisted and we were again under way. At 3.25 p. m. we anchored behind a sand spit which forms General Skobeleff Harbor, in the northwest corner of the gulf. At 7 p. m. Lieutenant Bertholf, Dr. Call, and myself went ashore to communicate with the natives. We visited the village at the mouth of Kultuznaya River. On our way Dr. Call shot several eider ducks. Learning that a prominent deer man with 2,000 reindeer was a day's journey inland, we hired a runner to go and notify him that a ship was in the harbor and that the captain wished to buy reindeer. The villagers were drying fish, long racks of which extended along the beach. At 10 p. m. we returned to the ship.

Summary for June: Traveled 2,921.4 miles; under steam and sail 1,722.9 miles; coal used, 164.713 tons.

July 1: Skobeleff Harbor. Warm, sunny day. At 1.50 a. m. Lieutenant Bertholf, Engineer Spear, Dr. Call, and myself went ashore at the village to hire the natives to gather grass or moss for the reindeer while en route. Had lunch on the beach and returned to the ship at 4.20 p. m. After dinner Dr. Call and Lieutenant Bertholf went ashore to communicate with the natives. They found that the run-

ner sent last night for some cause had only gone part way to the deer man and then returned. Another runner was secured and started off. Lieutenant Ulke went hunting and returned with some ducks.

July 2: Beautiful day. Temperature 63. Spent the day quietly reading. As usual on Sunday, we distributed reading matter among the crew, sailors, firemen, and cooks.

July 3: Two deer men came off this morning and news was received that there was a Russian trader at the village on Sibir Harbor, across the bay. After breakfast Lieutenant Bertholf, Dr. Call, and myself went in the steam launch to fetch the trader. He was found and brought off to the ship as interpreter. Dr. Call could talk Russian with the trader, and he in turn could talk Koriak with the natives. While on shore Dr. Call took a number of photographs. In the village were two large tents covered with reindeer skins and a large sod house used as a store, which was without windows, all the light being received through the open door. The contents of the store were a few boxes of trade goods and large piles of furs—bear, fox, squirrel, wolverine, ermine; also swan and reindeer skins.

Upon returning to the ship it was learned that the runner who started off on Saturday night to notify the deer man while en route had met a bear which had killed his dog and had so frightened him that he had turned and fled. Immediately two other men were secured and started off. A conference was held in the pilot house between the captain, myself, and the two deer men. They looked over samples of our barter goods and discussed the matter somewhat with Peter, the trader. It was a new problem to them. They had frequently slaughtered deer and sold them for food, but had never been asked to sell their deer alive to be carried off they knew not where. They finally concluded not to come to any decision until the arrival of the third deer man, and they had had an opportunity of coming to an understanding among themselves. In the meantime a number of sacks were sent ashore to be filled with food for the reindeer while en route.

After dinner Peter, the Russian, and the deer men were taken ashore to wait until the arrival of the third man.

July 4: Rained all day. No natives on board. It was the most quiet day we have had on the trip. At noon a salute of 21 guns was fired in honor of the day. In the evening the launch was sent over to the village to learn if the third deer man had arrived. No tidings yet.

July 5: Launch was sent early to get news of the deer man. At 6.30 p. m. the launch was sent again. No tidings. The captain has concluded that he can not wait longer. One of the deer men has agreed to let us have some reindeer without waiting on the others. His herd is a few miles down the bay, and we will go there early to-morrow morning.

July 6: Hove anchor at 6 a. m. and got under way. Crossed over to Sibir, on the northwest side of the bay. Peter, the interpreter, and three Koriak deer men were brought on board. At 7.41 a. m. we were again under way for the reindeer herd, on the east side of the bay, which was reached at 11.35 a. m. The interpreter and deer men were at once landed. At 1 p. m. I went ashore and remained on shore until work was stopped in the evening. Fifty-three reindeer were received on board during the afternoon, after which, up to 10.30 p. m., the Koriaks were being paid off for their deer.

July 7: At 6.30 a. m. Lieutenant Bertholf and the men went ashore for deer. Received on board 47 reindeer. At 11.30 the deer men came aboard for pay. At 3 p. m. the steam launch and boats were sent ashore for more deer and moss, and at 5.45 returned with deer, the interpreter, and three Koriaks, who wished to return with the ship to Sibir. At 6.35 under way. At 10.10 we came to anchor at Sibir. The three deer men that came with us were paid off in barter goods for their reindeer, which took until 1.30 a. m.

July 8: At 7.40 a. m. Lieutenant Bertholf, with the steam launch towing cutters and men, left for the village across the bay to procure moss. At 8 a. m. a boat was sent to fetch Peter, the interpreter. Peter and Ahlaticah came aboard, and at 9.35 a. m. the ship got under way. Came to anchor at 10.30 a. m. During the day the leading deer man in this region, and the one for whom we waited in vain all the week, arrived and remained on shipboard until we were about to go to sea in the evening. He had a little boy with him about 10 or 12 years old. At 8 p. m. Lieutenant Bertholf and men returned to the ship, having secured 296 bags of moss. At 8.40 hove anchor and returned across the bay. Peter, Ahlaticah, and attendants were sent ashore at 9.20 p. m., and at 10.15 p. m. we started for the sea and Alaska.

July 10: Six fawns died from seasickness and were thrown overboard. In the evening sighted land (Cape Navarin). The cape is formed by a range of mountains extending seaward and ending in a peak 1,690 feet high, from the eastern flank of which the rock descends almost perpendicularly into the sea. It is surrounded by a group of peaks ranging from 1,200 to 2,300 feet high.

July 11: Having crossed the one hundred and eightieth degree of longitude, we changed from eastern to western time, making a day. At 8 p. m. land was sighted on the Asiatic coast, and at 10.30 p. m. St. Lawrence Island was sighted.

July 12: At 7.05 a. m. dropped anchor at Indian Point. A large number of natives came aboard the ship, among them being Koharri, who has a herd of reindeer. He promises Lieutenant Jarvis to let him have some for the Government. Both Koharri and his adult son were under the influence of liquor. At 11.35 a. m. hoisted anchor and steamed over to Gambell, St. Lawrence Island, where we dropped anchor at 5.20 p. m. Lieutenant Bertholf and myself at once went on shore, the lieutenant taking a number of empty sacks with him for moss for the reindeer. After distributing the sacks among the natives we proceeded with Mr. Doty and Abrahamsen, who had met us at the landing, to the mission houses. As Mr. Doty's and Abrahamsen's time had expired they immediately commenced preparations for departure. The house was fastened up and their baggage sent to the landing. In the meantime word had been sent to Lieutenant Jarvis that some of the natives had secured whisky from the whalers and one had attempted the life of the missionary, in response to which an officer and some sailors were sent ashore to arrest Captain Jack (Sablah), the guilty one, and take him to the ship in irons, which was done.

Mr. Doty reported that from the latter part of April to the early part of June there was an epidemic of influenza, which had affected every person in the community. During the prevalence of the epidemic there were 7 deaths in a population of about 300; 5 of these deaths occurred within forty-eight hours, and 4 of the sufferers had been killed by their relatives and friends at their own request. One of them, a blind man, had his friends place a rifle so that he could discharge it with his foot, and then shot himself. Another man, after certain heathen ceremonies, was shot by his sister-in-law. A man and woman were strangled by hanging. All these persons were sick and asked to be killed. It is their belief that when sick and about to die if they, or their friends for them, take their lives they will thereby escape the devil and go direct to God. Therefore this killing is regarded as a favor. After a person is thus killed his relatives and those that assist make great lamentation over the deceased. It is rarely that a man is strangled at St. Lawrence Island. He is either expected to take his own life with a knife or rifle or have his friends do it for him. In the above cases Mr. Doty had been informed of what was about to take place, but his protests and expostulations were of no avail. The influenza extended also along the Siberian coast. It was reported that at Indian Point 6 adults and 18 or 20 children died, and that among the reindeer men inland from the point there had been 60 deaths. Probably many of these were assisted deaths. Captains S. F. Cottle and B. T. Tilton, of the whaling fleet, report that on the Diomede Islands a woman was hung and a man stabbed by their friends.

The whaling vessels *Jeanette, Grampus, Thrasher, Bowhead, Belvedere, Fearless, Alexander,* and *Wm. Bayliss* had called at Gambell. The *Belena, Bonanza,* and *Narwhal* passed without stopping. The *Albion,* with freight and the cutter *Thetis,* had also called. Charles E. Buckler, captain of the *Wm. Bayliss,* who had been drinking hard, accidentally shot himself and was buried at St. Lawrence Island. Mr. Doty conducted the funeral services. Four whales had been taken by the fleet up to June 20. They also had done a large amount of trading. At Gambell the natives secured one whale by hunting and another was found dead in the ice and the bone secured. Two whales floated ashore, but the bone had been removed. It was reported that one whale had been captured by the natives at Indian Point, one near St. Lawrence Bay, one at East Cape, and one at Plover Bay. At the latter place five boat loads of natives off whaling were gone five weeks and given up for lost. They had subsisted on raw walrus meat. The whaler *Alexander,* in 1896, took down a head of bone for Kelly & Siem from the Government reindeer station at St. Lawrence Bay, Siberia. At 10.35 p. m. we hoisted anchor and steamed for Point Rodney, Alaska, where we expected to land our reindeer for Antisarlook.

July 13: Rained all day; dropped anchor off Point Rodney at 9 p. m. Surf too high for landing.

July 14: Being too rough to land the deer, at 6.30 we hoisted anchor and started for Port Clarence, dropping anchor at the sand spit at 1.15. The following vessels were at anchor: Bark *J. D. Peters,* with coal; steamer *Balena,* schooner *J. M. Coleman* (coal and supplies), *Wm. Bayliss,* steamers *Grampus, Narwhal,* and *Thrasher.*

Finding Per Larsen Anthi (Lapp) and Tautook (Eskimo) at the spit, Lieutenant Jarvis employed them, with two Eskimo assistants, to drive the herd of deer across to Charlie's, about 40 miles distant. At 4.25 p. m. the anchor was hoisted and we steamed up the bay to Cape Riley, where the reindeer were landed. After dinner I went ashore and remained until all the deer (83) were landed. Returned with Lieutenant Bertholf and the sailors to the ship at 1.15 a. m.

July 15: At 8.10 the anchor was hoisted and we steamed across the bay to the Teller Reindeer Station, where we anchored at 9.45. Lieutenant Bertholf was sent off with the steam launch to visit schooner *Mary Bitwell,* that had gone ashore near Grantley Harbor. In the meantime supplies for Tautook that had been brought up from San Francisco were "broken out" and preparations made to land them at Teller Station. The surf was so rough that this was given up and at 4 p. m. anchor was hoisted and we returned to the sand spit, where we anchored at 5.30 p. m. Several whaling captains came on board to call upon Captain Jarvis. Mr. Charles E. Chard, applying for permission to occupy one of the buildings at Teller Station, he was permitted to use the log schoolhouse until June 30, 1900, upon condition that he take charge and care of all the other buildings belonging to the Government at the station. Four boat loads of natives who wished to return home to Cape Prince of Wales were taken on board and their umiaks hung to the davits.

July 16: At 2.50 a. m. we got under way for Cape Prince of Wales, where we anchored at 8.30 a. m. The water was so rough and the surf so bad that only one of the native boats made the attempt to land. They had great difficulty in getting ashore. As it was impossible to land the supplies or communicate with shore, and fearing to miss the revenue-cutter *Thetis,* that was at St. Lawrence Island, the captain concluded to run over to St. Lawrence Bay, Siberia. At 10.50 a. m. the anchor was hoisted and we got under way. At 11.55 we met the *Thetis* coming to Cape Prince of Wales with 14 reindeer. We turned around and returned and anchored at 2.10 p. m. off the village. After anchoring, Lieutenant Hamlet brought off a small mail for the *Bear.* Learning that Dr. Call was very sick, he returned to the *Thetis* and brought off Dr. Hawley. The waves were running so high that the *Bear* had to get under way and take Lieutenant Hamlet and his boat to the windward of the *Thetis*

to enable him to get back to his vessel. As the motion of the ship was injurious to Dr. Call, at 7 p. m. we started to return to Port Clarence.

July 17: The sea was so rough and the current so strong that we were twelve hours steaming 60 miles, reaching anchorage at Port Clarence at 7.13 a. m. The day was rainy and stormy. At 7.40 p. m. the revenue-cutter *Thetis* arrived from Cape Prince of Wales.

July 18: At anchor off Point Spencer. Immediately after breakfast went over to the cutter *Thetis* to confer concerning reindeer with Captain Buhner. There were 14 reindeer on the *Thetis*, and fodder exhausted. As there was a herd of reindeer on shore (which he did not know), for the purpose of receiving small lots of deer Lieutenant Hamlet and myself went ashore to hunt up Dunnak and Sekeogluk (reindeer men) and make arrangements for landing. As the *Thetis* was a long distance from the landing place anchor was hoisted and the vessel steamed abreast of the point of landing. Immediately after 12 o'clock the 14 deer were loaded into two boats and Lieutenant Hamlet and I again went ashore. The landing was made without difficulty and the deer driven off to the herd by Dunnak and Sekeogluk.

After dinner I went to the *Thetis*, and in company with Lieutenant Hamlet went in search of a young Siberian from Whalen, known as Chio, Captain Buhner needing him as interpreter in the purchase of reindeer. It was from two to three hours before we secured him as interpreter.

During the afternoon I took ashore and left in Dunnak's tent for Per Larsen Anthi the following supplies: One sack of flour, 2 pounds ground coffee, 5 pounds of sugar, 6 cans roast beef, 3 cans condensed milk, 5 pounds butter, and 25 pounds of salted pork.

July 19: At anchor at Point Spencer. After breakfast received on board, from the whaling bark *Mermaid*, Frank Temple for transportation to St. Michael, he having assaulted with a knife and cut Clutchpid, of that vessel, July 6. He was placed in the forehold in double irons. Clutchpid also was taken on board and placed in charge of the surgeon.

At 11.30 a. m. we got under way for Teller Reindeer Station, where we anchored at 11.10 a. m. A native boat was loaded with supplies belonging to Tautook, which had been paid him for services connected with the relief expedition to Point Barrow in the winter of 1897–98. Went ashore with the boat and inspected the Government buildings at Teller Reindeer Station. They are already commencing to run down. At 1.15 p. m. we got under way for Point Spencer, stopping at 1.25 to board the schooner *Jessie*, of Los Angeles. At 3.15 p. m. anchored at Port Clarence. Lieutenant Bertholf and the master at arms left the ship to arrest As-sher'-ruk, who murdered Frank Boyd, a miner, on the Noatak River, in the fall of 1897. At 4 p. m. they returned with the man in double irons. He was also imprisoned in the fore hold. At 6.58 we got under way for Cape Prince of Wales with four boat loads of Eskimos. A native from the Diomede Islands, Noo-var-loo, while drunk shot Arkiard, a Diomede boy, but he escaped before he could be arrested.

June 20: Came to anchor at Cape Prince of Wales at 12.35 a. m. Got up and dressed so as to be able to see Mr. Lopp, the missionary at that point. The sea proving too rough to land supplies, we lay at anchor all day. Mr. Lopp came off and spent the day and night on the ship. Stormy and unpleasant day.

July 21: At anchor off Cape Prince of Wales. During the night the sea calmed down, so that very early in the morning the landing was commenced of the stores which had been brought to pay Mr. Lopp's herders for their trip to Point Barrow in 1897–98, in the relief expedition. The supplies having been landed, Mr. Lopp bade us good-bye, and at 8.55 a. m. the anchor was hoisted and we steamed away for Cape Blossom, Kotzebue Sound.

July 22· This morning about 8 o'clock we met the schooner *General McPherson*, loaded with miners en route from Kotzebue Sound to Cape Nome. As the schooner

had been taken off last fall contrary to the orders of the owners, and a warrant being out for her seizure, Lieutenant Jarvis arrested the captain and placed Lieutenant Ballinger on board with instructions to convey the vessel to St. Michael and deliver it up to the court. It proved to be a warm, pleasant day. At 4.20 p. m. the ship anchored off Cape Blossom and very soon after, in company with Lieutenant Bertholf and Dr. Hawley, I was on my way to the settlement, some 12 miles distant, which we reached about 8 o'clock. As we came abreast of the Quaker mission, where from 200 to 300 miners were assembled, they gave three hearty cheers at our arrival, knowing that the steam launch had on board their first mail this season. We soon learned that the Kotzebue mining district had not met expectations. There were from 350 to 400 miners in the camp, three-fourths of whom had had the scurvy, and many of them were destitute. There had been a large number or deaths from scurvy, drowning, and freezing. They were sick, without means, and disheartened. Lieutenant Bertholf and the surgeon immediately proceeded to investigate the condition of things, while I spent the time at the mission. Toward morning the lieutenant came in and announced that he would take off to the *Bear* 33 of the worst cases of scurvy. At 5 a. m., having been up all night, a start was made to return to the ship, but the tide being out the steam launch was soon aground and the party returned to the village. The lieutenant then hired a small stern-wheel steamer to take the miners off to the *Bear*. We finally left the shore about 10.15 a. m., and reached the ship soon after noon. The captain, hearing of the sad condition on shore, sent the steamer back for others.

July 23: At 1.30 p. m. the steamer *Arctic Bird* arrived, bringing 33 scurvy-stricken men to the *Bear*. The men were taken on board and the steamer sent back to the camp for another load. It was a beautiful day—temperature 55—mosquitoes very bad on shore. I regretted that I could not have remained on shore to attend the Eskimo service of the Quakers and also preach to the miners.

July 24: At 3.45 a. m. the steamer *Arctic Bird* arrived with 48 men, 2 women, and 1 babe, all destitute. At 5.20 a. m. we were under way for St. Michael. A fine day. During the day we passed a number of small boats with miners, en route from Kotzebue Sound to Anvil City.

July 25: About 6 a. m. passed Cape Prince of Wales. The *Bear* swung around by Cape Spencer to see if the bark *Alaska* was in Port Clarence Harbor. Not seeing it (afterwards it was learned that it was there waiting for the *Bear*), the *Bear* continued on to Synrock, Antisarlook's place, where we anchored at 8.30 p. m., in the lee of Sledge Island. The supplies brought up from San Francisco for Antisarlook, due him for his trip to Point Barrow in the overland relief expedition of 1897–98, were landed. Upon the return of the boats Antisarlook, wife, and child came aboard to go to St. Michael. While on shore the officer learned that Asheuk, the Diomede murderer that shot and killed Naribuck, a boy, at Point Spencer on the 15th and then escaped, had left there only a few hours before.

July 26: At 12.30 a. m. the *Bear* was under way. At 6.40 a. m., seeing a native camp on the beach, Lieutenant Bertholf went ashore and found and arrested Asheuk. At 7.40 a. m. we got under way, taking in tow the seized schooner *General McPherson*, which we had overtaken. At 10.50 a. m. we anchored abreast of Anvil City, the new village which has sprung up in connection with the Cape Nome placer mines. At 11.30 went ashore with Lieutenant Bertholf. Our boat got aground in trying to cross the bar at the mouth of Snake River, and it was with difficulty that we got ashore. Met Mr. Redmyer, assistant superintendent of reindeer, who had come down from Circle City; also Dr. Kittlesen and Messrs. Andersen and Elliott, of the Swedish mission at Golofnin Bay. Learning that Mr. Kjellmann was at the mines, some 5 miles away, I sent a Lapp with a note for him to come at once to go with me to the reindeer station. Mr. D. H. Smith, United States deputy marshal, and the principal owner of the schooner *General McPherson*, in company with an officer of

the *Bear*, went aboard the schooner and arrested Capt. J. B. Neilson, who had stolen the schooner in the fall of 1898. Jeremias Abrahamsen, whom I had brought from St. Lawrence Island, was given his discharge from the Government service and allowed to go ashore. Messrs. Kjellmann and Redmyer came off for passage to St. Michael. At 7.40 p. m. we got under way for St. Michael. Nome (Anvil City) is a conglomeration of tents, with half a dozen frame houses or shanties, and two or three iron warehouses in process of erection by the transportation and trading companies. The ocean front is staked out with claims for from 10 to 20 miles. We saw men panning out gold on the beach in front of the most densely populated part of the place. Some fine teams of horses were being used in hauling.

July 27: A beautiful day. At 10.15 a. m. anchored at St. Michael. The place had greatly improved since I left it last September. The cutters *Corwin*, *Rush*, and *Nunivak* were in the harbor. Went ashore with the first boat, and at once proceeded to military headquarters to arrange with Capt. E. S. Walker, Eighth Infantry, U. S. A. for the payment of the Lapps by the War Department.

July 28: A beautiful day. All day on shore attending to business. During the forenoon Mr. Gray, as agent of the North America Transportation and Trading Company, sublet to Mr. William A. Kjellmann the mail route between St. Michael, Golofnin Bay, and Kotzebue Sound. Mr. Hendricks and I went on Mr. Kjellmann's bond. Returned to the ship at midnight. Mr. William F. Doty left the *Bear* and took up quarters at Hotel Healy.

July 29: Fine weather continues. All day on shore attending to business. About 11 p. m. Captain Walker took me off to the ship on the army steam launch. The trade of St. Michael has greatly changed since a year ago. Then there was a rush of miners up the Yukon River; now very few are seeking passage up that river, but thousands are coming down, some to leave the country in disgust and others to try the Cape Nome mining district. The up-river business is now mostly freight. Owing to the decrease of the passenger traffic, many of the small river steamers are laid up. The harbor is full of them.

July 30: After lunch I went ashore to attend divine service, held in the dining room of the Hotel Healy, and conducted by Rev. Loyal L. Wirt, territorial superintendent of Congregational missionary work in Alaska. About one hundred persons were present at the service, which was of great interest. The theme of the discourse was, "Christ the wonderful." After service I returned to the ship.

July 31: During the night there was a change of weather. A storm commenced, with a low barometer, which increased during the forenoon to a gale. During the night the Yukon River steamer *Jessie*, of the Alaska Commercial Company, went ashore with three barges, loaded with military supplies for Colonel Ray. At 5.30 a. m. the *Bear* commenced dragging its anchor and was thumping on the bottom; in half an hour we were under way, and at 6.45 a. m. anchored in deeper water. The gale increasing, at 10 a. m. we were again under way, seeking shelter behind Egg Island, where we dropped anchor at noon. In the harbor at St. Michael a large number of vessels dragged their anchors and a number of the smaller boats went ashore. Toward evening, the force of the gale being spent, the *Bear* hove anchor at 8.40 and returned to St. Michael at 10.15 p. m. The depth of water in the harbor was lowered 5 feet by the storm.

August 1: Went ashore on the first trip of the steam launch and was very busy with Captain Walker, U. S. A., completing the drawing of checks for payment of Lapps. At 4.30 p. m., with Mr. Kjellmann, returned to the *Bear* on the army steam launch, and at 4.50 we were under way for Unalaklik. A boat was lowered, and Mr. Kjellmann and I were sent ashore with the mail. On shore we fortunately found five Lapps and a boat from the station. They were routed out of their tent, and preparations were made to proceed at once up the Unalaklik River 8 miles, to the Eaton Reindeer Station. As we left the ship a steady rain commenced, which

lasted until we reached Eaton. A piece of driftwood was laid across the boat and a tarpaulin stretched across, which formed a shelter from the rain. Under this shelter Mr. Kjellmann and I crawled. Innumerable mosquitoes also sought shelter under our improvised tent. Mr. Kjellmann made an ineffectual attempt to drive them out with tobacco smoke; failing, he resigned himself to his fate and went to sleep. I alternated my time between fighting mosquitoes and sitting in the rain.

August 2: At 5 a. m. the night trip closed with our arrival at Eaton Station. Dr. F. H. Gambell had given up our coming and had gone down to St. Michael to meet us, and we had passed on the sea. Dr. Lerrigo was awakened, and soon we had a good warm breakfast. After breakfast the Lapps were summoned and the payment of their salaries from July 1, 1898, to January 31, 1899, by the War Department, was commenced. Thus, with the signing of vouchers and arrangements for the deposit of their surplus salaries in banks to their credit, the whole forenoon was consumed. After payment closed I had the 12 children of the settlement brought into the schoolroom, heard them recite and sing and made each the present of a picture book. After dinner supplies were got out for the reindeer herders in the arctic, and at 1 p. m. we were off on our return to the ship. A stop was made at Unalaklik to call on the missionaries of the Swedish Evangelical Union, where we were presented with beautiful bouquets of wild flowers and a box of fine radishes from their gardens.

After our arrival at Eaton, in the morning, the rain ceased and the sun came out. When we started on our return in the afternoon the rain again set in and lasted until our arrival at Unalaklik. While at Eaton Station a fishing party returned with the seine. When they were asked what success they had had, they replied, "Not much, only a hundred salmon." At 5 p. m. Mr. Kjellmann and I reached the ship with supplies for the overland expedition which was to drive a portion of the reindeer back from Point Barrow to Cape Prince of Wales, and also with barter goods for the reindeer trade of the *Thetis*. At 5.45 p. m. we were under way for Nome.

On the 24th of December, 1898, Klemet Nilsen had died at the Eaton Station.

August 3: At 1.55 p. m. we anchored abreast of Nome. The sea was rough and badly breaking on shore. Captain Jarvis and Mr. Kjellmann went ashore and got wet in the breakers. The place was wild with the large returns being received both in the gulches and the black ruby sands on the shore.

August 4: During the morning Mr. John W. Kelly came aboard to be taken to Point Hope, where he will make headquarters for taking the census next winter between Point Hope and Cape Prince of Wales, including the Kotzebue country. At 10.20 a. m. the ship got under way, and at 1.30 p. m. stopped at Synrock to place Antisarlook (Charlie) and his family on board his umniak, which had come out to meet him. As we passed Cape Spencer a dense black cloud hung over Port Clarence, where the *Thetis* was at anchor waiting for us.

August 5: At 1.20 a. m. we came to anchor off Cape Prince of Wales. Going on deck about 6 a. m. I was surprised to find that Mr. W. T. Lopp was on board. During the forenoon Mr. Lopp, Captain Jarvis, and I had a conference with regard to the reindeer. The bark *Alaska* and river steamer *John Riley* were also at anchor in the roadstead. I wrote two or three letters to send by the *John Riley* to the post-office at Nome. In the afternoon Captain Jarvis and I went ashore with Mr. Lopp. Took a look through the village; returned on shipboard about 5 p. m. Mr. Summers, a mining expert, whom the captain had brought up from St. Michael to prospect some mines that Mr. Lopp and his herders had found, was sent ashore with Mr. Lopp. At 5.45 p. m. we were off for Port Clarence.

August 6: Reached Port Clarence early in the morning (3 o'clock), where the *Thetis* was waiting for us. As it seemed best that the rest of the cruise should be made on the *Thetis*, during the forenoon I transferred from the *Bear* to the *Thetis*. The wind was fresh and the sea rough.

August 7: During the forenoon my trunk and personal effects were brought over

from the *Bear* to the *Thetis;* also the reindeer barter goods brought from the Eaton Station. Captain Buhner during the morning furnished rations on shore for Per Larsen Anti, who is keeping a herd of reindeer at this place. Upon going ashore found that the herd had been removed to Cape Riley. During the day the *Bear* went over to Cape Riley to water.

August 8: At 4 a. m. received word from the *Bear* that Anti was out of rations. As the *Thetis* was prepared to go to sea, Captain Buhner hove anchor at 4.30 a. m. and steamed down to Cape Riley, where we dropped anchor at 7 a. m. I was at once sent ashore with a boat and crew and left rations for Anti. He himself was away from camp after some straying reindeer. Returning to the ship, we were soon under way for sea. In the evening we passed King Island and saw the cutter *Bear* at anchor.

August 9: About noon passed Indian Point. At 9.55 p. m. we dropped anchor at Port Providence, Plover Bay. A boatload of natives visited the ship. Learned that there was a large herd of reindeer 30 to 35 miles to the westward.

August 10: Left our anchorage at 5.05 a. m. During the morning we stopped to communicate with some natives who rowed out to meet us. They also testified that there was a large herd to the westward. Reaching the bay where the herd was supposed to be, the ship anchored at 4.20 p. m. Lieutenant Hamlet, Chisthe (interpreter), and I went ashore, where we met the reindeer men. Their herd was five days' inland and they declined to drive it down to the coast. Thus again our hopes were blasted. A few miles farther west another herd was reported. In attempting to launch the boat from the shore it swamped in the surf, and I was wet through and through. Had difficulty in getting through the surf. Returning to the ship at 7.05 p. m., we were under way for the next herd, but the fog setting in thick, at 8.25 p. m. we anchored for the night.

August 11: At 8.05 made a start and at 10.55 a. m. anchored off Managen, where a number of deer men's huts or tents were seen on shore. Soon after a boatload of natives came off to the ship and we heard again the same story. They had deer and would like to trade, but their deer were pastured many days distant and they could not drive them down to the coast. Being convinced of the uselessness of further search along the north shore of Anadir Gulf, at 12.55 p. m. we hove anchor and steamed away for St. Lawrence Island. A beautiful day.

August 12: At 7.40 a. m. dropped anchor on the northeast side of the point at Gambell, St. Lawrence Island. The wind shifting, we hove anchor and steamed around the point and anchored on the southwest side. Went ashore to the Mission Station and brought off a lot of reindeer barter goods that were not needed at this point, but were needed at the Eaton Station. The wind increasing and being a head wind, we lay at anchor until 7.25 p. m., when we put to sea and steamed away for Teller Reindeer Station.

August 13: Head wind and sea, making about 3 miles an hour; I was seasick all day. Distributed magazines to the crew.

August 14: At 11.15 a. m. dropped anchor abreast of Teller Reindeer Station, Port Clarence. Went ashore with the carpenter and nailed up all the doors but one of the large frame house and left the key with Mr. Chard, who has agreed to look after the buildings in return for the use of the log schoolhouse. Also posted notices on the doors of the several buildings, warning against trespassing. The sailors attempted to procure some moss, but in the immediate vicinity of the station, where it had been closely pastured, there was none large enough to gather.

August 15: At 6 a. m. hove anchor and steamed across the bay to Cape Riley, where we dropped anchor at 7.20 a. m. At once went ashore and commenced preparations to take on board 40 sled deer to be removed to Cape York for Mr. William T. Lopp. On July 14, 83 deer had been landed to be driven across to Charley, at Point Rodney, in charge of Per Larsen Anti, Tautook, and two other Eskimos.

By 6 o'clock p. m. 40 deer had been caught and placed on board ship. One was killed on shore in handling. The deer are large, heavy, and in excellent condition. The two umniaks that had been hired were paid for, and at 7.15 p. m. anchor was hove and we steamed away for Cape York and Cape Prince of Wales. The cloud effect at sunset was remarkably brilliant and beautiful.

August 16: Dropped anchor under the lee of Cape Prince of Wales at 4 a. m. The wind was blowing a gale and a driving cold rain storm in progress. No communication with shore or landing of deer possible to-day.

August 17: At 8.50 a. m. hove anchor and steamed to Mr. Lopp's herding grounds near Cape York, where we dropped anchor at 10.10 a. m. At once went ashore, where I found Mr. Hank Summers, mining expert. Sent to have the herd driven down to the beach. Also had gathered a few sacks of reindeer moss. The herd arriving about 10 a. m., we at once went off to the ship and commenced landing the deer. I remained on shore until the deer were all landed (8 p. m.). Good weather until midnight.

August 18: At 9.20 hove anchor and steamed to Cape Prince of Wales, where we anchored at 11.25 a. m. Mr. Lopp and some natives came aboard. Reindeer barter goods for the use of the *Bear* were landed. Reindeer matters and other business was finished up with Mr. Lopp, and at 3.50 p. m. we were under way.

August 19: At 5.45 a. m. dropped anchor off Cape Riley, and I went ashore to make arrangements for shipping reindeer. Hired three native skin boats and all the men I could procure. A number of the women and children were employed in gathering moss for the deer. During the day 36 sled deer, 3 bucks, and 10 female deer were taken on board, making 49 in all. Fine day. At 5.30 p. m. finished loading. Took on board Per Larsen Anti, together with Government dogs and sleds for Eaton Reindeer Station.

August 20: At 4.05 a. m. hove anchor and steamed away for Point Rodney. Beautiful forenoon; afternoon rainy. At 5.25 p. m. anchored off Charley's (Antisarlook's) place.

August 21: Last evening Lieutenant Hamlet was sent to the shore, but could not make a landing on account of the surf. Waited all day anxiously for the wind to change and the swell to go down, so that we could land the deer, as we were without food for them. In the evening moved inshore.

August 22: Finding no landing, this morning we hove anchor and started for Golovin Bay. The day proved a beautiful one, with sunshine and a crisp, invigorating north wind, but still there was no landing on the beach. Anchored at 8.40 p. m. in the mouth of Golovin Bay under the lee of the west shore.

August 23: At 4 a. m. went ashore with Lieutenant Hamlet to hire native boats. It was a long pull of several miles. Secured at the village 4 umniaks. Took breakfast and found some late papers at the Swedish Mission. Returned to the ship about 10 o'clock. After giving the natives some coffee and crackers the work of unloading the deer was commenced. Per Larsen Anti was set ashore in charge of the deer. Word had been sent to the Golovin Bay herd and Owikkon (native herder) came down to help Anti. By 3.45 p. m. the deer were unloaded, and at 7.05 we were under way for Anvil City.

August 24: At 7.30 a. m. dropped anchor off Nome. Immediately after breakfast went ashore and remained all day. Sent word to Mr. William A. Kjellmann and Mr. D. Johnson Elliott that I wished them to come down from the mines to see me. Met Judge Johnson, of the United States district court of Alaska, and was present at the opening of the first court at Anvil City. Saw some of the citizens with regard to a block of ground for school purposes. Had several conferences with the Lapps in the settlement of their accounts. Governor Brady having returned from the mines, invited him to go to Unalaklik with us. Hove anchor at 8.55 p. m.

August 25: At 4.10 p. m. dropped anchor off Unalaklik. The steam launch took Governor Brady, Messrs. Kjellmann, Karlsen, and myself ashore. Had some difficulty in getting over the bar at the mouth of the Unalaklik River. Providentially Dr. P. H. J. Lerrigo and a party of Lapps were down the river with the reindeer station boat. At 10 p. m. Mrs. Karlsen kindly gave us a lunch and soon after Mr. Kjellmann and I, with the Lapps, started for the station in a rowboat. Mr. Lerrigo's supplies and baggage were sent off to the ship by the steam launch. Bright moonlight, crisp and cold. Mr. Kjellmann and I laid some blankets in the bottom of the boat and got some sleep on our way to the station.

August 26: The current was so swift in the river that wherever the banks would allow it the Lapps landed and towed the boat. It was nearly 4 o'clock in the morning before we reached the station. Throwing myself on a bed, I slept until 6.30, when we had breakfast, and at 7 a. m. were hard at work with the accounts and other business of the station. At 12.30 noon we started on our return trip to Unalaklik, Dr. Gambell accompanying us. It rained hard all the way. Reached Unalaklik about 4 p. m. and a flag was set as a signal for the launch. Inspected the new Government warehouse on the south side of the river at the mouth. Instead of sending the launch two boats were sent off, which were between two and three hours reaching shore. As the crews were wet, cold, and hungry, Reverend and Mrs. Karlsen gave them coffee and a warm lunch. It was expected that Mrs. Karlsen and Miss Johnson would go out to the ship with us en route to St. Michael. Miss Johnson being an invalid, the doctor forbade her going out to the ship (8 or 10 miles) in an open boat in a rain storm. Consequently Dr. Lerrigo, Mr. Kjellmann, and I went off to the ship in the boats, and the governor remained to come off with the ladies in the launch. Reached the ship at 9 p. m.

August 27: Early in the morning the launch was sent for the governor and ladies. After receiving them on board the launch started to return to the ship. When in the surf it lost its propeller and had to signal to shore for assistance. Rowboats went at once and towed the launch to shore. In the meantime, the wind rising, the ship hove anchor at 10.05 a. m. and proceeded for shelter to the lee of an island in the bay, where it dropped anchor at 1.15 p. m.

August 28: Remained all day at anchorage.

August 29: The gale having somewhat abated, at 5 a. m. we were under way for Unalaklik, where we dropped anchor at 8.05 a. m. Governor Brady, Mrs. Karlsen, Miss Johnson, and an Eskimo girl going East for an education, came off in a rowboat, and a ship's boat was sent in to tow off the disabled steam launch. The boat and launch returning at 12.45 noon, the ship was soon under way for St. Michael, where we anchored at 8.05 p. m. Went ashore for mail.

August 30: Major Ray, U. S. A., having placed the army steam launch at my service for the forenoon, we had an early breakfast and went ashore. Left vouchers and reports at Captain Walker's office. Adjusted business matters with the North American Transportation and Trading Company. Let Mr. N. V. Hendricks have some reindeer for carrying the mail. Had a conference with Dr. Romig, superintendent of the Moravian Mission on the Kuskokwim River, and at 11.50 a. m. returned to the ship. At 12 noon we were under way for Nome, Major Ray, U. S. A., accompanying us to that place.

August 31: At 6.20 a. m. dropped anchor at Nome. After an early breakfast, went ashore, accompanied by Lieutenant Buhner. Mr. D. J. Elliott and Dr. John Johnson Elliott made application for $20,000 worth of reindeer for the Swedish Evangelical Union Mission Station at Golovin Bay. At 11.20 a. m. we got under way for Gambell, St. Lawrence Island.

September 1: Reached Gambell at 3 p. m. Landed Dr. Lerrigo and opened the mission house. Steamed away for Dutch Harbor (Udakta) at 6.45 p. m.

September 7: Reached Udakta at 10.30 a. m., having seen no land for six days.

Found the United States transport *Athenian* at the dock with 100 soldiers and 450 cavalry horses bound from Seattle to Manila.

September 8: In the harbor were two British men-of-war, revenue cutters *McCulloch*, *Grant*, *Corwin*, and *Thetis*, steamer *Townsend*, and United States transport *Victoria* with soldiers and cavalry horses. Went to Unalaska and inspected school building. Lunched at the M. E. Mission.

September 9: Went aboard the cutter *McCulloch* and steamed away for Unga.

September 10: Beautiful day. At 2 p. m. reached Unga and went ashore and looked over the schoolhouse and teacher's residence.

September 11: At 7 a. m. a term of court was held by Judge Johnson on the *McCulloch;* about a dozen men were naturalized. At 9 a. m. we steamed away for Kodiak. In the afternoon a southeast storm had developed, and the captain, at 10 p. m., headed out to sea and hove to.

September 12: Hove to and weathered out a gale. No table was set for lunch or dinner; took a little food in our hands. Was seasick and very uncomfortable.

September 13: The severity of the gale having somewhat abated and the wind having hauled around to the southwest, at 10 a. m. the ship was headed to the northeast for Kadiak, with a fair wind and sea. Made good progress.

September 14: Early in the morning sighted Kodiak Island. About 2 p. m. dropped anchor opposite Wood Island. Went ashore at Kodiak. Visited the school; Mrs. Hill, teacher. After dinner called at Wood Island.

September 15: Spent the forenoon and took dinner at the Baptist Mission, Wood Island. Appointed Miss H. I. Denniston teacher at Afognak. Sailed about 3 p. m.

September 17: Reached Yakutat and learned of the earthquakes that had been going on since September 3. The whole population is living in tents upon the hills. The severest shock was on the afternoon of the 11th of September. Called upon and comforted the Swede missionaries. At noon steamed away for Sitka.

September 18: When the steamer reached the neighborhood of Sitka the fog was so dense that the captain did not dare venture in, but stood out to sea for the night.

September 19: The fog lifting a little, the harbor was made, and we anchored at Sitka about 2 p. m. Mail steamer *Cottage City* was in. I was the guest of Governor Brady.

September 20: Spoke at the native prayer meeting in the evening.

September 21: Moved from Governor Brady's to the mission. Governor and Mrs. Brady gave a dinner to Captain Coulson, Captain and Mrs. Kilgore, Bishop and Mrs. Rowe, the land commissioner and his wife, and myself.

At 8 p. m. a large reception was given to the officers of the cutters *McCulloch* and *Perry* and the citizens.

September 22: Addressed the teachers in the evening.

September 23: In company with Governor Brady, Senator Shoup, Marshal Shoup, Collector McBride, and Superintendent Kelly, went aboard the cutter *Perry*, Capt. William F. Kilgore commanding, Third Lieut. Eben Barker, Chief Engineer Harry L. Boyd, Second Assistant Taylor W. Ross. Anchored for the night at Killisnoo. Went ashore.

September 24: Started at daylight for Juneau. Anchored at 5 p. m. After dinner went ashore and addressed the congregation at the First Presbyterian Church on Alaskan schools and missions.

September 25: Mr. Kelly and I visited the public schools at Douglas Island.

September 27: Steamed from Juneau at daylight; reached Wrangell about 10 p. m.; went ashore and called on Miss Green, the teacher. Governor Brady, Mr. Kelly, and I also called on Rev. H. P. Corser, the Presbyterian minister.

September 28: At midnight started south, calling at Ketchikan and Saxman, and reaching Metlakahtla at 2 p. m. Went ashore and looked over the place. In the evening met the leading men in conference.

September 29: In the forenoon a conference was held in the church. At 3 p. m. the *Perry* started on its return to Sitka, leaving me at Saxman.

September 30: Rev. Edward Marsden took me in his steam launch *Marietta* to Gravina, where I met the teacher, Miss Hamblet. At 12 noon the church bell rang and I had a conference with the leading men.

October 1: A beautiful day. At 2 p. m. steamer *City of Seattle* came along and I went aboard for Seattle.

October 2: Reached Seattle at 2 p. m., forty-eight hours from Alaska. After attending to a few items of business and procuring my mail, took 4.30 p. m. train to Tacoma, where other matters of business were arranged. Took the train at 11.30 p. m. for Portland.

October 4: Transacted business for the Laplanders at First National Bank. Took the 6 p. m. train for San Francisco.

October 6: Reached San Francisco at 9 a. m. Spent the day at S. Foster & Co.'s office looking up accounts, arranging business, etc. Mr. Blum, whom I wished to see on reindeer matters, was out of the city. Took the 6 p. m. train for Salt Lake.

October 8: Spent the Sabbath at Salt Lake.

October 9: Took 7 a. m. train for Chicago. During the night had a heavy snowstorm.

October 11: Reached Chicago about 1 p. m., the train being between four and five hours late. At 5.30 p. m. took the Pennsylvania Limited for Washington. During the night we were detained five hours by a freight wreck.

October 12: Reached Washington at 8.45 p. m., about four hours late.

Very respectfully, yours,

SHELDON JACKSON,
United States General Agent of Education in Alaska.

The COMMISSIONER OF EDUCATION.

CHAPTER XXXIII.

CONSULAR REPORTS.

Contents.—Commercial Education in Antwerp; Study of Commerce in France; The Vienna Export Academy; The Study of Tropical Diseases in Great Britain; The Education of German Consuls; Educational Statistics in Russia; Care of Children in German Schools; Embroidery Schools in Plauen, Germany; German Schools in Foreign Parts; Industrial Schools in Saxony; Education in Russia; High-Art Reproductions for America; Household Schools in Liége; Manual Training in Germany; Mutual-Aid Societies for French School Children; Workingmen's Aid Societies in France; Music Library in Geneva; Colonial School in France; Colonial Training in Belgium; Liége School of Firearms; Cabinetmaking School at Magdeburg; Commercial University for Hamburg.

COMMERCIAL EDUCATION IN ANTWERP.

Consul-General Lincoln sends from Antwerp, February 25, 1899, an article taken from the Belgian Times and News of even date, giving an account of the higher commercial institute of that city, which is summarized as follows:

The students are divided into two classes—the "regular" and the "free." The former attend all the lectures with a view to obtaining a diploma at the end of two years, which period constitutes the prescribed course of study, except for those preparing for the Belgian consular service, for whom a third year's course has been added. The "free" student follows only the courses of lectures which he considers of importance to his commercial career.

The instruction is practical as well as theoretical. The transactions of commercial and counting houses are practiced, and all questions relating to the theory of exchanges are accurately described. The correspondence of the "office" must be conducted by the student himself, and that, too, in French, German, and English, which languages are obligatory. He must also be competent to correspond in one other foreign language, the choice generally being from the Spanish, Italian, or Dutch. The Russian language is also taught; its study is not obligatory. The principles of political economy, of international commercial law, and of customs legislation are also inculcated. The geographical and economical condition of foreign countries are studied from carefully compiled data, and the relative value of raw material, from different sources of supply, is inquired into and noted.

The student is also encouraged to take a close interest in the political events of the day, so far as these affect commercial interests; and the latest consular reports from all countries are placed at his disposal, so that he himself later on may be in a position to make a report upon the commercial prospects of any country in which he may happen to be.

Another important feature of the Antwerp institute is the bestowal of traveling scholarships on the most deserving students of Belgian nationality. A sum of nearly £2,000 per annum is devoted to this object. A student, who has passed his final examination with credit, is entitled to offer himself as a candidate for one of these scholarships or "bourses," as they are called. If one be granted, he proceeds

abroad, with the certainty of enjoying, for three years at least, an annual income of about £200. He is thus relieved of the necessity of accepting the first situation that is offered to him and can devote the whole of his time, if necessary, to the study of the economic condition of the country in which he resides. He must periodically send home a detailed report of the result of his observations. By his previous training he is enabled to do this effectively; and these reports, after being noted by the Government, are utilized by the students in the prosecution of their studies.

Down to the end of 1892, 62 students had been thus sent abroad, the countries chosen for residence being Algeria, Morocco, the Cape, Japan, China, India, Canada, the United States, the Argentine Republic, Brazil, Colombia, Venezuela, Chile, Mexico, Cuba, Philippine Islands, Australia, and New Zealand—in fact, those countries in which Belgium is seeking to place her manufactures. Of these 62 students, 27 have remained in the countries to which they proceeded and are now doing well as merchants or commercial agents; 16 are established in European countries, also as merchants; and two have entered the service of the Japanese Government as teachers of the commercial sciences.

It will now probably be asked what is the cost to parents of a higher commercial education, such as that given at the institute at Antwerp. It is very small, the expenses of maintaining the establishment being borne by the Belgian Government in part and the rest by the Antwerp municipality. Each student pays a fee of about £10 the first year and £12 the second, the total amount thus raised being given as honorarium to the professors to supplement their salaries.

The Government does its best to procure a really competent teaching staff, and pays so much a year to each "chair," giving a pension to the professors after a certain number of years' service.

STUDY OF COMMERCE IN FRANCE.

Consul Skinner writes from Marseilles, March 24, 1899:

The commercial organizations of France are doing all within their power to promote the study of foreign commerce and foreign languages and to overcome the national habit of indifference to the latter. To this end the Society for the Protection of Commerce in Marseilles maintains a free commercial school, and the National Ministry of Commerce grants "purses for residence in foreign lands." Purses of the first category (4,000 francs = $772 for the first year, 3,000 francs = $579 for the second), are reserved for young men of not less than 16 and not more than 18 years who desire to establish themselves in some country outside of Europe and who, by virtue of the law of July 15, 1889, are relieved of the obligation of active military service if they reside regularly in foreign parts until they shall have attained 30 years. The purses of the second category (varying from 2,500 to 4,000 francs, or $482 to $772) are for young men aged not more than 26 years, graduates of a high school of commerce, who, after having accomplished their military service, are desirous of completing, by a practical apprenticeship, their theoretical knowledge gained at the school. This year two purses are to be granted for each category.

THE VIENNA EXPORT ACADEMY.

A consular report from Vienna on the export academy in that city gives a minute description of the efforts of Austrian merchants, combined with those of the Government, in increasing the exports of the Austrian Empire. The report is here given in full:

Since the 1st of October, 1898, there has existed in Vienna a commercial school of an entirely original organization. This is primarily shown from the fact that the

institution is directed by a high official of the Austrian ministry of commerce. This direction is not merely nominal, but is evidenced, apart from daily influence on the life of the pupils, by weekly conferences under the chairmanship of the director himself, which have the purpose of receiving from each of the teachers a report of the studies of the past week and those to be taken up in the coming one. Every topic, even in its smallest details, is in direct relation to the object of the institution. This object is the promotion of the Austrian export trade. It is not designed that the young men, immediately after finishing their studies, should become Austrian exporters. On the contrary—and this is the second original phase of the scheme—it is desired that the graduates, on leaving the academy, act as clerks in exporting and manufacturing firms, there to learn the practice of some special branch of business, whereupon, under further support of the ministry of commerce, the graduates are to be placed with larger foreign firms; and finally, by the joint aid of the Austrian Government, the chambers of commerce, and the particular foreign consulate concerned, they will be aided to establish themselves abroad.

One hears constantly the complaint of Austrian exporters of the sad lack of national commercial representation abroad. It is much more difficult for an Austrian exporter to find in India, China, or South America a market or bank for Austrian wares or drafts than it is for the German merchant, who is naturally preferred by the German firms in foreign countries. Austrian merchants are rarely to be found, even in the most important cities of other lands. This state of things it is now proposed to remedy by educating ambitious and gifted young men in all branches necessary for the future exporter to know, and inducing them to adopt such career by the certain prospect of aid from the Austrian Government.

The academy has a preparatory course of one year and a regular course of two years. Further, there are special courses of greater or less duration. The tuition fee is 150 florins ($60) a year. The pupils will, besides, be given opportunity to visit occasionally, under the supervision of thoroughly informed teachers as guides, the prominent industrial establishments of all typical export articles, as well as certain commercial cities and ports of special importance. Thus, for instance, an excursion to Hamburg is now planned, while trips to mills, sugar refineries, breweries, and furniture factories have already been undertaken.

The Imperial Royal Commercial Museum, of which the export academy has been made an integral part, has put at the disposition of the academy its library, its valuable trade collections, and the requisite geographical maps and apparatus. The academy has a yearly subvention from the ministry of commerce of 20,000 florins ($8,000), and a like sum is being raised by popular subscription.

First of all, graduates of the higher commercial schools are entered as regular students in the academy. Further, pupils are admitted who have passed the grammar schools and possess such knowledge of commercial branches and of the French and English languages as can be acquired in a commercial school of two classes.

All desiring to be admitted as regular students must pass a preliminary examination. In exceptional cases pupils who have completed their studies in an unusually excellent manner in a commercial school, and can show testimony of already having done praiseworthy work of a practical kind, may be admitted as regular students by the faculty, without preliminary examination. This rule of exception has already been applied in many instances, and gives the academy some of its most promising pupils. Two groups of students can be plainly distinguished—those with and those without practical experience. The academy would perhaps attain its highest plane if only students who have had practical experience were admitted.

In no class of the academy are more than thirty students admitted, and only twenty in the preparatory course. The actual number of pupils at present is near the maximum allowed.

Attendance at the classes and lectures of the export academy is compulsory and

subject to strict supervision. An absence of eight days without proper justification is followed by striking off the student's name from the roll. This is another distinguishing feature of the school, wherein it differs from all other Austrian and German high schools and recalls the Paris École des Hautes Études, as well as French schools in general.

At Christmas and Easter during every year oral examinations are held in all the branches of study. During the first year the annual examination takes place in the first half of July.

By reason of a special order of examination the regular students have to undergo a severe final examination at the close of the second year, before a board of examiners presided over by a representative of the ministry of commerce. The names of students who do not pass one oral examination without good excuse are stricken from the rolls. In some cases, the board of examiners may permit the repetition of a year's course, or of the severe final examination.

Only those students are admitted to the second year who have favorably passed the annual examination in all branches of the first year's course.

There are thirty-four hours weekly in the preparatory course, and in the first year thirty-four or thirty-five obligatory hours every week, besides some that are not obligatory. The preparatory course has for its purpose to advance graduates of gymnasia and other high schools about as far in one year as an ordinary commercial school does the undergraduate in two or three years.

Of the two yearly courses of the academy only the first has so far been opened, and the students have in all the examinations up to now given brilliant evidence of the excellent curriculum. In this course great stress is laid on the study of the French and English languages, with practice in correspondence (six hours each weekly). Four hours a week are devoted to domestic and foreign law, so far as it concerns commerce. Three hours are given to practical exercises in the office work of export, import, and factory businesses. Instruction in this important branch is intrusted to the vice-director of the academy. The limited time given to this work is only the natural consequence of the fact that all students must be familiar with the principles of office work before their admission.

In view of the burden entailed by the large number of school hours home time is demanded only for languages and office lessons. Instruction in economics, with special regard to tariffs, in the usages of export trade, in commercial geography, and in knowledge of the world's wares according to kind and production, is imparted in so-called seminaries—that is, institutions which afford immediate practice of what has been learned from the teacher's lecture, and, as far as possible, actual inspection of the modes of production and of samples. This experiment of giving the pupil the most important facts right in the school, instead of letting him learn by heart what he is sure to forget speedily, and of having him practice it on the spot until indelibly engraved on his memory, is one of the most daring as well as important innovations in the field of pedagogics, and deserves to be propagated.

Besides all this, lectures on selected subjects of actual interest are given by the professors of the export academy, by manufacturers in the various industries, and by ministerial officials, and are attended voluntarily by the students, who display deep interest in them. In this manner they become acquainted with special questions of the day that are engrossing public interest, in a manner that is unbiased by party standpoints.

I had the pleasure of observing the practical working of this feature of the academy in a lecture which was a comprehensive description of the world's commercial institutions devoted to the export trade. The lecturer spoke, in particular, with great admiration and thorough knowledge of the Philadelphia Commercial Museum and the National Association of Manufacturers, as well as of our other export associations. About the lecture room was displayed printed matter bearing on the

subject. In the American exhibit I noticed a copy of the tariff, consular invoice certificates, consular reports, the newly issued American Trade Index of the National Association, a copy of American Trade, and a number of other publications.

This export academy should be of special interest for us in the United States. The addition of a similar school to the excellent means for information at the command of the Commercial Museum in Philadelphia might cause young men to be of great use in our export trade and achieve even better results than the academy here, which is proving so practical a measure. Such a school would be of untold benefit to our national commerce if attended for a year by men about to enter our consular service. It would be an ideal consular training academy.

CARL BAILEY HURST,
Consul-General.

VIENNA, *April 18, 1899.*

THE STUDY OF TROPICAL DISEASES IN GREAT BRITAIN.

A consular report from Liverpool on this subject may be of more than passing interest. The report is here reproduced in full:

A movement has recently been started in England for the special study of tropical diseases, and, now that it has developed into concrete form, there is an endeavor to give it an international character. The originator of this humane project is the Hon. Joseph Chamberlain, the British colonial secretary. The advancement of commerce with tropical regions, particularly Africa, has brought civilization face to face with diseases peculiar to those countries, which science has so far not been able to successfully combat, first, because of lack of exact knowledge as to their nature and, second, because of the inadequacy of the remedial agencies employed. These diseases are of a malarial type, but it has been found that they differ somewhat from those known as belonging to that class in Europe and in North America, although to a certain extent they are similar to the malarial diseases existing in the swampy districts in several of the Southern States.

There are now two organizations in England that have taken up the work of the study of tropical diseases, one at London and one at Liverpool. The Colonial Nursing Association, of London, has also identified itself with the movement. The organization at Liverpool is independent of governmental control and has not as yet received any financial aid from the Government, while that at London is, to a certain extent, under Government auspices. The Liverpool school was started by the head of a large shipping firm, and the project has received the enthusiastic support of the local business community and medical profession. Both the London and Liverpool institutions are working together harmoniously for the same end, and it is confidently expected that the Liverpool enterprise will be given Government support. It is claimed that no other city offers such facilities as Liverpool does for the study of tropical diseases, largely because of the fact that, owing to its enormous traffic with the Tropics, there are more cases of these diseases here than in any other European city. Last year there were in one of the Liverpool hospitals (the Royal Southern) nearly three hundred cases of malaria, and quite a number of cases of beriberi, tropical anæmia, yellow fever, scurvy, etc. All these cases were brought to Liverpool by ships trading with tropical countries.

The Liverpool School of Tropical Diseases is in connection with University College and the Royal Southern Hospital. Students must be qualified medical men of this or foreign countries, or fifth-year students. In other circumstances, special application must be made. A separate ward has been set apart at the hospital for the treatment of tropical diseases, and there is a ward laboratory for the immediate examination of blood and excreta. At the University College there are the Thompson-Yates laboratories, opened by Lord Lister last October, and probably the most

complete in the United Kingdom, where ample facilities will be given for the special scientific study of the subject.

The managers of the Liverpool school urge that their work is not a local one, nor even limited to the British Empire in its beneficent scope. They plead that all countries having commerce in tropical countries should interest themselves in the work, as, quite apart from humanitarian considerations, tropical diseases are one of the greatest barriers at present to the extension of commerce in the countries where they prevail. A short time ago letters were received from Professor Koch, of Berlin, heartily indorsing the undertaking, and stating that Germany was about to found a similar institution. The matter has been officially brought before the foreign consuls in Liverpool, and they, after several conferences, expressed their appreciation of the great value of the movement, and the suggestion was made that each consul should, in such manner as might be deemed best, bring it to the attention of his government and of the medical profession and others in his own country.

Pecuniary aid from foreign governments will not be solicited, but would be gratefully received. The Liverpool school would be pleased to exchange information and the results of scientific observation upon all phases of the subject with any foreign government, or any foreign medical society or hospital, or with any individual traveler or professional man, and foreign students would be cordially welcomed. Those interested are invited to communicate with Professor Boyce, University College, Liverpool. The international feature of the Liverpool School of Tropical Diseases has already received recognition from America. Several months ago Bishop Hartzell, of the Methodist Episcopal Church of the United States, passed through Liverpool en route to his field of labor, which embraces the whole of Africa. While here he became greatly interested in the Liverpool School of Tropical Diseases, and arranged that one of his medical missionaries who was shortly to follow him should study for three months at the school. Several consuls representing maritime nations say that they will advise either direct support to the Liverpool school or cooperative action, for the reason that many victims of tropical diseases that have come under their observation at Liverpool have been sailors of their own nationality.

It is the expectation that the Liverpool institution will become the recognized school for the training of Government medical officers proceeding to the west coast of Africa. A special sphere of activity will be the organization of expeditions to Africa to study tropical diseases, and I am officially advised that students from American medical colleges are invited to accompany these expeditions. Professor Christophers is now conducting an expedition in Africa with this object. He is working under the auspices of the British Government, and was specially selected for that purpose by the Royal Society on request of Mr. Chamberlain. He is operating in cooperation with both the Liverpool and London schools.

It is suggested here that in view of the new responsibilities and opportunities in the West Indies and the East, this enterprise should meet with sympathetic interest in the United States.

JAMES BOYLE,
Consul.

LIVERPOOL, *April 25, 1899.*

THE EDUCATION OF GERMAN CONSULS.

No attentive reader of current newspaper discussion in Germany can have failed to notice the earnestness and intelligence with which the leading journals have seconded the plans which are now understood to be under consideration by the Imperial Government for the reorganization of its consular service.

The scope and purpose of the proposed reform have been dictated by the new and enlarged functions which are imposed upon the foreign service of Germany, by the

expansion of her foreign trade and by the valiant fight which this country is preparing to make for a leading and permanent place in all important foreign markets.

As long as Germany was an agricultural State, without colonies or any large export trade, except in manufactured products which went mainly to the United States and neighboring countries in Europe, her consular service, organized on the old lines, served satisfactorily for the protection of German subjects residing abroad and such other incidental duties as might be required of it. Under that system consuls were educated as lawyers and diplomats, passed the prescribed assessor's examination, underwent a period of training in the foreign office, and became typical Prussian officials, with a good command of languages, a fair knowledge of diplomacy, international law, and the history of treaties, but no practical acquaintance with industrial processes, commercial values, or mercantile usages. As trained officials belonging to the privileged class, many of the imperial consuls and their subordinates—as is now asserted by the German press—have evinced a certain contempt for trade and those engaged in it, and have rejected requests for commercial aid and information as forming no part of their official duties.

The exigencies of the wholly new situation that has been developed during the past ten years—stimulated, as is broadly hinted, by the recognized efficiency of American and other consuls in obtaining valuable information and promoting export trade—have created a demand for a radical reform of the entire consular system and its reorganization upon wholly different lines.

In so far as the leading newspapers are informed, the propositions now under consideration are two:

First. To retain practically the present consular organization and to strengthen the commercial efficiency of the consulates by assigning to them commercial attachés, a plan that has been found to work well in the German consulates in the United States.

Second. To abolish permanent consuls (Berufsconsuln) and appoint in their stead experienced and capable merchants, who will give to the consular office a definite commercial character, while its legal and purely official duties are performed by young attachés trained in the usual manner.

Whichever of the plans may be adopted, there is a general demand that the consular service shall remain, as now, a life career; that the basis of its personnel shall be a corps of consular pupils, selected by competitive examination for their intelligence, energy, and efficiency as students of modern languages, commercial law, and technology, trained by special studies for their career, and then sent out to foreign parts to begin their life work as apprentices. For the purposes of this service, the world will be divided into four or five districts, for each of which the consular pupil will be specially educated in all that relates to languages, history, and special commercial conditions. In such a division, Great Britain and its English-speaking colonies would constitute one district, the United States a second, South America a third, China and Japan a fourth, the East Indies a fifth; and the consular pupil, prepared and assigned to one of these, would remain there during his career, thus saving the reckless waste of valuable knowledge and experience that occurs where a competent consular officer, familiar with the language and commercial uses of one foreign country, is suddenly transferred to another.

To emphasize the need of a radical reform on this point—in respect to which the proposed new German system would be a step beyond what has been hitherto embodied in the consular service of any other government—the Cologne Gazette says:

> The essential condition to the practical success of this reform will be a radical change in the plan by which our consuls are assigned to duty. Hitherto, the whole world has constituted for our foreign service but one district. A consular officer now begins his career at Pekin and during his two or three years' service there learns the language and begins to feel at home. Just as he becomes of real value to the consulate his experience and attainments are wasted by a transfer to Buenos

Ayres. What he learned in China is now lost and worthless. But he begins zealously the study of Argentine conditions and the Spanish language. At the end of three years he is so far advanced that he has practical command of his district, when he is transferred to the consulate at Odessa. There he has to forget his Spanish just as he forgot his knowledge of Chinese at Buenos Ayres. He now works three years more to learn the language and commercial conditions of Russia, when he is promoted to consul-general and transferred to, say, Palermo. Chinese, Spanish, Russian, and all the peculiarities of those countries which he had laboriously acquired, and which would have been so valuable at either of his former posts of duty, are now lost and worthless capital, and he is naturally too discouraged and indifferent to begin the study of Italian and the peculiar conditions in that country, because he knows that sooner or later he will be transferred—perhaps to Chicago—where his Italian would again become useless.

This is, of course, an extreme picture, but it shows what has been a serious weakness in the bureaucratic system of consular administration, and shows how fully the German press at least realizes what governments have been so slow to learn, viz, that the higher, more valuable work of a consul requires special attainments and capabilities, not only in different countries, but often in different districts of the same country; that given intelligence, industry, and patriotic devotion to duty, the practical value of a consul to his country and people increases with each year that he remains at a given post for which he has been prepared by proper antecedent education; that the system of transfers with each advancement in grade or fixed period of service is only less wasteful and ill-considered than the plan of filling important consulates with wholly inexperienced men who are in danger of removal before they have become competent through experience and practically acquired knowledge of their duties.

Whatever else may happen, this much may be recognized and taken into future account: Germany has set herself to the task of remaining what she has become—one of the foremost manufacturing and exporting nations of the world. What she lacks in native materials and resources she will make up for by superior education, organization, energy, and mastery of details; and in the furtherance of this policy every energy of the Government and the people, from Emperor to operative, will be enlisted and exerted with a persistent, unswerving, patriotic purpose.

The consular service is to be made, like the great subsidized steamship lines, the effective agent of the Government for pushing the trade of German merchants into every corner of the civilized world; and it will be reorganized, trained, and equipped for its work with the same scientific thoroughness that characterizes the military, industrial, and educational systems of this country.

If present indications are fulfilled, the officialism which has heretofore restricted the usefulness of the German consular service will be sacrificed to practical utility. Young men, carefully selected and specially educated for service in a designated field, will go out and pass from clerk through the successive grades to consul-general in that one district, and as the final reward of competent, faithful service, will be recalled for duty in the foreign office, which will in time become a bureau of experts, whose aggregate knowledge will cover the whole realm of German export trade.

As has already happened in law, medicine, engineering—in nearly every field of applied science—the day of the all-round man, with a smattering of many things but a thorough knowledge of nothing, is definitely past, and the successes of the future will be won by the nations as well as by the individuals who can bring the highest attainments, the largest experience, and the most consummate proficiency to bear where competition is keenest and the richest prizes are to be won.

FRANK H. MASON,
Consul-General.

BERLIN, *May 13, 1899.*

EDUCATIONAL STATISTICS IN RUSSIA.

Consul Smith, of Moscow, under date of March 24, 1899, sends the following statement of the universities in Russia, with the number of students in each:

University.	Students.	University.	Students.
St. Petersburg	2,634	Odessa	492
Moscow	3,693	Tomsk (Siberia)	477
Kharkof	1,059	Jurjev	1,326
Kief	2,558	Warsaw (Poland)	1,085
Kazan	781	Helsingfors (Finland)	1,500

The number of high schools (not including the military schools) and lyceums is stated as follows:

Description.	Number.	Description.	Number.
Technical	7	Languages (oriental)	2
Medical	2	Law	4
Philological	3	Veterinary	4
Ecclesiastical	7	Agricultural	3
Female	3	Art	1

Siberia has 2,501 schools, with 80,002 scholars.

The expenditure for education in Russia in 1896 (more recent figures not having been published) was $12,747,000. The complete report of Consul Smith is given in this chapter. (See pp. 1443–46.)

CARE OF CHILDREN IN GERMAN SCHOOLS.

Commercial Agent Stern writes from Bamberg, January 7, 1899:

A resolution which is well worthy of being imitated, and which ought to be widely circulated in the American press, has just been passed by the city council of Würzburg, Bavaria, the seat of a university. According to this resolution, the teeth of the poor pupils of the public schools of that city are to be examined and cared for free of cost, provided that the parents give their consent. It is intended to treat diseases of the ear and throat in like manner, should the first experiment prove successful.

EMBROIDERY SCHOOL AT PLAUEN, GERMANY.

Consul Monaghan, of Chemnitz, under date of April 15, 1899, reports that a school for teaching embroidery is about to be opened in Plauen. The Government has appropriated 9,000 marks ($2,142) and the city 3,000 marks ($714) for the initial expenses; 5,000 marks ($1,190) and 3,000 marks ($714), respectively, will be contributed annually for its maintenance. The number of applicants for admission is said to be so large that hardly half can be accommodated. Consul Monaghan speaks of the excellent system of technical education in Germany; nearly every important branch of industry in the Empire, he says, has its school, and the country's industrial development is in large measure due to these educational facilities.

GERMAN SCHOOLS IN FOREIGN PARTS.

Consul Monaghan sends the following from Chemnitz, June 3, 1899:

It may not be generally known that Germany maintains schools in foreign countries. A fund is yearly voted by the Reichstag for this purpose. There is now an agitation in favor of granting the schools the right to award exemption from the long periods of military service; in other words, to grant the one-year service diplomas. It is argued that when young men in foreign parts, born of German parents, can pass examinations and earn the right to serve in the army only one year they will have greater inducement to retain their German citizenship. It is pointed out that boys born abroad, deprived of this right, go into other armies, and necessarily assume citizenship of the state under whose flag they stand. These facts have had great weight with the Government. The efforts of this people in foreign countries not only in selling the products of its industry, but in propagating its language and maintaining its hold on its offspring, are untiring.

INDUSTRIAL SCHOOLS IN SAXONY.

UNITED STATES CONSULATE,
Chemnitz, Saxony, Germany, June 22, 1899.

The commendable efforts now being made among the educational elements of the United States to develop the industrial, industrial art, and technical education of our people are equaled by renewed efforts among the educators and manufacturers of this Empire. June 1 and 2 a meeting was held in Eisenach to consider the question of how best to improve commercial education. The meeting was made up of members of the German Union for the Encouragement of Commercial Education. Twenty-one of its members had been at the last International Educational Congress. They were very much pleased with its work, so much so that a vote was passed to send delegates to the next one, to be held next year in Paris. It was voted further to prepare comparative reports on industrial education in different countries and to present them at the congress in Paris. The union is interested in the preparation of a book dealing with this Empire's industrial conditions, history, progress, and prospects. Some very able writers are employed on the work. It will be exhaustive and exact. A book is to be out this year dealing with the commercial schools of all countries. The union voted also to join the general or imperial union for the encouragement of mercantile and industrial education now forming.

A proposition to still further encourage the so-called Fortbildungsschulen, or supplementary elementary schools, was unanimously adopted. A memorial setting forth how best to establish, fit up, and conduct such schools is to be laid before a school congress that meets this year in Hanover. This congress will discuss the following questions: (1) What fundamentals are necessary for the establishment of mercantile schools? (2) Why should the network of commercial schools be extended, and how shall it be done? (3) How can the apparently contradictory elements now opposing a satisfactory general and technical development of young merchants in commercial matters be equalized or neutralized? (4) How are the pensions and appointment of commercial school teachers to be regulated?

This is interesting and important. It goes to show how eager, how earnest, these people are in all that pertains to education. They are following Bismarck's advice, to "keep ahead."

I am, sir, your obedient servant,

J. C. MONAGHAN, *Consul.*

STATISTICS OF EDUCATION IN RUSSIA.

Higher education, institutions, and lyceums.

Universities	10	Philology	3
Ecclesiastic	7	Languages (Oriental)	2
Military	5	Law	4
Technic	7	Veterinary	4
Medical	2	Agriculture	3
Female	3		
Imperial Art Academy (painting, sculpture, drawing, engraving, etc.)	1	Total	51

The following is a list of universities and number of students in each town:

	Students.		Students.
St. Petersburg	2,634	Odessa	492
Moscow	3,693	Tomsk (Siberia)	477
Kharkov	1,059	Jurjev	1,326
Kiev	2,558	Poland (Warsaw)	1,085
Kazan	781	Helsingfors (Finland)	1,500

Military schools (higher).

	Academies.	Students.
General staff (only for officers)	1	321
Artillery	1	54
Engineers	1	99
Court-martial	1	58
Medical	1	760
Total	5	1,292

Secondary schools.

	Schools.	Students.
Artillery (Michael's School)	1	209
Infantry (Constantine School)	1	427
Engineers	1	265
Cavalry and infantry (Nikolayeffsky)	1	3,104
Topography (institution)	1	40
Total	5	4,045

ARMY CADET SCHOOLS.

There are 30 of these schools with 8,118 cadets for the army, and 5 schools with 960 cadets for the navy.

The following is a list of third-class land schools in the Cossack territories, with about 182,803 male and female scholars:

Territories.	Number of schools.	Territories.	Number of schools.
Amoor (Siberia)	27	Semiretschinsk	19
Astrakhan	42	Terski	20
Don	1,273	Oussourisk (Siberia)	15
Trans-baikalia (Siberia)	139	Ural	129
Kubanski	629	Siberia	166
Orenboorg	456		

The annual cost of maintaining these third-class schools amounts to $1,747,359, out of which amount $413,328 is expended by the Government.

Second-class schools.

Male gymnasiums	178	Female gymnasiums	157
Male progymnasiums	58	Female progymnasiums	173
Male grammar schools	106	Male ecclesiastical seminaries	55
Male teachers' institutes	10	Eparchial schools (male)	186
Male teachers' seminaries	61	Eparchial schools (female)	61
Male foreign creed schools	10	Teachers (male and female)	17,812
Male private schools	31	Scholars (male and female)	256,598

Annual expenses, $12,725,549, out of which amount the Government contributed $7,286,945.

Third-class common city and rural schools (male and female).

	Schools.	Scholars.
Russian central districts	39,435	3,061,404
Russian northwest districts	1,424	310,812
Russian southwest districts	5,894	246,149
Other districts in European Russia	2,565	114,148
Baltic provinces	3,070	141,544
Poland	6,428	257,295
Caucasus	4,236	143,786
Total	63,052	4,275,138

Siberia has 2,501 schools, with 80,002 scholars.

Technical and professional schools	575
Mining schools (second class)	6

Common and elementary "church" (male and female).

	Schools.	Scholars.
Schools	27,571	924,542
Academies ("church")	4	884
Seminaries (second class)	55	49,707
Female grammar	12	1,986
Female eparchial	49	11,759
Third class, common elementary:		
Male	15,992	379,988
Female	11,342	480,218

Second-class schools.

Commercial	26	Navigation	16
Technical	14	Industrial	144
Foreign languages	6	Medical and surgical	8
Dentist	8	Agricultural	70
Horticultural	20		

Musical conservatories and dramatic art schools.

Private, for males and females	44
Imperial dramatic, for males and females	2
Imperial ballet, for males and females	2

There are two imperial music and vocal conservatories in St. Petersburg and two in Moscow; also, 14 art academies and schools for painting and drawing for males and females, 2 printing schools, and 36 orphans' institutes and schools for males and females.

Special female schools and institutes.

Imperial institutes for the daughters of the nobility and military officers	28

Female (private).

[European Russia, Caucasus, Siberia, and trans-Caspian.]

Gymnasiums and schools	78
Boarding schools	265
Professional	62
Mixed schools and Froebel's kindergarten	362
Athletic and gymnastic (male and female)	6
City and private charity schools, asylums, and institutions	428

The annual expense of the universities amounts to 4,544,031 rubles, or $2,272,040.50, out of which amount 3,507,667 rubles, or $1,753,833.50, is contributed by the State.

There are 1,701 Jewish schools with—

Male scholars	25,326
Female scholars	4,868

Mohammedan schools.

Mektebs and Medresses	schools	1,785
In European Russia, Siberia, and Central Asiatic Dominions:		
Male scholars		55,779
Female scholars		17,477

Schools for ordinary recruits and soldiers are established in every regiment of the imperial army and navy.

Children's and soldiers' education is in Finland obligatory.

The following languages are taught in Russian schools, and are obligatory:

Gymnasiums: Latin, Greek, French, and German.

Church academies: Latin and Greek.

Female imperial institutions and first-class schools: French, German, and English. (N. B.—English not obligatory.)

Oriental languages (specialty).

Asiatic imperial institution at St. Petersburg: Arab, Turkish, Persian, Chinese, Japanese, Tartar, Sartian, and others; Mongolian idioms and Hebrew.

The Armenian institutions at Moscow and St. Petersburg: Armenian, Hebrew, and all the principal languages of the Caucasus.

Special schools connected with the asylums for blind, deaf, and dumb children have been incorporated since 1886.

The following is a list showing the percentage of each religion in military schools:

	Per cent.		Per cent.
Orthodox	88.70	Anglican	0.09
Roman Catholic	3.30	Armenian Gregorian	.37
Lutheran	7.26	Mohammedan	.28
Reformed		Hebrew	

Recruits' and soldiers' education.

Out of every 100 recruits, different nations and creeds, the following statistics show the percentage of those who can write:

	Can write.	Can not write.
European Russia	37	63
Poland	18	82
Caucasus	32	68
Siberia	20	80
Other parts	35	65

Finland's recruits are all obliged to read and write.

The financial budget of Russia for its educational expenditure for 1891 to 1896 is as follows:

Year.	Roubles.	United States equivalents.
1891	22,769,131	$11,384,565½
1892	21,745,718	10,872,859
1893	22,409,954	11,304,977
1894	22,144,918	11,072,459
1895	23,566,944	11,783,472
1896	25,495,487	12,747,743½

The above includes the administration and management of the institutions.

The budgets for 1897 and 1898 have not yet been published.

THOMAS SMITH, *Consul.*

MOSCOW, RUSSIA, *March 24, 1899.*

HIGH-ART REPRODUCTIONS FOR AMERICA.

Consul-General Mason, of Berlin, under date of September 1, 1899, sends a report giving a description of an association organized in Berlin some years ago for the purpose of applying a new process of colored photogravure to the reproduction of the masterpieces in the royal galleries of Europe. The educational character of the work, Mr. Mason thinks, makes it worthy of notice. The report reads:

It will doubtless interest the friends of æsthetic culture in America to know that a society in Berlin known as the "Vereinigung der Kunstfreunde für die amtlichen Publicationen der Königlichen National Gallerie" (Union of Friends of Art for the Official Publication of the Royal National Galleries), which is organized under a charter issued by the Prussian ministry of worship and education, is about to send a delegate to our country for the purpose of establishing a branch office in the United States. As its name implies, the society is the vehicle for distributing among the educational and religious institutions of Germany, and the people in general, facsimile copies in colors of the great masterpieces and famous paintings in the royal galleries in Europe, thus planting the seeds of art education in the minds of the rising generation and fostering among the intelligent classes a cultivated taste for wholesome art.

As particular stress has been laid by the most eminent authorities in American art education upon the fact that, much as our own art culture has improved within the last twenty years, the improvement in refined æsthetic taste has not kept pace with it, unless in exceptional individuals, and that it has been of necessity limited more or less to the wealthier classes, the establishment of a branch of the Art Patrons' Society of the Royal National Galleries in the United States seems to deserve the earnest attention of our art educators at home.

The popularity which the society enjoys here and the success which has crowned its efforts must be accredited to the artistic standard of its productions, which rise far above the meaningless black-and-white prints, cheap chromos, photogravures, etc., that flood the German art market. This superiority is due, in the main, to the peculiar process owned and employed by the society in its reproductions, a process which, in due course, it intends to transplant to the United States. It differs in its method from any heretofore employed, inasmuch as it enables the reproducing artists not only to create true facsimiles of the original in every outline, by means of photography and steel etching, but also to produce the depth of coloring and the peculiarities of manner of each master by a special employment of the colors called heliotint, thus reproducing the characteristic handiwork of the artists.

The process, although an intricate and costly one, has not been patented; but strict secrecy is kept as to the manipulations of the plates in some of the stages through which they have to pass. After the original paintings have been photographed, for which purpose special cameras have been built and negative plates of particular sensitiveness are prepared, the photographic productions are transferred to steel plates, the surfaces of which, by some peculiar treatment, have been prepared to receive the impressions from the negatives.

The outline work is thus obtained from the steel with an exactitude and clearness never before known. In the meantime the colors, as true to the original painting in the distribution of light and shade as manipulation of the brushes of eminent artists can make them, have been reproduced on the photographic copy first obtained, and the complex "color tableau" thus created is transferred to as many lithographic stones as there are colors represented in the picture, from which impressions are taken on presses worked by hand, as it has been found that presses worked by machinery can not do the work with the minuteness and cleanliness necessary to effect perfect reproductions.

The methods employed by the society for the distribution of its productions among the educational and religious institutions of the country and the people at large are somewhat unique.

It obtained at the start a list of patrons, who, in consideration of certain annual contributions, caused the society to distribute a number of the works among the educational institutions of the country. This list of patrons gradually grew, headed by the Emperor and Empress of Germany, who are followed by many of the members of other royal and princely families in Europe, until it has reached an aggregate membership of more than 16,000.

These patrons gradually introduced the society's productions into the homes of subaltern officers, teachers, civic employees, and people in the humble walks of life, who, however, before becoming entitled to the privilege of receiving such art reproductions, had to sign the society's roll of membership and thus become active agents in the missionary work of spreading culture in art.

Keeping its educational tendencies continually in mind, the society has always exercised the greatest care in the choice of subjects for reproduction. It has made selections from the great classical and modern religious painters, Rafael, Murillo, Guido Reni, Paolo Veronese being among the former, and Hoffmann, Plockhorst, Gerhardt, and others among the latter. It has also endeavored to foster the love of home and country by giving reproductions from famous masters which represent scenes from history, and it will adhere to a like policy in the conduct of its American branch. Each year a number of subjects from the history of the United States, these subjects to be chosen by an American advisory board, will be selected for reproduction, the originals to be painted by American artists. (Leutze's famous canvas "Washington crossing the Delaware" is already on the stocks in the society's ateliers to open the American series.) These American historical paintings will be placed on exhibition both in the United States and in Europe, and gold medals will

be awarded by the society to those American artists whose works are chosen for reproduction. American landscapes and marine views will also be included in this line, and it is proposed, in time, to erect a suitable building in one of the principal cities of the Union, which is to serve the purposes of an artistic workshop for the American branch of the society.

HOUSEHOLD SCHOOLS IN LIÉGE, BELGIUM.

Consul Winslow sends the following from Liége, November 27, 1899:

There are in the city of Liége ten free household schools (schools for domestic science), five of which were founded in 1890 and the others in 1898. Nine of these are evening schools, lasting two hours on four nights of each week during the school year. These evening schools are attended by girls from 12 to 13 years of age who have finished their elementary course in the day schools.

One day school is attended by the girls of the sixth school year in the public schools, divided into groups of 24, each group attending a week at a time. Each group forms four divisions of 6 pupils each, who undertake the different tasks, such as cooking, mending, washing, etc. The authorities intend to open three more day schools during the school year 1899–1900. There is talk of connecting a household school with each elementary school.

The branches taught in these schools are cooking, washing, mending, hygiene, household economy, and, in fact, everything relating to housekeeping. Of late, the care of little children has been added. These schools are founded and maintained by the city, with the aid of Government, which pays from 40 to 60 per cent of the expense. The term lasts from the 1st of October until Easter, when the pupil gets a diploma. From Easter to the last of July the courses are attended by the higher classes for four weeks—a week at a time, in order not to interfere with their ordinary studies.

MANUAL TRAINING IN GERMANY.

On the 1st of October twenty-four years had elapsed since the movement having for its object the manual training of boys was inaugurated in Germany. In this space of time the idea has certainly been disseminated largely in this Empire, and over 2,000 teachers have given their cooperation to the movement; nevertheless, both the internal and the external conditions connected with this new branch of tuition leave much to be desired. The original training in home industries and home occupation has almost entirely disappeared; it is carried on at present only in a few places in Holstein and in 17 institutes for the blind. Most of the other educational establishments in Germany, including 18 orphanages and 46 institutes for the deaf and dumb, have already introduced manual training into their curriculum. But the endeavor to prepare the pupils in the schools direct for the eventual handicraft has obtained importance in only two of Germany's institutions of learning. The majority of the German home-industry schools only deal pedagogically with the subject.

There exist at present in Germany, distributed in 605 places, 861 schools and institutes wherein manual training is carried on in 1,514 workshops. Of this number, 836 schools and institutes conduct the training on a pedagogical basis. Prussia has 570 manual-training schools, spread over 435 places and distributed among 596 workshops. Industrial centers take the lead, as follows: Prussia, Upper Silesia, the Rhenish Province, and the Kingdom of Saxony.

The 1,514 pupils' workshops comprise 286 independent manual-training schools and 238 public schools, of which 16 are auxiliary schools where the work is obligatory, 17 grammar schools, 41 high schools (made up of 8 classical schools, 12 realistic or

modern high schools, 6 mixed high schools, and 15 boarding schools) 7 preparatory institutions, 26 normal schools, and 93 boys' asylums, while the remainder is made up of various kinds of private educational establishments. The organization of the handicraft tuition in the individual schools and institutes is varied in character. Sixty-nine institutes have adopted the whole curriculum as recommended by the German Association for the Dissemination of Manual Skill, while 16 dispense with the preparatory work; of the rest, 177 schools and institutes confine themselves to three branches, 261 limit themselves to two, and the remainder to one branch only. Five hundred and thirty-five workshops are devoted to wood carving, 527 to working in cardboard, and 336 to the carpenter's bench; of these, 68 are closely connected with wood carving, 77 with preparatory roughing-out work, 35 with metal work, 28 with country timbering, 11 with turnery, and 11 with modeling in clay.

Pedagogical manual tuition has branched out in three directions—the practical formal method, which regards handicraft as a means to general culture; the direction advocated by those who aim at the so-called school manual dexterity, and the system which would make the manual training serve as the basis of individual branches of teaching and utilize these in order to influence the method of instruction in schools. The first two are becoming more and more amalgamated. In the third direction, Professor Kumpa, at Darmstadt, School Inspector Scherer, at Worms, and Rector Brückmann, at Königsberg, Prussia, are at present engaged in making thorough experiments in public schools.

The participation of German teachers in the efforts of the German association is steadily increasing. Over 2,200 German teachers have up to now been taught to become instructors in manual training. Of these, 950 were taught in Leipzig and 1,250 acquired training in 33 places in other parts of Germany.

GEO. SAWTER, *Consul.*

GLAUCHAU, *November 20, 1899.*

MUTUAL-AID SOCIETIES FOR FRENCH SCHOOL CHILDREN.

A great many mutual-aid societies, called petit-cavés, from their founders, Edouard Petit and J. C. Cavé, are now being organized among the school children of France. They are established under a law of 1856, amended and made more operative by a law of 1898. Their object is to afford assistance to their child members during sickness and to furnish a pension fund for old age, to be drawn upon when 50, 55, or 60 years old, according to the amount deposited or as the beneficiary may elect. The maximum pension is 360 francs ($69.48).

The children deposit 10 centimes, or 2 sous (2 cents), per week, which is divided into two equal parts, 1 sou going to the mutuality fund for aid in sickness, the other to the pension fund. This money is deposited in a government depository, where it is invested in government bonds and draws 3½ per cent interest.

The especial feature of these societies is the aid given them by the Government. For every child who contributes during an entire year the State adds 1 franc (19.3 cents) to the common fund. It also gives a sum equal to one-fourth of the entire amount deposited by the children.

The 1 sou deposited weekly which goes to the pension fund can never be recovered except in the form of a pension. If the child dies before reaching the age limit, or for any reason drops out of the list of depositors, his sous go to the state. The money derived from the reserve fund passes to the next of kin in the event of the death of the depositor.

Every school child is given a "livret," or bank book, upon the cover of which is printed a brief tabulated statement of the pension rate that 1 franc will produce at the age of 55 if deposited in childhood. The table states that if 1 franc is deposited at 3 years of age the depositor may draw 74 centimes (about 14½ cents of our money)

annually when he is 55 years of age, and that this sum will be increased in proportion to the number of francs deposited until it reaches the limit of 360 francs ($69.48) annually. The table computes the interest on 1 franc deposited when from 3 to 12 years of age, running up to 55 years.

The 1 sou deposited as a reserve capital, which swells the mutuality fund for sickness, does not draw as high a rate of interest as the pension fund. A franc deposited at 3 years of age will yield but 12 sous (12 cents) pension at the age of 55. But the depositor does not part with his reserve capital. He can never possess it again; but if he should die before the age to receive it his next of kin can take the entire accumulations derived from the 1 sou deposited weekly for the reserve fund, and the depositor in the meantime would receive the benefit of it during sickness. This capital is also swelled by national and sometimes communal appropriations, as well as by legacies and gifts from other sources.

There is a trust company in Lyons and a number of other cities, called the Caisse des Dépots et Consignations, under the immediate direction of the Government, in which these mutual-aid funds are deposited, and by whose officers they are invested in government bonds and other securities approved by the state. These moneys are also loaned to public institutions, such as hospitals, the government pawn shop, etc.

The aims of the children's societies, as set forth in a circular addressed to all the parents of pupils, briefly stated, are:

To aid parents by paying them an indemnity, during the sickness of their children, of 10 cents per day during the first, and 5 cents per day during the second and third months of sickness.

To create annual pension funds from the payment of monthly dues, government appropriations, and donations, which can be enjoyed by all persons after a membership of fifteen years.

To imbue all children at an early age with the elements of economy; to accustom them to the use of a bank book, and to the consciousness of having money at work earning something for them and held in reserve for their old age.

To create and maintain a fund called "trésor de l'avenir" (a treasury for the future), the product of which will be exclusively used to provide means of industrial education; to assist the depositors later in life to become members of mutual-aid societies, and to aid them in establishing themselves in business.

This society is very rapidly spreading throughout France, especially among the working classes, who look upon it as furnishing more substantial relief than the savings banks. The latter are becoming gorged with money. The limit for any one depositor at present is 2,000 francs ($386); but after August, 1900, it will be reduced to 1,500 ($289).

There are other societies similar to those herein described, but they are more especially for men. They have recently taken a very wide extension in France and will be the subject of a future report.

JOHN C. COVERT, *Consul.*

LYONS, *December 29, 1899.*

WORKINGMEN'S AID SOCIETIES IN FRANCE.

A meeting of the presidents of the mutual-aid societies of the Rhone, recently held in Lyons, calls attention to a movement among the working classes of France in the direction of solving the labor problem. There were present a number of high functionaries, one minister of the Government, senators, members of the lower house of Parliament, judges of courts, bankers, and other prominent business men, the mayor of Lyons, and representatives of the local and departmental governments.

These societies are organized under national laws, and are partly sustained by

public funds. They are under the immediate supervision of the "superior council of mutual-aid societies." This council is a part of the interior department of the national government, and is composed of 36 members, among whom are senators, members of the lower house of Parliament, officers of the financial, agricultural, labor, and commerce ministries, and of the Academy of Medicine. It is believed in France that these associations will be effective in diverting workingmen from communism and attaching them more closely to the Republic, with which their interests are inseperably involved.

These workingmen's unions are the growth of over a century and are declared to be the final development of the scheme of liberty, equality, and fraternity announced in 1793. Societies of workingmen abounded before the Revolution, but they were abolished because their chiefs used them for their own personal aggrandizement, and they became a part of the despotism against which the Revolution was a protest. The assembly declared that it was "the duty of the nation and of officials, in its name, to furnish work to the healthy and able-bodied, assistance to the infirm, and education to children." To the end that despotism, civil or religious, might find no secret conclave in which to plot, the assembly prohibited the organization of all societies and "all groups of workingmen of the same trade." The guilds and various societies in the country at once disappeared.

Notwithstanding the rejection of petitions pleading for the permission to organize, 45 societies "composed of many different kinds of tradesmen" were reported before the end of the eighteenth century. In 1806 they numbered 90; in 1821, 124, and in 1830, 387. From 1830 to 1848, by encouragement and pecuniary assistance from the Government, the number rose to 1,100. At the end of the Second Republic, in 1852, they numbered 4,721, with 700,000 active members and 80,000 honorary members. Almost stationary under the Second Empire, new life was imparted to them by the advent of the Third Republic. In 1880 the mutual aid societies numbered 6,500, with 900,000 members; in 1890, 8,000, with 1,200,000; in 1898, 12,000, with 2,000,000 members, and to-day their membership foots up nearly 2,500,000. They have distributed over 700,000,000 francs ($135,100,000) to their needy members, have on hand over 300,000,000 francs ($57,900,000), and annually pay pensions to 60,000 aged pensioners.

Mr. Bleton, who presided over the meeting held in this city, said in his address that these societies "originated in a natural disposition among men to help each other, and were perpetuated by a profound sentiment of fraternity sustained by the national government." Employers encouraged the movement, became honorary members, and contributed to the treasury. The speaker continued:

A society is the family enlarged. Women influence their husbands and their children to conform strictly to the regulations of the societies. Husband and wife enjoy equal rights in a society, are bound by the same duties, and the dignity of the family is enhanced by its association with the Government, whose officers become, in a measure, its direct financial managers.

There are two kinds of mutual-aid societies in France—free and approved.

The first has a legal existence, is empowered to receive gifts and legacies, and is under but one legal restriction, to wit, it can not hold real estate. It does not receive direct assistance from the state.

The approved society is under government control. The Government appoints its president, but his name is generally proposed by the society. After a first meeting is held, a copy of the by-laws and constitution is deposited with the prefect for approval and remains there as a part of the archives. Any class of citizens—workingmen, clerks, small or large shopkeepers, girls or boys—can organize a society and have it approved. It must be proved that its members are able to pay the monthly dues, to give aid in sickness, and to deposit in the Government bank. This bank is called La Caisse des Dépots et Consignations. The money deposited is invested in govern-

ment bonds—national, departmental, or communal—which never draw more than 3 per cent interest. Sometimes the premium is so high that the interest is less than this figure; but the Government always appropriates enough to bring the interest up to 4½ per cent, which is left to accumulate for the old-age pension fund.

This pension fund has received numerous contributions, the most important being 10,000,000 francs ($1,930,000) from the estate of the Orleans family, confiscated in 1852. Cities, communes, and departments now and then appropriate a few hundred francs for a local society; employers give aid at times; legacies are bequeathed to the societies; and at the end of every thirty years the unclaimed deposits in the savings banks are turned into the general fund.

The members of these societies may be men, women, and children from 3 years of age up to 50. A marked increase is noticed of late among the depositors ranging from 3 to 19 years of age. During the year 1898 that class represented 46.75 per cent of the total depositors. There were over 1,200 depositors among the school children of Roubaix and Tourcoing, and they all decided to enter upon the enjoyment of their pension when they reached the age of 55. Nearly half of them were not over 10 years old. They calculated that, whatever might befall them, they could take care of themselves up to 55 years of age, and keep up their deposits as a provision for the rest of their lives. Over half the depositors elect to begin living upon their pensions when 55 years old.

During 1898 what are called "collective accounts" represented the largest amount of deposits. These are accounts opened by large business concerns, railroad companies, banks, etc. The Crédit Lyonnais, a bank which has branches all over France, made 8,185 deposits for its employees. The Northern Railroad Company deposited a large sum, the product of contributions from all its employees, to which the company added an almost equal amount. The employees of the arsenals, manufactories of arms, foundries, and powder magazines earn about 5 francs (96 cents) per day, and 4 per cent of their wages is withheld every month and deposited as a pension fund. In the army, 5 per cent of the salaries of officers is withheld and deposited as a pension fund.

In a small circular, which is distributed broadcast among the workingmen of France, is a printed statement of the amount of annual pension which a man can enjoy at the age of 55, 60, or 65 years by a monthly deposit of sums ranging from 1 franc (19.3 cents) up; also, how much money must be deposited yearly to yield an income at 50 or 55 of 360 or 1,000 francs ($69 to $193). If a father deposits 100 francs ($19.30) for a child 3 years old, it will form a pension at 50, "reserved capital," of 41 francs ($7.91); "alienated capital," 51 francs ($9.84). At 60 years it will be 92 and 115 francs ($17.75 and $21.92); at 65, 153 and 190 francs ($26.82 and $36.67). "Reserved capital" reverts to the heirs if the principal dies before the date for enjoying the pension. "Alienated capital" goes to the general fund at the death of the principal.

An economy of 2 sous (2 cents) per day, or 36 francs ($6.95) per year, for sixteen years, yields an income at 50, reserved capital, of 139 francs ($26.83); alienated capital, 208 francs ($40.14); at 55, 210 and 219 francs ($40.53 and $42.37); at 60, 331 and 509 francs ($63.88 and $98.28).

According to the bulletin recently published by the Government the deposits made in 1898 numbered 2,284,224, amounting to 44,543,697 francs ($8,596,930). Ninety-one thousand six hundred and four new accounts were opened; 15,323,576 francs ($2,957,450) were paid to the heirs of depositors in the reserve fund. The grand total of receipts from May 11, 1851, to December 31, 1898, is 1,612,841,576 francs ($311,278,424).

Deposits can be made in every village where there is a post-office or tax collector. No sum less than 1 franc (19.3 cents) is received; but as postage stamps are accepted, many people begin by a 1-cent stamp, making the deposit when the savings amount

to 20 cents. Not over 500 francs ($96.50) can be deposited by one person in one year. The pension up to 360 francs ($69.48) can not be seized for debt. If the pension is the result of a gift, it can not be seized for debt, however much it may exceed the 360-franc ($69.48) limit. If a wife and husband deposit in one account and one of them dies, the entire pension passes to the survivor. If an aged pensioner receives but 200 or 300 francs ($38.69 or $57.90) per year, he adds to this the franc a day, more or less, that he can earn as porter in an apartment house. The average wages of the porter are 200 francs ($38.60) per year and the use of two rooms. As people prefer old soldiers, porters are often retired gendarmes who have an army pension, an old-age pension from their economies, porter's wages, and free rent. The porter at the bank of the Dépots et Consignations, where all the pension business in Lyons is transacted, is 79 years old. He and his wife have 2,500 francs ($482.50) per year from pensions, rent free, and they deposit in the savings bank every month. There are 8,000 pensioners enrolled at the bank in Lyons; but the number is destined to grow very rapidly now, as it is made obligatory for employees of mills and factories to lay by from 1 to 2 francs (19.3 to 38.6 cents) per month, this sum being withheld from their wages.

Of the monthly dues paid into the mutual-aid societies, a small sum is withheld for the assistance of the sick. Those who are out of work for other cause than a strike receive a daily allowance from their society of from 1 to 2 francs.

The custom of making provision, by government intervention, for the support of the aged and infirm is a natural outgrowth of French institutions. As a boy can not be drafted into the army if he is the only support of aged parents, the maintenance of the defense of the nation exacts that the number of the needy should be made as small as possible. As the Government takes possession of the boy for three years for army service at a time when he might be learning a trade and laying the foundation for a future livelihood, it deems it a duty to intervene in his behalf and aid him in providing for the day of need.

The Government withholds a certain percentage from the salary of army officers against the day when they will be on the retired list. Subordinate officers—lieutenants and captains—are not allowed to get married until they show to the satisfaction of the war department that the wife will bring 1,200 francs ($231.60) per year to the household. This rule is suspended only to legitimize children. The salary of a marshal of France is 30,315 francs ($5,850.80) per year, but he only receives 28,800 francs ($5,558.40), the rest going into an old-age pension fund. Of the 19,894 francs ($3,839.54) which constitute the salary of a general of division, 994 francs ($191.84) is withheld. But if a general is located in a city like Paris or Lyons and is the military governor thereof, an important sum is added for his household expenses. The process of laying up a store for old age runs through the army until the private soldier is reached. He receives 6 cents per day for his services, 5 cents of which are withheld for board and lodging, leaving him 1 cent per day for spending money and his bank account, which he often invests in postage stamps.

JOHN C. COVERT, *Consul.*

LYONS, *January 19, 1900.*

MUSIC LIBRARY IN GENEVA.[1]

A rather unique enterprise of certain music dealers in Geneva may be of interest in the United States.

The dealers in question keep very large stocks of all sorts of classical and popular music, both instrumental and vocal, to all of which access may be had by students

[1] Libraries such as Consul Ridgely describes are found in all cities of Germany. They vary in details, but the essential features are the same as those of a circulating library of books.—*Compiler.*

and others for a subscription fee of from 50 cents a month up. In other words, these dealers in this particular operate their music stores on the plan of a circulating library. Subscribers may take from three to twelve pieces of music at a time, and may change as often as they please. To students who desire to have access to a large and varied repertoire of music and who can not afford to buy at will, this admirable plan comes as a benison, and the dealers who have inaugurated it in Geneva are being well repaid for their enterprise, not only by the patronage of the students, but by a large and general clientèle. The subscription fees are as follows:

Description.	1 month.	1 year.
3 pieces of music at a time	$0.50	$2.40
5 pieces of music at a time	.70	3.00
8 pieces of music at a time	.90	4.00
12 pieces of music at a time	1.10	5.00

Subscribers are held responsible for damage done to the music beyond ordinary wear and tear.

I do not know whether or not an enterprise of this character exists in the United States. If not, it seems to me that it might be generally and advantageously put into use in our larger cities. It might even be made a feature of circulating libraries.

BENJ. H. RIDGELY, *Consul.*

GENEVA, *January 19, 1900.*

COLONIAL SCHOOL IN FRANCE.

Consular Agent Harris, of Eibenstock, under date of February 12, 1900, writes:

A colonial institute is to be opened in Marseilles to prepare young men to fill positions in the French colonies. Expeditions of students will be sent out at the expense of the State, and commercial houses will receive the information thus obtained in the form of detailed reports. Instruction will be given in botany, zoology, natural history, colonial geography, and history, etc. There will be a museum of plants, minerals, etc., so that the student may become acquainted with the actual products of the colonies; also a school of medicine to familiarize him with the diseases peculiar to tropical countries. It is probable that arrangements will be made for teaching oriental languages. For grounds and buildings the city of Marseilles has donated $193,000.

COLONIAL TRAINING IN BELGIUM.

Consul Roosevelt writes from Brussels, February 23, 1900:

In view of the increasing prosperity in the Belgian Kongo, this Government is considering means of interesting the people in the subject of colonization. One of the most practical is the recent establishment at the horticultural school, at Vilvorde, of a special department for the training of students who intend to seek a fortune in the colonies. There will be practical demonstrations of the sort of buildings a settler must construct, and instruction in rules of sanitation. The cultivation of indigenous plants, as well as of European vegetables and plants, the best methods of gathering crops and transporting them to market where there is a demand for them, and the way to treat the native population, from which the labor supply must be drawn, will all be dealt with.

LIÉGE SCHOOL OF FIREARMS

In the city of Liége, Belgium, there is established an industrial school known as the École Professionnelle d'Armurerie, founded in 1896 by the city of Liége, the Government, and the province, where thorough instruction is given in the manufacture of firearms.

The complete course covers a period of three years, and is divided into theoretical and practical. The theoretical covers drawing, lectures on the strength and combination of steel and iron, etc. The practical consists of several departments, such as woodworking, engraving, and polishing, each presided over by a competent instructor.

Tuition is free, and besides the pupil is paid 25 centimes (5 cents) per day, and on completing his course receives a sum equal to 25 per cent of the sales of his finished work.

This school opened with 8 pupils, and at present has 115 in the different departments, which is its limit. Arrangements are about completed for materially enlarging the buildings during the coming summer to provide accommodations for more than 200.

Pupils from this school have no difficulty, I am informed, in securing positions at good wages for this country, which is from 4 to 6 francs (77 cents to $1.15) per day, while ordinary workmen receive from 2.50 to 4 francs (49 to 77 cents) per day.

The important position occupied by the school will be realized when it is understood that about 30,000 persons in this city and immediate vicinity are employed in the firearms industry. The object of the institution is to qualify workmen for responsible positions in the different factories, since for the past few years nearly all are employed on piecework, which does not fit men for positions requiring a general knowledge of the business. This put the manufacturers at a great disadvantage, as it was becoming nearly impossible to secure competent foremen and superintendents of departments.

For several centuries the manufacture of firearms has been the leading industry of Liége and vicinity, and the city maintains an extensive museum of firearms.

It is interesting to note that several thousand of the old flintlock guns are still manufactured here each year for the trade in the interior of Africa, the natives preferring them to the modern guns.

ALFRED A. WINSLOW, *Consul.*

LIÉGE, *March 3, 1900.*

CABINETMAKING SCHOOL AT MAGDEBURG.

The consular reports of late years contain a vast amount of information on the subject of technical and industrial schools in Europe, and they clearly show that Germany easily takes the lead in this line, by annually appropriating large sums of money for instruction in almost every art and industry. It is generally recognized that commercial progress throughout this country depends largely upon the condition of technical education. Outside of the many schools for agriculture and commerce, the system of special schools for other purposes is wonderfully complete. The tailors, the painters, the shoemakers, the bakers, the smiths, the brewers, the butchers—each trade has its schools for theoretical and practical training.

I recently discovered at Magdeburg a school that roused my interest to an unusual degree. Though somewhat familiar with educational work done in this country, and also with its technical schools, I had never yet seen such an institution. It seemed admirable, so much so that I deem it my duty to call attention to it, as it may interest others. There is no imposing architecture of any kind; no lecture halls, no chapel, no museum, no gymnasium, no campus; there are only half a dozen rooms on the top floor of a four-story building in a narrow side street. It has no

faculty of brilliant scholars, but only a few devoted men. There is no liberal endowment by millionaire philanthropists, but a scant support from the Government, hardly sufficient, I was told, to keep body and soul of the institution together.

The school was founded by a Mr. Kiefhaber, a citizen of Magdeburg, a plain mechanic, a cabinetmaker, but a genuis at his trade. After having been prosperous in business, he wished to aid young men apprenticed to the trade of furniture making and carving in his native town.

Under Prussian laws youths who, after having passed through the public schools intend to learn a trade, are required to continue attending some school for some nights during the week and for two hours on Sunday. Such schools are called "Fortbildungsschulen," a significant but untranslatable term signifying a school where the education is to be continued. Mr. Kiefhaber had, through his own long experience, become convinced that such schools could not accomplish this purpose satisfactorily, because boys at the age of from 14 to 17, after having been hard at work all day long, can not be in a condition, either physically or mentally, to attend school for hours with any benefit to themselves. He therefore conceived the idea of establishing the school above referred to. To accomplish his object, however, he needed the assistance of the Magdeburg union in the line of cabinetmaking, sculpturing, and carving. Their cooperation was granted him to the fullest extent. All the boss mechanics of the cabinetmakers, though most of them are men without any means, and therefore can ill afford to lose even time, agreed to send each of their apprentices to this school for a whole forenoon in every week, and also to take turns in assisting in the work of teaching. As these lessons are given every day from 8 to 12 o'clock, each apprentice in Magdeburg gets four lessons a week, all bearing directly upon his future work.

I believe it is impossible to conceive of anything more practical than the teaching in these classes, of which there are three, as it is a three years' course. No question is put, no fact explained, no definition given, and no drawing made, but has some bearing upon either the materials or the tools or the purposes of the combined trades mentioned above. No step forward is taken until the why and wherefore of the preceding step has been fully understood by everyone in the class. And, as in all schools of like character, great stress is laid upon free-hand drawing. This is to give the young men not only all the technical knowledge needed, but also to train the eye and the mind in designing every part of the various styles of furniture, as well as artistic decorations in wood carving and inlaid woodwork. Such work, when added to talent and diligence, must lead to thoroughness and originality.

The young men in the last year's course were scattered all over the room, each standing before a blackboard, engaged in drawing some part of a piece of furniture or some ornamental carving, while the teacher moved about examining the work. Upon inquiry, I was told that this was a lesson reviewing, in an objective way, the oral instruction given by the teacher at the last recitation. I will add that every student was given a different part of the work, so that no two of them had the same drawing to make.

There are only a few salaried teachers employed, while there are always several boss mechanics present, as already stated, assisting in various ways. This must be an excellent way for these men to get and maintain the confidence and respect of their apprentices; for when young people see that their masters are not only able to show them how to handle tools in the workshop, but are also fully capable of instructing them theoretically, it can not fail to have a beneficial influence upon the relations between the master and the apprentices. Surely such teaching unites theory and practice in a wonderfully complete way.

I have already said that the boss mechanics in the cabinetmakers' trade union contribute their own time to this school without any compensation, and also give each apprentice one full forenoon in every week to attend the school. This is a great

sacrifice for most of them. Mr. Kiefhaber, the founder of the school, for several years not only devoted his own time to this work, but has paid most of the expenses himself. Surely, not the least interesting feature of this institution is its benevolent object of reaching young people from the humblest walks of life, elevating and educating them so as to make of them good mechanics, artisans, and citizens.

The attention of the Government, both municipal and national, is now being called to the importance of this work, and it is hoped that the institution will soon be placed on a sounder financial basis. I have no doubt that this school, if properly supported and wisely conducted, will, in course of time, build up in Magdeburg an industry which will give employment to hundreds of artisans and mechanics, and bring renown to the city for its manufacture of fine and artistic furniture, as Dresden is noted for its fine china ware, Munich for its works of art, Leipsic for being the great book mart, and so forth.

To an American this school for apprentices at Magdeburg is interesting, chiefly because it again shows to what an extent intellectual and technical training is carried on in this country in order to achieve and maintain the foremost position in the industrial world.

HENRY W. DIEDERICH, *Consul.*

BREMEN, *April 4, 1900.*

COMMERCIAL UNIVERSITY FOR HAMBURG.

The Berlin correspondent of the London Daily Mail, in a dispatch to that paper, says:

A movement is being started at Hamburg which should prove of exceptional interest to British commercial and shipping circles.

The very important and wealthy Association of Hamburg Landowners proposes to found a commercial university at Germany's foremost seaport. The institute will have chairs for all scientific and technical branches in any way connected with general commerce.

Besides purely commercial matters, it will include lectures on history, geography, natural history, modern languages, international and maritime law, tropical diseases, shipbuilding, and harbor constructions.

As the new institute will enjoy all rights of the German universities and higher technical schools, it is expected that a large number of foreign students will be induced to attend the lectures.

This programme speaks for itself. Germany has led, and is still leading, the world in commercial education. For many years its commercial schools have been preparing young men to go out into the world to take up lucrative and important positions. These young men are selling in distant countries products of the Empire, ranging from a locomotive to a clothespin. Opportunities for industrial enterprise are immediately reported. The German commercial traveler always speaks the language of the country in which he attempts to sell goods. This gives him an immense advantage over his English or American competitor, who, as a rule, is lacking in this essential qualification. The efficiency of these commercial travelers is to be attributed directly to their training. If we had similar colleges of commerce in our country, it is safe to say that our export trade could be largely increased.

ERNEST L. HARRIS, *Consular Agent.*

EIBENSTOCK, *March 30, 1900.*

CHAPTER XXXIV.

FOREIGN UNIVERSITIES AND OTHER INSTITUTIONS OF HIGHER EDUCATION.

I. *Arranged according to date of founding.*
II. *Arranged according to number of students.*
III. *Arranged alphabetically.*
IV. *Arranged according to countries.*
V. *List of polytechnica.*
VI. *List of agricultural, forestry, and mining schools.*
VII. *List of veterinary schools.*

INTRODUCTION.

The authors of "Minerva, Jahrbuch der Universtäten der Welt" (K. Trübner and F. Mentz), which is the chief source of information offered in the following lists, say that they have submitted their work at various stages of completion to different professors of the countries mentioned, so that they are assured that their decision as to which of the learned institutions of the world should be regarded as universities is upheld by the most trustworthy authority. They describe their Jahrbuch as a collection of names of teaching bodies, of universities, or similar institutions of the world.

Since this Report of the Bureau of Education contains direct information concerning the higher institutions of learning in the United States, they have been omitted from the following lists, which are devoted exclusively to foreign institutions.

I. *Foreign universities arranged according to age.*

Date of foundation.	Locality.	Date of foundation.	Locality.
	Tenth century.		*Fourteenth century.*
988	Cairo, Egypt.	1303	Rome, Italy.
		1339	Grenoble, France.
	Twelfth century.	1343	Pisa, Italy.
		1346	Valladolid, Spain.
1119	Bologna, Italy.	1348	Prague, Bohemia, Austria.
1181	Montpellier, France.	1349	Florence, Italy.
1200	Paris, France.	1361	Pavia, Italy.
1200	Oxford, England.	1364	Cracow, Galicia, Austria.
		1365	Vienna, Austria.
	Thirteenth century.	1367	Fünfkirchen, Hungary.
		1386	Heidelberg, Baden, Germany.
1209	Valencia, Spain.	1391	Ferrara, Italy.
1222	Padua, Italy.		
1224	Naples, Italy.		*Fifteenth century.*
1233	Toulouse, France.		
1243	Salamanca, Spain.	1402	Würzburg, Bavaria, Germany.
1257	Cambridge, England.	1409	Leipzig, Saxony, Germany.
1266	Perugia, Italy.	1409	Aix, France.
1288	Coimbra, Portugal.	1411	St. Andrews, Scotland.

I. *Foreign universities arranged according to age*—Continued.

Date of foundation.	Locality.
	Fifteenth century—Continued.
1412	Turin, Italy.
1419	Rostock, Mecklenburg, Germany.
1422	Parma, Italy.
1422	Besançon, France.
1426	Louvain, Belgium.
1431	Poitiers, France.
1437	Caen, France.
1441	Bordeaux, France.
1444	Catania, Sicily, Italy.
1450	Barcelona, Spain.
1451	Glasgow, Scotland.
1456	Greifswald, Prussia, Germany.
1457	Freiburg, Baden, Germany.
1460	Basel, Switzerland.
1463	Nantes, France.
1465	Budapesth, Hungary.
1472	Munich, Bavaria, Germany.
1474	Saragossa, Spain.
1477	Upsala, Sweden.
1477	Tübingen, Würtemberg, Germany.
1478	Copenhagen, Denmark.
1491	Aberdeen, Scotland.
	Sixteenth century.
1501	Valencia, Spain.
1502	Halle-Wittenberg, Prussia, Germany.
1502	Seville, Spain.
1504	Santiago, Spain.
1505	Breslau, Prussia, Germany (1702).
1508	Madrid, Spain.
1527	Marburg, Prussia, Germany.
1531	Granada, Spain.
1531	Sarospatak, Hungary.
1537	Lausanne, Switzerland.
1540	Macerata, Italy.
1544	Königsberg, Prussia, Germany.
1548	Messina, Sicily, Italy.
1556	Sassari, Italy.
1558	Jena, Thuringia, Germany.
1559	Geneva, Switzerland.
1566	Olmütz, Moravia, Austria.
1567	Strasburg, Alsace, Germany.
1568	Braunsberg, Prussia, Germany.
1572	Nancy, France.
1575	Leyden, Holland.
1580	Oviedo, Spain.
1582	Rome, Italy (Pontif.).
1583	Edinburgh, Scotland.
1586	Grätz, Styria, Austria.
1588	Kiev, Russia.
1591	Dublin, Ireland.
1596	Cagliari, Italy.
	Seventeenth century.
1605	Manila, Philippine Islands.
1607	Giessen, Hessia, Germany.
1614	Groningen, Holland.
1622	Salzburg, Austria.
1632	Amsterdam, Holland.
1632	Dorpat, Russia.
1636	Utrecht, Holland.
1640	Helsingfors, Finland, Russia.
1657	Kaschau, Hungary.
1665	Kiel, Prussia, Germany.
1666	Lund, Sweden.
1671	Urbino, Italy.
1673	Innspruck, Tyrol, Austria.
1676	Eperies, Hungary.
1683	Modena, Italy.
	Eighteenth century.
1710	Barbados (Codrington College), West Indies.
1721	Havana, Cuba.
1722	Dijon, France.
1727	Camerino, Italy.

Date of foundation.	Locality.
	Eighteenth century—Continued.
1737	Göttingen, Prussia, Germany.
1740	Erlau, Hungary.
1743	Erlangen, Bavaria, Germany.
1743	Santiago, Chile.
1748	Cadiz, Spain.
1755	Moscow, Russia.
1771	Münster, Prussia, Germany.
1777	Siena, Italy.
1779	Palermo, Sicily, Italy.
1784	Lemberg, Galicia, Austria.
1785	Pressburg, Hungary.
1788	Grosswardein, Hungary.
	Nineteenth century.
1804	Kasan, Russia.
1804	Kharkov, Russia.
1805	Yaroslav, Russia.
1808	Clermont, France.
1808	Lille, France.
1808	Lyons, France.
1808	Rennes, France.
1809	Berlin, Prussia, Germany.
1811	Christiania, Norway.
1812	Genoa, Italy.
1816	Ghent, Belgium.
1816	Warsaw, Poland, Russia.
1817	Liege (Lüttich), Belgium.
1818	Bonn, Prussia, Germany.
1819	St. Petersburg, Russia.
1821	Montreal, Canada.
1826	London (University College), England.
1827	Toronto, Canada.
1827	Sheffield (Medical College), England.
1828	Lampeter (St. David's College), Wales.
1832	Durham, England.
1832	Zurich, Switzerland.
1832	Kiev, Russia.
1834	Brussels, Belgium.
1834	Berne, Switzerland.
1836	London (University), England.
1837	Athens, Greece.
1838	Messina, Italy.
1840	Kingston, Canada.
1845	Cork, Ireland.
1845	Belfast, Ireland.
1845	Galway, Ireland.
1849	Algiers, Algeria.
1850	Sydney, Australia.
1851	Manchester (Victoria University), England.
1851	Newcastle, England.
1853	Melbourne, Victoria, Australia.
1857	Calcutta, India.
1857	Madras, India.
1857	Bombay, India.
1860	Jassy, Roumania.
1862	Keeskemet, Hungary.
1864	Bucharest, Roumania.
1865	Odessa, Russia.
1866	Neuchâtel, Switzerland.
1868	Tokio, Japan.
1870	New Zealand, New Zealand.
1872	Aberystwith, Wales.
1872	Adelaide, Australia.
1872	Klausenburg, Hungary.
1873	Cape City, South Africa.
1874	Agram, Croatia, Hungary.
1875	Angers, France.
1875	Lille (Faculté Libre), France.
1875	Lyons (Faculté Libre), France.
1875	Czernowitz, Bukowina, Austria.
1875	Birmingham, England.
1876	Bristol, England.
1876	Montevideo, Uruguay.
1877	Leeds, England.
1877	Liverpool, England.
1878	Stockholm, Sweden.
1879	Sheffield (Firth College), England.

I. *Foreign universities arranged according to age*—Continued.

Date of foundation.	Locality.	Date of foundation.	Locality.
	Nineteenth century—Continued.		*Nineteenth century*—Continued.
1880	Havana, Cuba.	1891	Gothenburg, Sweden.
1880	Dublin, University of Ireland.	1893	Ouro Preto, Brazil.
1880	Dundee, Scotland.		
1880	Nottingham, England.		*Date not known.*
1882	Prague (Bohemian University), Austria.		
1882	Lahore, India.		Belgrade, Servia.
1883	Cardiff, Wales.		Allahabad, India.
1884	Bangor, Wales.		Limoges, France.
1885	Odessa, Russia.		Marseilles, France.
1888	Tomsk, Siberia, Russia.		Montauban, France.
1888	Sophia, Bulgaria.		Cordoba, Argentina.
1889	Freiburg, Switzerland.		Buenos Ayres, Argentina.

II. *Foreign universities, etc., arranged according to number of students.*

[The attendance stated is that of 1898.]

A. UNIVERSITIES.

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
1	Paris, France	11,827	53	Christiania, Norway	1,300
2	Berlin, Germany	10,827	54	Salamanca, Spain	1,247
3	Cairo, Egypt	8,240	55	Warsaw (Poland), Russia	1,242
4	Vienna, Austria	5,770	56	Havana, Cuba (in 1894)	1,226
5	Madrid, Spain	5,575	57	Marburg, Germany	1,172
6	Naples, Italy	5,103	58	Prague (German), Austria	1,162
7	Budapesth, Hungary	4,587	59	Amsterdam, Netherlands	1,161
8	Moscow, Russia	4,461	60	Lille, France	1,158
9	Munich, Germany	4,451	61	Manila, Philippines	1,144
10	Leipzig, Germany	3,751	62	Strasburg, Germany	1,139
11	St. Petersburg, Russia	3,700	63	Montreal, Canada	1,130
12	Athens, Greece	3,556	64	Dublin, Ireland	1,128
13	Oxford, England	3,412	65	Innsbruck, Austria	1,087
14	Manchester, England (about)	3,000	66	Manchester (Owens College), England	1,065
15	Cambridge, England	2,929			
16	Edinburgh, Scotland	2,896	67	Pisa, Italy	1,065
17	Prague (Bohemian), Austria	2,719	68	Erlangen, Germany	1,060
18	Kiev, Russia	2,565	69	Rennes, France	1,057
19	Turin, Italy	2,551	70	Pavia, Italy	1,029
20	Lyons, France	2,465	71	Rome (University Pontif.), Italy	1,026
21	Rome (Royal University), Italy	2,348			
22	Bucharest, Roumania	2,296	72	Genoa, Italy	1,020
23	Tokio, Japan	2,239	73	Santiago, Chile (about)	1,000
24	Helsingfors (Finland), Russia	2,238	74	Klausenburg, Hungary	992
25	Bonn, Germany	2,233	75	Catania, Italy	987
26	Copenhagen, Denmark (about)	2,000	76	Kiel, Germany	972
27	Bordeaux, France	1,961	77	Saragossa, Spain	966
28	Glasgow, Scotland	1,953	78	Utrecht, Netherlands	953
29	Lemberg (Galicia), Austria	1,901	79	Nancy, France	952
30	Toulouse, France	1,897	80	Leyden, Netherlands	908
31	Louvain, Belgium	1,890	81	Geneva, Switzerland	904
32	Barcelona, Spain	1,887	82	Berne, Switzerland	903
33	Halle, Germany	1,779	83	Zürich, Switzerland	887
34	Gratz, Austria	1,771	84	Kasau, Russia	859
35	Freiburg, Germany	1,729	85	Aberdeen, Scotland	858
36	Bologna, Italy	1,590	86	Giessen, Germany	850
37	Tübingen, Germany	1,569	87	Aix-en Provence, France	845
38	Padua, Italy	1,542	88	Jena, Germany	804
39	Breslau, Germany	1,524	89	Greifswald, Germany	802
40	Kharkov, Russia	1,520	90	Königsberg, Germany	764
41	Upsala, Sweden	1,499	91	Poitiers, France	736
42	Liége, Belgium	1,490	92	Valencia, Spain	726
43	Heidelberg, Germany	1,462	93	Ghent, Belgium	701
44	Montpellier, France	1,446	94	Melbourne, Australia	686
45	Coimbra, Portugal	1,429	95	Agram, Hungary	656
46	Palermo, Italy	1,395	96	Lund, Sweden	643
47	Göttingen, Germany	1,383	97	Dijon, France	632
48	Würzburg, Germany	1,343	98	Messina, Italy	626
49	Dorpat (Jurjew), Russia	1,334	99	Kingston, Canada	589
50	Cracow (Galicia), Austria	1,223	100	Basel, Switzerland	586
51	Toronto, Canada	1,322	101	Parma, Italy	585
52	Brussels, Belgium	1,316	102	Odessa, Russia	581

II.—*Foreign universities, etc.*—Continued.

A. UNIVERSITIES—Continued.

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
103	Caen, France	572	120	Clermont, France	256
104	Grenoble, France	523	121	Macerata, Italy	255
105	Sydney, Australia	500	122	St. Andrews, Scotland	254
106	Rostock, Germany	493	123	Durham, England	250
107	Lausanne, Switzerland	487	124	Toronto (Victoria University), Canada	250
108	Groningen, Netherlands	465	125	Cagliari, Italy	243
109	Belgrade, Servia	463	126	Quebec, Canada	231
110	Gothenburg, Sweden	457	127	Besancon, France	220
111	Modena, Italy	450	128	Siena, Italy	219
112	Jassy, Roumania	420	129	Sassari, Italy	166
113	Czernowitz, Austria	377	130	Montevideo, Uruguay	132
114	Sophia, Bulgaria	354	131	Urbino, Italy	126
115	Freiburg, Switzerland	353	132	Amsterdam (Free University), Netherlands	123
116	Stockholm, Sweden	337	133	Ferrara, Italy	100
117	Adelaide, Australia	320			
118	Perugia, Italy	298			
119	Camerino, Italy	279			

B. COLLEGES, INDEPENDENT FACULTIES, AND SCHOOLS FOR ORIENTAL LANGUAGES.

1	Nottingham (England) College	1,902	35	London (England) Medical School for Women	163
2	Newcastle (England) College	1,500	36	Kaschau (Hungary) Law Academy	159
3	Edinburgh (Scotland) Medical School	1,200	37	Neuchatel (Switzerland) Academy	157
4	Leeds (England) College	1,039	38	Eperies (Hungary) Law Academy	149
5	London (England) University College	998	39	Santiago (Chile) Institute of Pedagogy	141
6	Birmingham (England) College	967	40	Florence (Italy) University for Women	127
7	London (England) St. Bartholomew Hospital	950	41	Fünfkirchen (Hungary) Law	126
8	Algiers (Algeria) College	786	42	Lampeter (Wales) College	125
9	St. Petersburg (Russia) Military Medical School	750	43	Sorospatak (Hungary) Law	116
10	Florence (Italy) University	627	44	Vienna (Austria) Oriental Languages	112
11	Münster (Germany) Academy	609	45	Milan (Italy) Academy	97
12	London (England) Guy's Hospital	600	46	Kecskemet (Hungary) Law	97
13	Bristol (England) College	521	47	Erlau (Hungary) Law Academy	94
14	Rome (Italy) College of Propaganda	520	48	Rome (Italy) University for Women	86
15	Rome (Italy) Seminary	485	49	St. Petersburg (Russia) Historical Institute	76
16	Aberystwith (Wales) College	482	50	Montauban (France) Theological	73
17	Tomsk (Siberia) University	463	51	Braunsberg (Germany) Theological	70
18	Sheffield (England) College	450	52	Rome (Italy) College of S. Aus.	68
19	Stockholm (Sweden) Medical	332	53	Salzburg (Austria) Theological	66
20	St. Petersburg (Russia) Law	330	54	Naples (Italy) Oriental Languages	63
21	Rome (Italy) College of St. Thomas	296	55	Madrid (Spain) Diplomatic School	56
22	Kasan (Russia) Theological Academy	230	56	Moscow (Russia) Lazarev Institute	36
23	Jaroslawl (Russia) Lyceum	269	57	Budapest (Hungary) Theological	30
24	Marcerata (Italy) Law School	255	58	Vienna (Austria) Theological Faculty	26
25	St. Petersburg (Russia) Theological	239	59	Vienna (Austria) Oriental Languages	25
26	Recife (Brazil) Law School	237	60	Jerusalem (Palestine) Theological	25
27	Oviedo (Spain) University	235			
28	Dundee (Scotland) College	220			
29	Cork (Ireland) College	212			
30	Olmutz (Austria) University	209			
31	Kiev (Russia) Theological Academy	206			
32	Pressburg (Hungary) Law Academy	189			
33	Grosswardein (Hungary) Law	189			
34	Cardiff (Wales) College	170			

C. EXAMINING UNIVERSITIES IN HINDOSTAN.

1	Calcutta	7,210	4	Bombay	3,374
2	Madras	4,224	5	Lahore	1,983
3	Allahabad	3,423			

II.—*Foreign universities, etc.*—Continued.

D. TECHNOLOGICAL INSTITUTES.

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
1	Berlin, Germany	3,428	21	Aix la Chapelle, Germany	496
2	Munich, Germany	2,046	22	Brunswick, Germany	492
3	Vienna, Austria	1,682	23	Turin, Italy	489
4	Darmstadt, Germany	1,527	24	Prague (German), Austria	487
5	Budapest, Hungary	1,454	25	London, England (2 schools)	420
6	Hanover, Germany	1,393	26	Milan, Italy	399
7	Zürich, Switzerland	1,390	27	Stockholm, Sweden	363
8	Riga, Russia	1,370	28	Brünn, Austria	357
9	Dresden, Germany	1,121	29	Gratz, Austria	353
10	Carlsruhe, Germany	1,098	30	St. Petersburg, Russia (3d)	353
11	Prague (Bohemian) Austria	1,022	31	Porto, Portugal	322
12	St. Petersburg, Russia (1st)	1,011	32	Madrid, Spain	235
13	Stuttgart, Germany	967	33	Helsingfors, Russia	230
14	St. Petersburg, Russia (2d)	900	34	Paris, France (polytechnic)	220
15	Kharkov, Russia	810	35	Naples, Italy	210
16	Sheffield, England	750	36	St. Petersburg, Russia (4th)	120
17	Moscow, Russia	718	37	Paris, France (ponts et chaussées)	118
18	Delft, Netherlands	630	38	Paris, France (architecture)	105
19	Lemberg, Austria	560	39	Paris, France (electricity)	60
20	Copenhagen, Denmark	500	40	Lyons, France	50

E. AGRICULTURAL, FORESTRY, AND MINING ACADEMIES.

1	Berlin (agriculture)	588	16	Pribram, Austria (mining)	116
2	St. Petersburg (forestry)	506	17	Hohenheim, Germany (agriculture)	109
3	St. Petersburg (mining)	450	18	Beauvais, France (agriculture)	103
4	Copenhagen (agriculture)	370	19	Keszthely, Hungary (agriculture)	103
5	Vienna (agriculture)	352	20	Kolozsmonostor, Hungary (agriculture)	100
6	Poppelsdorf, Germany (agriculture)	320	21	Tharandt, Germany (forestry)	96
7	Freiberg, Germany (mining)	320	22	Debreczin, Hungary (agriculture)	92
8	Nowaja, Alexandria (forestry)	262	23	Eberswalde, Germany (forestry)	62
9	Clausthal, Germany (mining)	238	24	Münden, Germany (forestry)	54
10	Leoben, Austria (mining)	228	25	Douai, France (agriculture)	30
11	Moscow (agriculture)	200	26	Nancy, France (forestry)	27
12	Paris (mining)	195	27	Eisenach, Germany (forestry)	27
13	Kaschau, Hungary (agriculture)	150	28	St. Etienne, France (mining)	20
14	Ungarisch Altenberg, Hungary (agriculture)	138	29	Evois, Russia (forestry)	20
15	Aschaffenburg, Germany (forestry)	118			

F. VETERINARY SCHOOLS.

1	Vienna, Austria	635	10	Hanover, Germany	239
2	Madrid, Spain	510	11	Dresden, Germany	173
3	Berlin, Germany	475	12	Toulouse, France	171
4	Kasan, Russia	436	13	Kharkov, Russia	150
5	Budapest, Hungary	400	14	Milan, Italy	133
6	Munich, Germany	314	15	Leon, Spain	99
7	Alfort, France	281	16	Turin, Italy	91
8	Dorpat, Russia	257	17	Stuttgart, Germany	90
9	Naples, Italy	231	18	Utrecht, Netherlands	60

NOTE.—The number of students in universities and schools not mentioned has not been ascertained.

III. *Foreign universities, etc., arranged alphabetically, with faculties and number of students.*

1. *Aberdeen, Scotland:* University of Aberdeen, 858 students. Philosophical, theological, law, and medical faculties; library.
2. *Aberystwith, Wales:* University College of Wales, with college at Bangor, 482 students.
3. *Adelaide, Australia:* University of Adelaide, 320 students. Observatory.
4. *Agram, Croatia, Hungary:* Königl. Universität Agram, 856 students. Theological, law, and philosophical faculties; library.
5. *Aix-en-Provence, France:* Université d'Aix, 845 students. Law and philosophical faculties; library.

6. *Algiers, Algeria, Africa:* Académie d'Alger, 783 students. Law, medical, scientific, and philosophical faculties; library, observatory.
7. *Allahabad, India:* University of Allahabad. Examining board, 3,423 candidates.
8. *Amiens, France:* École Prep. de Medicine. Medical school.
9. *Amsterdam, Netherlands:* Universiteit te Amsterdam, 1,061 students. Law, medical, scientific, philosophical, and theological faculties; library and several institutes.
10. *St. Andrew's, Scotland:* University of St. Andrew's, 254 students. St. Salvador, St. Leonard's, and St. Mary's College.
11. *Angers, France:* Facultés Catholique Libres. Law, scientific, theological, and philosophical faculties; library.
12. *Angers, France:* École Prep. de Medicine. Medical school.
13. *Athens, Greece:* National University, 3,556 students. Theological, law, medical, and philosophical faculties; public library.
14. *Bangor, Wales:* University College of North Wales.
15. *Barcelona, Spain:* Universidad de Barcelona, 1,887 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; library.
16. *Basel, Switzerland:* Universität Basel, 586 students. Theological, law, medical, and philosophical faculties; public library.
17. *Belfast, Ireland:* Queen's College.
18. *Belgrade, Servia:* Serpska Kraljevska Velika Skola, 471 students. Philosophical, law, and technological faculties; library.
19. *Berlin, Prussia, Germany:* Königl. Friedr.-Wilhelms-Universität, 10,827 students. Theological, law, medical, and philosophical faculties; seminary for oriental languages, and 11 other seminaries, library and 36 university institutes and museums.
20. *Berne, Switzerland:* Universität Bern, 903 students. Catholic and Protestant theology, law, medical, and philosophical faculties; city libraries.
21. *Besançon, France:* Facultés de Besançon, 220 students. Scientific, philosophical, and medical faculties; library.
22. *Birmingham, England:* Mason College, 967 students. Arts and science, medical and dental faculties; library.
23. *Bologna, Italy:* Regia Università di Bologna, 1,590 students. Philosophical, scientific, law, medical, and pharmaceutical faculties; veterinary and engineers' schools; library.
24. *Bombay, India:* University of Bombay. Examining board, 3,428 candidates; five preparatory colleges.
25. *Bonn, Prussia, Germany:* Rheinische Friedr.-Wilhelms-Universität, 2,238 students. Protestant and Catholic theological, law, medical, and philosophical faculties; library and many institutes.
26. *Bordeaux, France:* Facultés de Bordeaux, 1,961 students. Law, medical, scientific, and philosophical faculties; library.
27. *Braunsberg, Prussia, Germany:* Königl. Lyceum Hosianum, 70 students. Theological and philosophical faculties; library.
28. *Breslau, Prussia, Germany:* Königl. Universität Breslau, 1,524 students. Catholic and Protestant theological, law, medical, and philosophical faculties; library.
29. *Bristol, England:* University College, 521 students (210 women). College faculty and medical school; library.
30. *Brussels, Belgium:* Université libre de Bruxelles, 1,316 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; also polytechnical school; library.
31. *Bucharest, Roumania:* Universitatea din Bucuresti, 2,296 students. Scientific, philosophical, law, medical, and theological faculties; library.
32. *Budapest, Hungary:* Királyi Magyar Tudomány-Egyetum, 4,587 students. Theological, law, medical, and philosophical faculties; library.
33. *Buenos Ayres, Argentina:* Universidad Nacional. Law, medical, and general faculties.
34. *Cadiz, Spain:* Facultad de Medicina (belonging to Seville). Medical faculty; library.
35. *Caen, France:* Facultés de Caen, 572 students. Law, scientific, and philosophical faculties; library.
36. *Cagliari, Sardinia, Italy:* Regia Università di Cagliari, 243 students. Law, medical, and scientific faculties; library.
37. *Cairo, Egypt:* Azhar University, about 8,240 students and hearers.
38. *Calcutta, India:* University of Calcutta, 7,210 candidates, of whom 3,475 passed. Examining board; library.

39. *Cambridge, England:* University of Cambridge, 2,929 students. Schools of theology, law, oriental, classical, and modern philology, music, moral science, history and archæology, astronomy, physics, chemistry, mineralogy, biology, geology, and medicine; library.
40. *Camerino, Italy:* Libera Università degli Studi di Camerino, 279 students. Law, medical, and pharmaceutical faculties, and veterinary school; communal library.
41. *Cape Town, South Africa:* University of the Cape of Good Hope.
42. *Cardiff, Wales:* University of South Wales, 170 students. Philosophical and scientific faculties and department of engineering; library.
43. *Catania, Sicily, Italy:* Regia Università degli Studi di Catania, 987 students. Law, medical, scientific, and philosophical faculties; library.
44. *Christiania, Norway:* Kongelige Frederiks Universitet, 1,300 students. Theological, law, medical, philosophical, and scientific faculties; library.
45. *Clermont-Ferrand, France:* Facultés de Clermont, 256 students. Scientific and philosophical faculties; library.
46. *Coimbra, Portugal:* Universidade de Coimbra, 1,429 students. Theological, law, and scientific faculties; library.

Copenhagen. (See Kjøbenhavn.)

47. *Cordoba, Argentine:* Universidad Nacional. Law, scientific, and medical faculties; observatory.
48. *Cork, Ireland:* Queen's College, 212 students.

Cracow. (See Krakau.)

49. *Czernowitz, Bukowina, Austria:* K. k. Franz-Josephs-Universität, 377 students. Theological, law, and philosophical faculties; library.
50. *Dijon, France:* Facultés de Dijon, 642 students. Law, scientific, and philosophical faculties; library.
51. *Dorpat (Jurjew), Russia:* Kaiserliche Universität, 1,334 students. Law, theological, medical, and philosophical faculties.
52. *Dublin, Ireland:* University of Dublin, 1,128 students.
53. *Dublin, Ireland:* Royal University of Ireland, about 600 candidates. Examining board.
54. *Dundee, Scotland:* University College, 220 students.
55. *Durham, England:* Durham University, 250 students. To this university belong the Codrington College, on the island of Barbados, and the Fourah Bay College, in Sierra Leone; also the College of Science, at Newcastle-on-Tyne, which has an enrollment of 1,500 students.
56. *Edinburgh, Scotland:* University of Edinburgh, 2,896 students. Philosophical, theological, law, and medical faculties; library.
57. *Eperies, Hungary:* Evangelische Rechtsakademie, 149 students. Law school.
58. *Erlangen, Bavaria, Germany:* K. Bayerische Friedr.-Alexander-Universität, 1,060 students. Theological, law, medical, and philosophical faculties; library.
59. *Erlau, Hungary:* Erzbischöfliche Rechtsakademie, 94 students. Law school.
60. *Ferrara, Italy:* Libera Università di Ferrara, 100 students. Law, scientific, and medical faculties; library.
61. *Florence, Italy:* R. Instituto di Studi Superiori Practici e di Perfezionamento, 627 students. Philosophical, scientific, medical, and pharmaceutical faculties; library.
62. *Florence, Italy:* R. Instituto di Magistero Femminile, 127 students. Woman's university.
63. *Freiburg, Baden, Germany:* Badische Albert-Ludwigs-Universität, 1,729 students. Law, theological, medical, and philosophical faculties; library.
64. *Freiburg, Switzerland:* Katholische Universität, 353 students. Theological, law, and philosophical faculties; library.
65. *Fünfkirchen, Hungary:* Bischöfliche Rechtsakademie. Law school, 126 students.
66. *Galway, Ireland:* Queen's College.
67. *Geneva, Switzerland:* Université de Genève, 904 students. Theological, law, medical, philosophical, and scientific faculties; five libraries.
68. *Genoa, Italy:* R. Università degli Studi di Genoa, 1,010 students. Law, medical scientific, and philosophical faculties, and schools of engineering and pharmaceutics; library.
69. *Ghent, Belgium:* Université de Gand, 701 students. Philosophical, law, scientific, and medical faculties; library.
70. *Giessen, Hessia, Germany:* Hessische Ludwigs Universität, 850 students. Theological, law, medical, and philosophical faculties; library.
71. *Glasgow, Scotland:* University of Glasgow, 1,953 students.
72. *Gothenburg, Sweden:* Göteborgs Högskola, 457 hearers.
73. *Göttingen, Prussia, Germany:* Georg-Augusts-Universität, 1,383 students. Theological, law, medical, and philosophical faculties; library.

74. *Granada, Spain:* Universidad de Granada. Philosophical, law, scientific, medical, and pharmaceutical faculties; library.
75. *Grätz, Styria, Austria:* K. k. Karl-Franzens Universität, 1,771 students. Theological, law, medical, and philosophical faculties; library.
76. *Greifswald, Prussia, Germany:* Universität, 802 students. Theological, law, medical, and philosophical faculties; library.
77. *Grenoble, France:* Facultés de Grenoble, 523 students. Law, scientific, and philosophical faculties; library.
78. *Groningen, Netherlands:* Rijks Universiteit te Groningen, 465 students. Theological, law, medical, scientific, and philosophical faculties; library.
79. *Grosswardein, Hungary:* Jógakademia, 189 students. Law school.
80. *Halle, Prussia, Germany:* Friedr.-Universität Halle-Wittenberg, 1,779 students. Theological, law, medical, and philosophical faculties; library.
81. *Habana, Cuba:* Universidad de la Habana, 671 alumnos and 555 under private tutors. Philosophical, scientific, medical, and law faculties; library.
82. *Heidelberg, Baden, Germany:* Ruprecht-Karls-Universität, 1,462 students. Theological, law, medical, philosophical, and scientific faculties; library.
83. *Helsingfors, Finland, Russia:* Kejserliga Alexanders Universitet i Finland, 2,238 students. Theological, law, medical, and philosophical faculties; public library.
84. *Inspruck, Tyrol, Austria:* K. k. Leopold-Franzens-Universität, 1,087 tudents. Theological, law, medical, and philosophical faculties; library.
85. *Jaroslavl (or Yaroslavl), Russia:* Demidovskij juridiceskij Licej, 269 students. Law school.
86. *Jassy, Roumania:* Universitatea din Jasi, 420 students. Law, philosophical, scientific, and medical faculties; library.
87. *Jena, Thuringia, Germany:* Sächsische Gesammt-Universität, 804 students. Theological, law, medical, and philosophical faculties; library.
88. *Jerusalem, Palestine:* École Pratique d'Étude Bibliques. Theological school.
Jurjew. (See Dorpat.)
89. *Kasan, Russia:* Imperatorskij Kazanskij Universitet, 859 students. Philosophical, scientific, law, and medical faculties; library.
90. *Kaschau, Hungary:* Rechts-Akademie, 159 students. Law school.
91. *Kecskemet, Hungary:* Rechts-Akademie, 97 students. Law school.
92. *Kharkov, Russia:* Imperatorskij Charkowskij Universitet, 1,520 students. Philosophical, scientific, law, and medical faculties; library.
93. *Kiel, Prussia, Germany:* K. Christian-Albrechts-Universität, 972 students. Theological, law, medical, and philosophical faculties; library.
94. *Kiev, Russia:* Imperatorskij Universitet, 2,565 students. Medical, law, and philosophical faculties; institutes and library.
95. *Kingston, Ontario, Canada:* University of Queen's College, 589 students. Theological, arts, law, and medical faculties; museum.
96. *Kjöbenhavn (Copenhagen), Denmark:* Kjöbenhavns Universitet, about 2,000 students. Theological, law, medical, philosophical, and scientific faculties and polytechnic institute; library.
97. *Klausenburg, Siebenbürgen, Hungary:* K. k. Klausenburger Universität, 992 students. Law, medical, philosophical, and scientific faculties; library.
98. *Königsberg, Prussia, Germany:* K. Albertus Universität, 764 students. Theological, law, medical, and philosophical faculties; royal and university library.
99. *Krakau, Galicia, Austria:* Jagellonische Universität, 1,323 students. Theological, law, medical, and philosophical faculties; library.
100. *Lahore, India:* The Punjab University, 1,983 candidates, of whom 863 passed. Oriental languages, arts, law, medicine, science, and engineering departments.
101. *Lampeter, Wales:* St. David's College, 125 students.
102. *Lausanne, Switzerland:* Université de Lausanne, 487 students. Theological, law, medical, philosophical, and scientific faculties.
103. *Leeds* (see Manchester), *England:* Yorkshire College, 1,039 students.
104. *Leyden, Netherlands:* Rijks-Universiteit, 908 students. Medical, scientific, philosophical, theological, and law faculties; library.
105. *Leipsic, Saxony, Germany:* Universität, 3,601 students. Theological, law, medical, and philosophical faculties; library.
106. *Lemberg, Galicia, Austria:* K. k. Franzen's Universität in Lemberg, 1,901 students. Theological, law, and philosophical faculties; library.
Liége. (See Lüttich.)
107. *Lille, France:* Facultés de Lille, 1,158 students. Law, medical, scientific, and philosophical faculties; library.
108. *Lille, France:* Facultés Libres. Theological, law, medical, scientific, and philosophical faculties; library.

109. *Lima, Peru:* Universidad Mayor de San Marcos. Theological, law, medical, and philosophical faculties.
110. *Limoges, France:* École de Médécine et de Pharmacie. Medical and pharmaceutical courses.
111. *Lisbon, Portugal:* Ecola Medico Cirurgica. Medical college.
112. *Liverpool* (see Manchester), *England:* University College, about 1,000 students.
113. *London, England:* University of London, about 5,000 candidates. Examining board; library.
    To the university belong:
    (1) University College, with philosophical, law, scientific, and medical faculties; library; about 998 students.
    (2) King's College, with theological, philosophical, and medical faculties; library.
    (3) School of Modern Oriental Languages.
    (4) Gresham College.
    (5) Royal College of Physicians.
    (6) School of Economics and Political Science.
    (7) College of Preceptors.
    (8) Eight medical schools, connected with hospitals.
114. *Louvain, Belgium:* Université Catholique de Louvain, 1,890 students. Theological, law, medical, philosophical, and scientific faculties; library.
115. *Lund, Sweden:* Kongl. Universitet i Lund, 643 students. Theological, law, medical, and philosophical faculties; library.
116. *Lüttich* (or *Liége*), *Belgium:* Université de Liége, 1,490 students. Philosophical, law, scientific, and medical faculties; library.
117. *Lyons, France:* Facultés Libres, about 1,000 students. Theological, law, scientific, and philosophical faculties.
118. *Lyons, France:* Université de Lyon, 2,405 students. Law, medical, scientific, and philosophical faculties; two libraries.
119. *Macerata, Italy:* Regia Università di Macerata, 255 students. Law faculty.
120. *Madras, India:* University of Madras, about 4,224 candidates. Examining board.
121. *Madrid, Spain:* Universidad Central de España, 5,575 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; libraries.
122. *Manchester, Liverpool, and Leeds, England:* Victoria University, about 3,000 students. This institution consists of:
    (1) Owens College, Manchester, 1,065 students.
    (2) University College, Liverpool, about 1,000 students.
    (3) Yorkshire College, Leeds, 1,039 students.
123. *Manila, Philippine Islands:* Real y Pontificia Universidad de Santo Tomás de Manila, 1,144 students. Theological, law, medical, and pharmaceutical faculties; library.
124. *Marburg, Hessia, Germany:* Universität Marburg, 1,172 students. Theological, law, medical, philosophical, and scientific faculties; library.
125. *Marseilles, France:* Belongs to Facultés d'Aix. Scientific, medical, and law faculties; library.
126. *Melbourne, Victoria, Australia:* University of Melbourne, 686 students.
127. *Messina, Italy:* Regia Università degli Studi di Messina, 626 students. Law, medical, scientific, philosophical, and pharmaceutical faculties; library.
128. *Mexico, Mexico:* Instituto Médico Nacional. Medical faculty.
129. *Milan, Italy:* Academia Scientifico-litteraria, 97 students. Scientific school.
130. *Modena, Italy:* Regia Università degli Studi di Modena, 450 students. Law, medical, scientific, and pharmaceutical faculties; library.
131. *Montauban, France:* Belongs to Facultés de Toulouse, 73 students. Law, medical, scientific, and philosophical faculties; library.
132. *Montevideo, Uruguay:* University, 132 students. Medical, law, and mathematical faculties; library.
133. *Montpellier, France:* Facultés de Montpellier, 1,446 students. Law, medical, scientific, and philosophical faculties; library.
134. *Montreal, Canada:* McGill College and University, 1,130 students.
135. *Moscow, Russia:* Imperatorskij Moskowskij Universitet, 4,461 students. Philosophical, scientific, law, and medical faculties; library.
136. *Moscow, Russia:* Duchovnaja Akademija. Theological faculty; library.
137. *Munich, Bavaria, Germany:* K. Bayerische Ludwig-Maximilians-Universität, 4,451 students. Theological, law, medical, and philosophical faculties; library.
138. *Münster, Prussia, Germany:* K. Preussische Theologische und Philosophische Akademie, 609 students. Theological and philosophical faculties; library.

139. *Nancy, France:* Facultés de Nancy, 952 students. Law, medical, scientific, and philosophical faculties, and pharmaceutical school; library.
140. *Nantes, France:* École de Médecine de Nantes.
141. *Nantes, France:* École Libre de Droit.
142. *Naples, Italy:* Regia Università degli Studi di Napoli, 5,103 students. Philosophical, law, mathematical, scientific, and medical faculties, and pharmaceutical school; library.
143. *Neuchâtel, Switzerland:* Académie de Neuchâtel, 157 students. Philosophical, scientific, theological, and law faculties; library.
144. *Newcastle, England:* The colleges belong to Durham University.
(1) College of Medicine, 201 students.
(2) Durham College of Science, 200 students.
145. *New Zealand:* University, consisting of four colleges.
146. *Nottingham, England:* University College, 1,902 students. Philology, law, and scientific faculties, and school of engineering; free public libraries.
147. *Odessa, Russia:* Noworossijskij Universitet, 581 students. Philosophical, scientific, and law faculties; library.
148. *Olmütz, Moravia, Austria:* Theologische Facultät, 209 students.
149. *Ouro-Preto, Brazil:* Faculdade de Direito. Law academy.
150. *Oviedo, Spain:* Universidad Literaria, 235 students. Law faculty; library.
151. *Oxford, England:* University, 3,412 students. Theological, law, medical, scientific, and philosophical faculties; Bodleian library.
152. *Padua, Italy:* Regia Università degli Studi di Padua, 1,542 students. Law, medical, scientific, and philosophical faculties, and schools of engineering and pharmacy; library.
153. *Palermo, Sicily, Italy:* Regia Università degli Studi di Palermo, 1,395 students. Law, medical, scientific and philosophical faculties, and schools of engineering and pharmacy; library.
154. *Paris, France:* (1) Université de Paris, 11,827 students. Protestant theological, law, medical, scientific, and philosophical faculties, and schools of engineering and pharmacy; libraries.
155. *Paris, France:* (2) Facultés libres. Law and philosophical faculties; library.
156. *Paris, France:* (3) Collége de France.
157. *Paris, France:* (4) École Libre de Sciences Politiques.
158. *Paris, France:* (5) École pratique des hautes études en Sorbonne, 233 students. Philosophical and theological faculties; library.
159. *Paris, France:* (6) École nationale des beaux-arts.
160. *Paris, France:* (7) École nationale de chartes.
161. *Paris, France:* (8) École du Louvre.
162. *Paris, France:* (9) École des langues orientales vivantes and other special schools.
163. *Parma, Italy:* Regia Università degli Studi di Parma, 585 students. Law, medical, and scientific faculties, and veterinary and pharmaceutical schools.
164. *Pavia, Italy:* Regia Università degli Studi Pavia, 1,029 students. Law, medical, scientific, and philosophical faculties; pharmaceutical school and library.
165. *Perugia, Italy:* Università Libera degli Studi di Perugia, 298 students. Law and medical faculties, and pharmaceutical and veterinary schools; library.
166. *St. Petersburg, Russia:* Imperatorskij Universitet, 3,700 students. Philosophical, scientific, law, and oriental languages faculties; library.
167. *St. Petersburg, Russia:* Imperatorskij Wozensio-Medicineskaja Akademja, 750 students. Medical faculty; library.
168. *St. Petersburg, Russia:* Theological Academy, 239 students; also a law school, 300 students, independent of the university.
169. *St. Petersburg, Russia:* Military medical school, 750 students.
170. *St. Petersburg, Russia:* Law Academy, 330 students, and several other special schools.
171. *St. Petersburg, Russia:* Hist. Philological Institute; 76 students.
172. *St. Petersburg, Russia:* Higher Courses for Women; 900 students.
173. *Pisa, Italy:* Regia Università degli Studi di Pisa, 1,066 students. Law, philosophical, medical, and scientific faculties, and engineering, pharmaceutical, veterinary, and agricultural schools; library.
174. *Poitiers, France:* Facultés de Poitiers, 736 students. Law, scientific, and philosophical faculties; library.
175. *Prague, Bohemia, Austria:* K. k. Deutsche Carl-Ferdinands Universität, 1,162 students. Theological, law, medical, and philosophical faculties; library.
176. *Prague, Bohemia, Austria:* C. k. česk Universitet Karlo-Ferdinandovij, 2,719 students. Theological, law, medical, and philosophical faculties; library.

177. *Pressburg, Hungary:* Jógakademia, 196 students. Law and philosophical faculties; library.
178. *Quebec, Canada:* Université Laval, 231 students. Theological, law, medical, and arts faculties; library and museum.
179. *Recife, Brazil:* Faculdade de direito, 237 students. Law faculty.
180. *Reims, France:* École Prep. de Medicine. Medical school.
181. *Rennes, France:* Facultés de Rennes, 1,057 students. Law, scientific, and philosophical faculties; library.
182. *Rome, Italy:* Regia Università degli Studi di Roma, 2,348 students. Philosophical, scientific, law, and medical faculties; engineering and pharmaceutical schools; library.
183. *Rome, Italy:* A number of collages supported by the church, with 939 students; also a woman's university with 94 students.
184. *Rome, Italy:* Pontificia Universitas Gregoriana in Collegis Romano; 1,026 students. Theological, law, and philosophical faculties.
185. *Rostock, Mecklenburg, Germany:* Grossherzogliche Universität, 493 students. Theological, law, medical, and philosophical faculties; library.
186. *Rouen, France:* École Prep. de Medicine. Medical school.
187. *Salamanca, Spain:* Universidad de Salamanca, 1,247 students. Philosophical and law faculties; library.
188. *Salzburg, Austria:* Theologische Fakultät, 66 students.
189. *Santiago, Chile:* University with 4 faculties and 1,000 students.
190. *Santiago, Spain:* Universidad de Santiago. Law, medical, and pharmaceutical faculties; library.
191. *Saragossa, Spain:* Universidad de Zaragoza, 966 students. Philosophical, law, medical, and scientific faculties; provincial library.
192. *Sarospatak, Hungary:* Theologische und Rechtsschule, 116 students.
193. *Sassari, Italy:* Regia Università degli Studi di Sassari, 166 students. Law, medical, and scientific faculties; library.
194. *Seville, Spain:* Universidad de Sevilla. Philosophical, law, and scientific faculties; library.
195. *Sheffield, England:* University College (belongs to Oxford University), 450 students; also a medical school.
196. *Siena, Italy:* Regia Università degli Studi di Siena, 219 students. Law and medical faculties and pharmaceutical school; library.
197. *Sophia, Bulgaria:* Wische utschilische w Sophia, 354 students.
198. *Stockholm, Sweden:* Stockholms Högs Kola, 337 students.
199. *Stockholm, Sweden:* Medical Institute, 332 students.
200. *Strasburg, Alsace, Germany:* Kaiser Wilhelm's Universität, 1,139 students. Theological, law, medical, philosophical, and scientific faculties; provincial library.
201. *Sydney, New South Wales, Australia:* University of Sydney, 500 students.
202. *Tokyo, Japan:* Teikoku, Daigaku, 2,239 students. Law, medical, philosophical, and scientific faculties and school of engineering; library.
203. *Tomsk, Siberia:* Imperatorskij Tomkij Universitet, 463 students. Theological and medical faculties; library.
204. *Toronto, Canada:* University of Toronto, 1,322 students. Philosophical, law, and medical faculties; library.
205. *Toronto, Canada:* Victoria University, 250 students. Arts and theology; library.
206. *Toronto, Canada:* Three medical schools.
207. *Toulouse, France:* Facultés de Toulouse, 1,899 students. Law, philosophical, scientific, and medical faculties; library.
208. *Toulouse, France:* Facultés Libres Catholiques. Theological and philosophical faculties; library.
209. *Tours, France:* École Prep. de Medicine. Medical school.
210. *Tübingen, Würtemberg, Germany:* K. Eberhard Karls Universität, 1,560 students. Theological, law, medical, philosophical, and scientific faculties; library.
211. *Turin, Italy:* Regia Università degli Studi di Torino, 2,551 students. Law, medical, philosophical, and scientific faculties and pharmaceutical school; library.
212. *Upsala, Sweden:* Kongl. Universitet i Upsala, 1,499 students. Theological, law, medical, and philosophical faculties; library.
213. *Urbino, Italy:* Libera Università degli Studi di Urbino, 126 students. Law and mathematical faculties and pharmaceutical and surgical schools; library.
214. *Utrecht, Netherlands:* Rijks Universität te Utrecht, 953 students. Philosophical medical, theological, law, and scientific faculties; library.
215. *Valencia, Spain:* Universidad de Valencia, 726 students. Law, scientific, and medical faculties; library.
216. *Valladolid, Spain:* Universidad de Valladolid. Law and medical faculties; library.

217. *Vienna, Austria:* K. k. Universität, 5,770 students. Law, theological, medical, and philosophical faculties; library and numerous university institutes.
218. *Vienna, Austria:* Protestantische Theologische Fakultät, 26 students.
219. *Vienna, Austria:* Lehranstalt für Orientalische Sprachen, 112 students.
220. *Vienna, Austria:* Consular Academy, 25 students.
221. *Warsaw, Poland, Russia:* Imperatorskij Warschawskij Universitet, 1,242 students. Philosophical, scientific, law, and medical faculties; library.
222. *Würzburg, Bavaria, Germany:* K. Julius-Maximilians Universität, 1,343 students. Theological, law, medical, and philosophical faculties; library.
223. *Zurich, Switzerland:* Schweizerische Hochshule, 887 students. Theological, law, medical, and philosophical faculties, cantonal and city libraries.

IV. *Foreign universities, arranged according to countries.*

Argentina: Cordoba, Buenos Ayres.
Australia: Adelaide, Melbourne, Sydney.
Austria: Czernowitz, Grätz, Innspruck, Cracow, Lemberg, Olmütz, Prague (German), Prague (Bohemian), Salzburg, Vienna.
Belgium: Brussels, Ghent, Liège, Louvain.
Bolivia: (Universities not mentioned in "Minerva.")
Brazil: Recife, Ouro-Preto.
Bulgaria: Sophia.
Canada: Kingston, Montreal, Quebec, Toronto.
Cape Colony: Cape City.
Chile: Santiago.
China: (College of Foreign Knowledge.)
Colombia: (Universities not mentioned in "Minerva.")
Corea: (None.)
Costa Rica: (None.)
Cuba: Habana.
Denmark: Copenhagen.
Ecuador: Quito.
Egypt: Cairo.
England: (See also Ireland, Scotland, and Wales, below.) Birmingham, Bristol, Cambridge, Durham, Leeds, Liverpool, London, Manchester, Newcastle, Nottingham, Oxford, Sheffield.
France: Aix, Algiers, Angers, Besançon, Bordeaux, Caen, Clermont, Dijon, Grenoble, Lille, Limoges, Lyons, Marseilles, Montauban, Montpellier, Nancy, Nantes, Paris, Poitiers, Rennes, Toulouse, and four separate medical schools.
Germany: Berlin, Bonn, Braunsberg, Breslau, Erlangen, Freiburg, Giessen, Göttingen, Greifswald, Halle, Heidelberg, Jena, Kiel, Königsberg, Leipsic, Marburg, Munich, Münster, Rostock, Strasburg, Tübingen, Würzburg.
Greece: Athens.
Guatemala: (None.)
Haiti: (None.)
Hawaii: (None.)
Honduras: (None.)
Hungary: Agram, Budapesth, Eperies, Erlau, Fünfkirchen, Grosswardein, Kaschau, Kecskemet, Klausenburg, Pressburg, Sarospatak.
India: Allahabad, Bombay, Calcutta, Lahore, Madras.
Ireland: Belfast, Cork, Dublin, Galway.
Italy: Bologna, Cagliari, Camerino, Catania, Ferrara, Florence, Genoa, Macerata, Messina, Modena, Naples, Padua, Palermo, Parma, Pavia, Perugia, Pisa, Rome, Sassari, Siena, Turin, Urbino, and several colleges.
Japan: Tokyo.
Mexico: (Schools of law, medicine, engineering, etc.)
Montenegro: (Theological seminary, not mentioned in "Minerva.")
Morocco: (None.)
Netherlands: Amsterdam, Groningen, Leyden, Utrecht.
New Zealand: One university.
Nicaragua: (None.)
Norway: Christiania.
Orange Free State: (None.)
Paraguay: (National college, not mentioned in "Minerva.")
Persia: (Several colleges, not mentioned in "Minerva.")
Peru: Lima.
Palestine: Jerusalem.

Philippine Islands: Manila.
Portugal: Coimbra.
Roumania: Bucharest, Jassy.
Russia: Kharkov, Dorpat, Helsingfors, Yaroslav, Kasan, Kiev, Moscow, Odessa, St. Petersburg, Warsaw.
Salvador: (One university, not mentioned in "Minerva.")
Santo Domingo: (None.)
Scotland: Aberdeen, St. Andrews, Dundee, Edinburgh, Glasgow.
Servia: Belgrade.
Siam: (None.)
Siberia: Tomsk.
South African Republic: (None.)
Spain: Barcelona, Cadiz, Granada, Madrid, Oviedo, Salamanca, Santiago, Saragossa, Seville, Valencia, Valladolid.
Sweden: Gothenburg, Lund, Stockholm, Upsala.
Switzerland: Basel, Berne, Freiburg, Geneva, Lausanne, Neuchâtel, Zurich.
Turkey: (Several colleges, not mentioned in "Minerva.")
Uruguay: Montevideo.
Venezuela: (Universities not mentioned in "Minerva.")
Wales: Aberystwith, Bangor, Cardiff, Lampeter.

V. *Technological schools.*

1. *Aachen* (Aix-la-Chapelle), *Prussia, Germany,* founded 1870; 496 students.
2. *Berlin, Prussia, Germany,* founded 1779; 3,428 students.
3. *Braunschweig, Germany,* founded 1745; 492 students.
4. *Brünn, Austria,* founded 1850; 357 students.
5. *Budapesth, Hungary,* founded 1856; 1,454 students.
6. *Copenhagen, Denmark,* founded 1829; 500 students.
7. *Darmstadt, Hessia, Germany,* founded 1868; 1,527 students.
8. *Delft, Netherlands,* founded 1864; 630 students.
9. *Dresden, Saxony, Germany,* founded 1828; 1,121 students.
10. *Grätz, Styria, Austria,* founded 1811; 353 students.
11. *Hanover, Prussia, Germany,* founded 1879; 1,393 students.
12. *Helsingfors, Finland, Russia,* founded 1847; 250 students.
13. *Karlsruhe, Baden, Germany,* founded 1825; 1,098 students.
14. *Kharkov, Russia,* founded 1884; 810 students.
15. *Lemberg, Galicia, Austria,* founded 1844; 560 students.
16. *Lisbon, Portugal,* founded 1837.
17. *London, England,* 2 institutions, founded 1884; 238 and 185 students.
18. *Lyons, France,* founded 1857; 50 students.
19. *Madrid, Spain,* 2 institutions, founded 1835; 243 and 150 students.
20. *Milan, Italy,* founded 1863; 399 students.
21. *Moscow, Russia,* founded 1832; 718 students.
22. *Munich, Bavaria, Germany,* founded 1827; 2,046 students.
23. *Nancy, France,* founded 1890; 72 students.
24. *Naples, Italy,* founded 1863; 210 students.
25. *Paris, France,* founded 1794; four schools, with 593 students.
26. *Oporto, Portugal,* founded 1877; 322 students.
27. *Prague, Bohemia, Austria,* founded 1806 and 1868; 2 schools, with 1,500 students.
28. *Riga, Russia,* founded 1832; 1,379 students.
29. *St. Petersburg, Russia,* founded 1828; 4 schools, with 2,384 students.
30. *São Paulo, Brazil,* founded 1894; 380 students.
31. *Sheffield, England,* founded 1885; 750 students.
32. *Stockholm, Sweden,* founded 1798; 363 students.
33. *Stuttgart, Würtemberg, Germany,* founded 1829; 967 students.
34. *Turin, Italy,* founded ——; 489 students.
35. *Vienna, Austria,* founded 1815; 1,682 students.
36. *Zurich, Switzerland,* founded 1851; 1,390 students.

NOTE.—Several noted technological schools in Italy and in other countries are connected with universities; hence are not mentioned separately in this list.

VI. *Higher agricultural, forestry, and mining schools.*

[Figures in brackets signify date of founding.]

1. *Altenburg, Hungary* [1819], Agricultural Academy; 138 students.
2. *Aschaffenburg, Bavaria, Germany* [1844], Forestry Academy; 118 students.
3. *Beauvais, France* [1854], Agricultural Institute; 103 students.
4. *Berlin, Prussia, Germany* [1806], Agricultural Academy; 588 students.
5. *Berlin, Prussia, Germany* [1860], Mining Academy.
6. *Bordeaux, France* [1891], School of Chemistry, Industry, and Agriculture.
7. *Campinas São Paulo, Brazil* [1887], Agricultural Institution.
8. *Clausthal, Prussia, Germany* [1775], Mining Academy; 238 students.
9. *Coopers Hill, England* [1885], Forestry Academy; 120 students.
10. *Copenhagen, Denmark* [1858], Veterinary and Agricultural Academy; 370 students.
11. *Debreczin, Hungary* [1865], Agricultural Academy; 92 students.
12. *Douai, France* [1888], Agricultural College; 30 students.
13. *Eberswalde, Prussia, Germany* [1820], Forestry Academy; 62 students.
14. *Eisenach, Saxe-Weimar, Germany* [1859], Forestry Academy; 27 students.
15. *Evois, Finland, Russia* [1859], Forestry Academy; 20 students.
16. *Freiberg, Saxony, Germany* [1765], Mining Academy; 320 students.
17. *Gembloux, Belgium* [1860], Agricultural Academy.
18. *Grignon, France* [1828], Agricultural Academy.
19. *Hohenheim, Würtemberg, Germany* [1818], Agricultural Academy; 109 students.
20. *Haschau, Hungary* [?], Agricultural Academy; 150 students.
21. *Keszthely, Hungary* [1865], Agricultural Academy; 103 students.
22. *Kolozsmonostor, Hungary* [1869], Agricultural Academy; 100 students.
23. *Leoben, Styria, Austria* [1894], Mining Academy; 228 students.
24. *Lille, France* [1885], Industrial and Agricultural School.
25. *Madrid, Spain* [?], Schools of Agriculture and Veterinary Science; 510 students.
26. *Milan, Italy* [?], Agricultural Academy.
27. *Mons, Belgium* [?], Mining Academy.
28. *Montpellier, France* [1872], Agricultural School; 220 students.
29. *Moscow, Russia* [?], Agricultural and Forestry Academy; 200 students.
30. *Münden, Prussia, Germany* [1868], Forestry Academy; 54 students.
31. *Nancy, France* [1824], Forestry Academy; 27 students.
32. *Nowaja-Alexandria, Poland, Russia* [1892], Agricultural and Forestry Academy; 262 students.
33. *Paris, France* [?], Mining Academy; 195 students.
34. *Paris, France* [?], Agricultural College; 160 students.
35. *Popplesdorf, Prussia, Germany* [1846], Agricultural Academy; 320 students.
36. *Portici, Italy*, founded 1872, Agricultural College.
37. *Pribram, Bohemia, Austria* [1849], Mining Academy; 116 students.
38. *Schemnitz, Hungary* [?], Forestry and Mining Academy; 200 students.
39. *St. Etienne, France* [1816], Mining Academy; 20 students.
40. *Stockholm, Sweden* [1823], Forestry School; also Agricultural Academy [1811].
41. *St. Petersburg, Russia* [1773], Mining Institute; 450 students.
42. *St. Petersburg, Russia* [1880], Forestry Institute; 506 students.
43. *Tharandt, Saxony, Germany* [1811], Forestry Academy; 96 students.
44. *Toronto, Canada* [1888], Agricultural College.
45. *Vienna, Austria* [1872], Agricultural Academy; 353 students.

NOTE.—Other similar higher institutions of learning are connected with universities; hence they are not mentioned in this list of separate institutions.

VII. *Veterinary schools.*

1. *Alfort, France* [1766]; 281 students.
2. *Berlin, Germany* [1790]; 475 students.
3. *Budapesth, Hungary* [1786], 400 students.
4. *Cordoba, Spain* [1802]; —— students.
5. *Dorpat, Russia* [?]; 257 students.
6. *Dresden, Germany* [1774]; 173 students.
7. *Hanover, Germany* [?]; 230 students.
8. *Kasan, Russia* [?]; 436 students.
9. *Kharkov, Russia* [1804]; 150 students.
10. *Leon, Spain* [?]; 99 students.
11. *Lyons, France* [1761]; 120 students.
12. *Milan, Italy* [1791]; 133 students.

13. *Munich, Germany* [1790); 314 students.
14. *Naples, Italy* [?]; 231 students.
15. *Santiago, Spain* [1820]; —— students.
16. *Stockholm, Sweden* [1821]; —— students.
17. *Stuttgart, Germany* [1821]; 90 students.
18. *Toulouse, France* [1825]; 171 students.
19. *Turin, Italy* [?]; 91 students.
20. *Utrecht, Netherlands* [?]; 69 students.
21. *Vienna, Austria* [?]; 545 students.

CHAPTER XXXV.

CURRENT QUESTIONS.

CONTENTS.—Teachers' salaries in cities—Teachers' pensions and annuities—The teaching force in England and Wales—Foreign students in German universities—Women students in Prussian universities—Causes of mortality among teachers—A new history of education.

TEACHERS' SALARIES IN CITIES.

The average amount paid to members of the teaching profession in cities of over 8,000 inhabitants shows a marked increase in 1898–99 over 1897–98. The averages for the last nine years have been as follows:

1890–91	$606.00	1895–96	$629.49
1891–92	613.18	1896–97	624.37
1892–93	607.62	1897–98	628.88
1893–94	608.94	1898–99	638.35
1894–95	624.74		

The course of the average salary is supposed in a general way to show whether the emoluments of the business of teaching increase or decrease, and what may be expected by persons entering the profession. Ordinarily the item may be so accepted, but the vagaries of averages are well known, and in exceptional cases they may lead to inferences far from correct. Two instances which occurred in the knowledge of the writer will serve to illustrate this. The "average salary" paid to teachers, as disclosed by the statistical return of a prosperous city, showed a remarkable falling off recently, and attracted attention because it was known that there had been no cutting of salaries there. Investigation led to the discovery that a number of teachers in training, who had previously served without pay, had been put on the salary lists at $150 a year. A sudden drop in the "average salary" resulted. Another city, during the financial difficulties of a few years ago, to save expenses discharged all principals' assistants and many of the lower-salaried teachers. The "average salary" of the teachers who remained consequently showed a considerable increase.

In one of these cases no teacher received less than before, and the small salary of $15 a month was undoubtedly a great boon to a class of young students. The lower "average" that was caused might have been taken of itself as an indication that the body of teachers as a whole were not as well off as before, while the opposite was true. In the other case, many of the teachers were actually thrown out of employment, and the others were in a much worse condition than before, since they had to do a great deal more for the money they received. The higher "average salary" in that instance meant a misfortune for the guild as a whole.

Even in cases not so extreme as these, fluctuations of averages frequently occur without any change either in the salary schedule or in policy. The employment of more teachers of the lesser grades will lower the average, and the appointment of additional principals or supervisors in the higher grades of pay will raise it. When new positions are to be filled it rarely happens that the relative numbers of high and low salaries are maintained in precisely the same proportion as in the older positions, though in a general way the same relation between them is

observed. Consequently the "average salary" in any city is a continually fluctuating quantity. This meaningless fluctuation, for such it is in reality, is ordinarily not great, and it tends to disappear when numbers of localities are combined in the same calculation. It is not so evident in State statistics, and is still less so in those of the country at large.

Notwithstanding all the anomalies that might be recalled, actual changes of salary schedules are quickly shown in the averages, and under normal conditions marked changes in the averages may be taken to indicate actual changes in the schedules in the same direction. Certainly a series of changes of similar kind is significant, and the gradual increase from $606 in 1890 to $638.85 in 1898–99 must mean that the teaching body receive more for their services than at any previous time.

The following table shows the average salaries by States for 1897–98 and for 1898–99:

TABLE 1.—*Average annual salaries of teachers and supervising officers in cities of over 8,000 inhabitants, summarized by States, etc.*

Cities of—	1897–98.			1898–99.		
	Number of teachers and supervising officers.	Expenditure for supervision and teaching.	Average annual salary.	Number of teachers and supervising officers.	Expenditure for supervision and teaching.	Average annual salary.
United States	82,789	$52,004,649	$628.88	87,240	$55,689,787	$638.85
North Atlantic Division	38,793	25,130,926	647.82	41,924	27,571,736	657.66
South Atlantic Division	5,843	3,109,026	532.09	5,896	3,278,969	556.12
South Central Division	4,256	2,251,220	528.95	4,826	2,341,240	537.47
North Central Division	29,069	17,878,721	615.04	30,141	18,837,066	624.96
Western Division	4,823	3,694,756	765.26	4,923	3,660,836	743.62
North Atlantic Division:						
Maine	690	291,702	422.76	711	314,655	442.55
New Hampshire	449	234,835	523.02	510	257,089	504.09
Vermont	119	57,623	484.22	152	70,950	466.77
Massachusetts	8,242	5,570,005	675.81	8,520	6,087,999	713.79
Rhode Island	1,243	742,117	597.04	1,335	790,974	592.49
Connecticut	1,911	1,155,452	604.63	2,249	1,287,934	572.71
New York	14,630	10,409,686	711.54	16,162	11,543,660	714.24
New Jersey	2,983	1,757,411	589.14	3,374	1,964,204	582.15
Pennsylvania	8,526	4,912,095	576.13	8,992	5,254,271	590.23
South Atlantic Division:						
Delaware	236	115,754	490.47	247	121,311	491.14
Maryland					1,136,798	
District of Columbia	1,108	764,271	689.73	1,161	801,016	689.93
Virginia	692	311,808	450.59	687	320,664	466.76
West Virginia	281	121,170	431.20	297	138,073	464.89
North Carolina	294	116,561	396.46			
South Carolina	196	83,907	428.08	205	85,886	418.85
Georgia	803	456,167	568.09	819	437,084	533.68
Florida				139	104,816	526.71
South Central Division:						
Kentucky	1,112	679,975	611.49	1,119	696,583	622.50
Tennessee	589	317,211	538.54	593	322,484	543.82
Alabama	389	144,269	378.58	395	145,865	369.12
Mississippi	185	59,540	321.84		64,086	
Louisiana				753	349,010	463.49
Texas	1,034	572,809	554.00	1,064	627,353	589.62
Arkansas	201	115,785	576.08	208	129,282	621.54
Oklahoma	26	9,600	369.23	31	6,632	213.93
North Central Division:						
Ohio	5,678	3,518,043	619.60	5,745	3,562,192	620.05
Indiana	2,418	1,346,423	556.83	2,633	1,440,010	546.90
Illinois	7,697	5,693,589	745.53	8,021	6,293,133	784.58
Michigan	2,895	1,507,159	520.60	2,945	1,560,540	529.89
Wisconsin	2,329	1,271,247	545.84	2,383	1,298,579	544.93
Minnesota	1,888	1,149,740	608.96	1,948	1,168,650	599.92
Iowa	1,716	852,715	496.92	1,794	891,473	496.92
Missouri	2,812	1,646,517	585.51	2,871	1,669,869	581.63
North Dakota	35	21,169	604.83	75	43,831	584.41
South Dakota	47	20,142	428.55	50	27,931	558.62
Nebraska	806	467,235	579.70	866	490,383	566.20
Kansas	803	384,751	476.18	810	390,475	482.06

TABLE 1.—*Average annual salaries of teachers and supervising officers in cities of over 8,000 inhabitants, summarized by States, etc.*—Continued.

Cities of—	1897–98.			1898–99.		
	Number of teachers and supervising officers.	Expenditure for supervision and teaching.	Average annual salary.	Number of teachers and supervising officers.	Expenditure for supervision and teaching.	Average annual salary.
Western Division:						
Montana	191	136,213	713.17	241	160,423	665.68
Wyoming	30	20,452	681.73	28	21,545	769.46
Colorado	827	657,086	794.55	833	662,393	795.19
New Mexico	32	20,000	625.00	----------	20,000	----------
Utah	359	205,629	572.79	404	213,093	527.45
Washington	465	283,866	610.48	536	274,582	512.28
Oregon	353	223,975	634.50	346	228,785	661.22
California	2,571	2,147,535	835.30	2,503	2,080,005	831.00

It will be seen that although the average has fallen in a number of the States, all the divisions as wholes, except the Western, show important increases. Many of the variations in the State averages would undoubtedly fall under the description of "meaningless fluctuations," to which reference was made in a previous paragraph, but there are plain indications of actual changes of salaries, those looking toward increase predominating. For example:

In Massachusetts there were 287 additional supervising and teaching positions, and the excess of salaries paid in 1898–99 over 1897–98 amounted to $517,994. Evidently there must have been important improvements in salary schedules somewhere.

On the other hand, in the State of Washington the number of persons employed was increased by 71, but the aggregate of salaries paid was $9,284 less in 1898–99 than in 1897–98. This could only have come about by wage-cutting. Further examination shows that the sufferers lived in Spokane and Tacoma. The number of teachers was increased in both those cities, but the whole amount paid them was less by $13,713 in Spokane, and less by $24,052 in Tacoma.

Montana furnishes an example in which it was possible for a heavy reduction in the average salary to have occurred without reducing the amount paid to any individual or that assigned to any position. Fifty more teachers were employed in 1898–99 than in 1897–98, and $24,215 more was paid in salaries. A reduction of $47.49 appears in the average salary, yet the pay of all the old positions may have remained just as before and the 50 new teachers may have received $484 each, or salaries averaging that amount.

The great cities would naturally be expected to pay the best salaries. Cost of living is highest, as a rule, in them, and they are supposed to demand the best talent available. The table following shows the averages for all the cities which had over 100,000 inhabitants, according to the Eleventh Census. The figures speak for themselves.

TABLE 2.—*Average annual salaries of teachers and supervising officers in cities of over 100,000 inhabitants.*

City.	Number of teachers and supervising officers.	Paid for supervising and teaching.	Average salary.
San Francisco, Cal	1,070	$940,820	$879.27
Denver (District No. 1), Colo	292	243,650	834.42
Washington, D. C	1,061	801,016	754.96
Chicago, Ill	5,535	4,937,362	892.03
Indianapolis, Ind	627	399,928	637.84
Louisville, Ky	394	408,237	687.27
New Orleans, La	691	319,000	461.55
Baltimore, Md	1,855	1,084,109	584.42
Boston, Mass	1,832	1,952,483	1,065.77
Detroit, Mich	832	571,813	687.27
Minneapolis, Minn	782	530,474	678.86
St. Paul, Minn	572	334,465	584.73
Kansas City, Mo	508	336,844	663.08
St. Louis, Mo	1,670	1,013,858	607.09
Omaha, Nebr	394	259,131	657.69
Jersey City, N. J	582	354,410	608.95
Newark, N. J	748	518,695	693.44
Buffalo, N. Y	1,234	738,412	642.96
New York, N. Y	10,098	8,127,067	812.05
Rochester, N. Y	765	396,922	518.85
Cincinnati, Ohio	910	790,342	868.51
Cleveland, Ohio	1,234	883,077	715.62
Allegheny, Pa	393	246,330	626.79
Philadelphia, Pa	3,471	2,422,820	698.02
Pittsburg, Pa	912	641,789	703.72
Providence, R. I	680	451,833	664.46
Milwaukee, Wis	862	581,037	674.06

TEACHERS' PENSIONS AND ANNUITIES.

REPORT OF TEACHERS' PENSION COMMITTEE IN CHICAGO, ILL., FOR 1899.

Members Teachers and Employees' Pension and Retirement Fund Association Public Schools of Chicago:

At the delegate convention of the members of the association held last June to consider the practical workings of the law, the condition of the fund, and to suggest changes, if any, to be recommended, two permanent committees were appointed—one on information and publication, the second on investigation of the pension roll and the compiling of financial statistics. The chairman of the general convention was made a member of both committees.

The finance committee has compiled the following statistical report, and in accordance with a resolution of the convention, the facts are furnished to the School Weekly for the information of the members.

Contributors to the pension fund are urged to give these statistics careful consideration. The information committee invites discussion and suggestions suggested by these facts as to what action should be taken, if any, in the near future as to changes that should be made in the law or the general working of the present plans adopted by the trustees of the fund.

The School Weekly generously offers its columns for any communications that may be thought by the committee to be of general interest.

Such suggestions may be sent to the undersigned, and they will be given careful consideration by the committee.

JOHN RAY, *Chairman.*
MARY DARROW OLSON, *Secretary.*

STATEMENT OF COMMITTEE ON STATISTICS.

To the Teachers of Chicago:

The committee appointed by your delegate convention of last June to compile statistics relating to the pension roll and pension fund herewith submits its report through the columns of the School Weekly.

The statistics here presented are arranged under four heads:

Table 1 contains the roll of pensioners complete to January 1, 1900, with date of entry upon the roll, sum received each month, total amount received to Janu-

ary 1, 1900, yearly assessments, and lastly, total amount contributed by each pensioner to the pension fund from the 1 per cent assessment on salary at retiring.

Table 2 shows the number of pensioners on the roll since September, 1896, by months, and the amount paid out on pensions for each month since then up to January 1, 1900.

Table 3 shows the annual collections or receipts from all sources for the benefit of the pension fund from January 1, 1896, to January 1, 1900, and also the yearly disbursements for pensions alone for the same period.

Table 4 contains a carefully prepared estimate based on Wiggleworth's tables of expectancy of life at 40, 45, 50, 55, and 60 years, the calculation being based upon minimum ($40), maximum ($60), and average ($50) monthly payments to pensioners at the present time. This table shows the total amount that would be paid to each pensioner and the total amount that would be received from each pensioner on the basis of expectancy.

Although great care has been used in compiling these statistics, the committee is aware that some inaccuracies will be found, but it is quite certain that in the main the tables are correct. A carefully prepared review of these tables is in course of preparation by the committee on information. This review will contain recommendations and suggestions for increasing and safeguarding the pension fund, and will in due time be published in the School Weekly.

Auditor Custer and Secretary Legner state that additions of the five or six names to the pension roll at the last meeting of the pension board necessitated the selling of some securities in order to meet obligations now outstanding.

Respectfully submitted.

WILLIAM H. CHAMBERLIN, *Chairman*,
MARY DARROW OLSON,
JOHN T. RAY,
Committee on Statistics.

[Table 1, containing names of beneficiaries, is here omitted.]

TABLE 2.—*Pension disbursements from 1896 to 1900, by months.*

Date.	Number of members.	Amount.
September, 1896	36	$1,138.57
October, 1896	36	1,238.82
November, 1896	36	1,227.18
December, 1896	36	1,147.51
January, 1897	36	1,485.65
February, 1897	36	1,485.65
March, 1897	36	1,485.65
April, 1897	36	1,526.07
May, 1897	36	1,526.07
June, 1897	36	1,526.07
September, 1897	44	2,466.76
October, 1897	44	2,609.83
November, 1897	44	2,652.79
December, 1897	44	2,650.35
January, 1898	50	2,890.84
February, 1898	50	2,926.84
March, 1898	53	2,964.49
April, 1898	53	3,067.97
May, 1898	53	3,069.97
June, 1898	53	3,089.97
September, 1898	85	3,517.89
October, 1898	89	3,703.10
November, 1898	89	3,714.06
December, 1898	90	3,763.63
January, 1899	91	3,819.84
February, 1899	91	3,821.20
March, 1899	91	3,817.10
April, 1899	95	3,963.65
May, 1899	95	4,106.31
June, 1899	100	4,249.66
September, 1899	124	5,518.70
October, 1899	124	5,547.70
November, 1899	124	5,733.81
December, 1899	124	5,633.67

TABLE 3.—*Pension receipts and disbursements, by years.*

Year.	Whence received.	Receipts.	Disbursements.
1896	From teaching force	$38,569.28	$4,752.08
1897	do	40,553.52	19,411.89
1898	do	45,558.39	32,703.66
1899	From all sources	53,984.32	46,289.14
	From other pay rolls, 1896–99	16,733.37	
	Total	195,338.88	103,161.77
	On hand Jan. 1, 1900, approximately	92,177.11	

TABLE 4.—*Showing expectancy of life, after retirement at different ages ("Wigglesworth's tables"), the sums that will be drawn by the annuitants before death on pensions of $400, $500, and $600 per year. Also contributions to the fund and excess of annuity over the same on salaries of $800, $1,000, and $2,500 per year.*

Age at retirement.	Expectancy of life.	Total amount drawn from fund during life on a pension of—			Contributions during 20 years at 1 per cent of salary.			Excess of annuity over contribution to fund on salaries of—		
		$400.	$500.	$600.	$800.	$1,000.	$2,500.	$800.	$1,000.	$2,500.
40	26.04	$10,416	$13,020	$15,624	$160	$200	$500	$10,256	$12,820	$15,124
45	23.92	9,568	11,960	14,352	160	200	500	9,408	11,760	13,852
50	21.16	8,464	10,580	12,696	160	200	500	8,304	10,380	12,196
55	18.35	7,340	9,175	11,010	160	200	500	7,180	8,975	10,510
60	15.43	6,172	7,715	9,258	160	200	500	6,012	7,515	8,758
65	12.43	4,972	6,215	7,458	160	200	500	4,812	6,015	6,958
70	10.06	4,024	5,030	6,036	160	200	500	3,864	4,830	5,536

RETIREMENT FUND IN SOUTH CAROLINA.

By an act of the general assembly of South Carolina, approved on the 29th of January, 1898, the board of public school commissioners for the city of Charleston established "The public school teachers' retirement fund."

This fund is administered by a board of trustees composed of the chairman of the city board of school commissioners, two other commissioners chosen by the said board, the superintendent of the city public schools as ex-officio secretary and treasurer, and a citizen to be elected by the teachers of the city public schools every four years.

The fund consists of 10 per cent for the first five years and of 4 per cent ever thereafter of the gross income of the special school tax paid by the taxpayers of the city of Charleston.

Every teacher in the public schools of the city of Charleston who is over the age of 65 years, and shall have taught in them for twenty-five years next preceding the time of retirement, shall have the right voluntarily to retire from such service, and upon the certificate of the city board of school commissioners that he or she stands in need of maintenance shall become a beneficiary, and shall be entitled to an annuity for the remainder of his or her life. This annuity shall in no case exceed the sum of $250 in any one year.

Every teacher in the public schools of the city of Charleston who shall have taught continuously therein for at least twenty years, and has become incapacitated mentally or physically, may retire and become a beneficiary of the fund, provided that the annuity shall cease when such incapacity ceases.

There is a local teachers' benefit association whose object is to relieve sick teachers by the payment of 75 cents a day for ten school days, and 50 cents a day for the remaining ten days of a school month, should the sickness continue for that period.

THE PENSION LAW OF CINCINNATI, OHIO.

From Cincinnati comes the report that the law, passed by the Ohio legislature some years ago, which enables the teachers to establish and maintain a pension fund, had to be seriously amended in order to prevent a depletion of the fund. Instead of 1 per cent of the salary, a teacher will now be taxed $2 for every month of the school year, or $20 per annum. No difference is made between teachers and principals. A teacher may retire from service and claim his pension after thirty years' service, and he then draws a pension of $10 for every year he served; hence his pension will amount to $300 after thirty years, $400 after forty years, but no pension over $500 will be paid. In cases of disability before the thirtieth year of service is reached, a pension may be paid, but it can not be larger than $10 for every year of service. One paragraph of the amended law gives satisfaction to the teachers, namely, that hereafter no teacher can be dismissed arbitrarily by the superintendent, but his case must be investigated by a committee of the city school board upon written complaint of the superintendent.

THE TEACHING FORCE IN ENGLAND AND WALES.

The London Schoolmaster, in its issue of May 5, 1900, analyzes the annual returns of the "Education department" for 1899, and reveals some interesting facts from which the following, concerning the number, age, and qualification of the teaching force, as well as the amounts paid them, are gleaned. It says: "This question (respecting the quality and quantity of teachers) represents an item of first-class importance; and no one who knows the lack of adequate financial support under which the great bulk of the voluntary schools, and practically all the rural schools (both board and voluntary or church schools), suffer, will be surprised to learn that in very many cases the teaching staff is woefully insufficient and inefficient." Elementary school teachers are of four classes:

(1) Adults who have gone through all the grades of training and are classed as fully certificated.

(2) Teachers who have been apprenticed as pupil teachers, but have not completed the course for the teacher's certificate. These are styled ex-pupil teachers.

(3) Young women over 18 years of age—technically known as "article 68's"—who have no professional qualification whatever, except that, in the opinion of the inspector, they are presentable young persons and can give evidence that they have been successfully vaccinated.

(4) Juvenile apprentices to the art of teaching, known as pupil teachers.

Under any efficient system of education, neither the "Article 68's" nor the pupil teachers would be looked upon as efficient members of the school staff. But it is too common an experience to find English schools—especially voluntary schools and rural board schools—staffed almost entirely with these inefficient supernumeraries. The whole teaching force (including these inefficient juveniles) in England and Wales at the present time (the report is for 1899) consists of 150,524 persons, distributed as Table A shows. Tables B, C, D, and E give further details in relative and absolute numbers, and the facts as related to Scotland are added. The report does not mention Ireland. The table "Salaries of teachers" has been made serviceable to American readers by stating the amounts in dollars and cents.

The teaching force in England and Wales.

A.—NUMBER OF TEACHERS.

Kind of teachers (for explanation see introductory text).	Men and boys.	Women and girls.	Total in 1899.	Total in 1898.	Total in 1897.	Total in 1896.	Total in 1895.	Total in 1894.	Total in 1893.
Certificated	24,253	37,832	62,085	59,784	58,814	56,712	52,941	50,689	49,340
Ex-pupil teachers	4,725	25,508	30,233	26,736	25,206	25,393	27,961	26,067	25,123
"Article 68's"	.....	16,717	16,717	15,136	14,155	12,688	11,678	10,196	8,534
Pupil teachers and candidates	8,415	33,074	41,489	42,389	43,574	43,800	41,143	39,594	.....
Total	37,393	113,131	150,524	144,135	141,749	138,743	133,723	126,546	121,871

B.—SEX OF TEACHERS.

Year.	Men and boys.	Per cent.	Women and girls.	Per cent.
1899	37,393	24.8	113,131	75.2
1898	36,444	25.2	107,687	74.8
1897	36,211	25.5	105,538	74.5
1896	35,939	25.9	102,804	74.1
1895	35,095	26.2	98,628	73.8
1894	33,860	26.8	92,686	73.2
1893	33,456	27.1	88,415	72.9

C.—PROPORTION OF ADULTS TO JUVENILES.

Year.	Adults.		Juveniles.	
	Number.	Per cent.	Number.	Per cent.
1899	109,035	72.4	41,489	27.6
1898	101,746	70.5	42,389	29.2
1897	98,175	69.2	43,574	30.8
1896	94,948	68.4	43,800	31.6
1895	92,580	69.2	41,143	30.8
1894	86,952	68.7	39,594	31.3
1893	82,997	68.1	38,874	31.9

D.—PROPORTION OF QUALIFIED TO UNQUALIFIED TEACHERS.

Year.	Certificated teachers.	Per cent.	Uncertificated adults.	Per cent.	Apprentices.	Per cent.
1899	62,085	41.2	46,950	31.2	41,489	27.6
1898	59,874	41.5	41,872	29.1	42,389	29.2
1897	58,814	41.5	39,361	27.7	43,574	30.8
1896	56,712	40.8	38,231	27.5	43,800	31.7
1895	52,941	39.6	39,639	29.6	41,143	30.8
1894	50,689	40.0	36,233	28.7	39,594	31.3
1893	49,340	40.5	33,657	27.6	38,874	31.9
1892	48,772	41.6	30,509	26.0	37,874	32.4

E.—QUALITY OF TEACHERS EMPLOYED IN VARIOUS CLASSES OF SCHOOLS.

Class of schools in 1899.	Certificated adults.	Ex-pupil teachers.	Article 68's.	Pupil teachers.
	Per cent.	*Per cent.*	*Per cent.*	*Per cent.*
Schools of Church of England	37	21	17	25
Wesleyan schools	30	24	10	36
Roman Catholic schools	34	22	19	25
British schools	36	22	12	30
Board schools	47	19	5	29
Scotland	56	12		32
London board schools	81	4	0	15

THE FACTS IN SCOTLAND IN 1898.

In 1898 Scotland had 17,836 teachers—9,975 certificated adults, or 56 per cent; 2,193 uncertificated adults, or 12 per cent, and 5,668 juveniles, or 32 per cent. With regard to sex they were divided into 5,435 men or boys (30 per cent) and 12,401 women or girls (70 per cent). Divided into adults and juveniles we get: Adults, 12,168, or 68 per cent, and juveniles 5,668, or 32 per cent.

GENERAL REMARKS.

The foregoing analysis of the composition of the teaching force illustrates in the first place the extent to which women are dispossessing men in the work of teaching. To-day in England and Wales, as will be seen by consulting the tables, roughly speaking, three-fourths of the teachers are women and girls. In the year 1851 70 per cent of the teaching force were men and boys and 30 per cent women and girls. In 1870 the proportions of the sexes were just about equal, and now they are 24.8 per cent men and boys and 75.2 per cent women and girls. Another consideration is the rapid increase in the number of unqualified adult teachers, known as "Article 68's." In ten years the number of these teachers engaged has risen from 5,210 to 16,717. (See explanatory remarks in the introduction.)

F.—AVERAGE SALARIES OF TEACHERS IN ENGLAND AND WALES.

Class of schools.	Men.				Women.			
	Principals.		Class teachers.	Total.	Principals.		Class teachers.	Total.
	Average salaries.	Number provided with house and rent free.	Average salaries.	Total average.	Average salaries.	Number provided with house and rent free.	Average salaries.	Total average.
Schools connected with National Society or Church of England	$647.75	4,452	$407.45	$561.68	$405.20	3,452	$289.00	$370.02
Wesleyan schools	913.64	48	444.93	669.54	473.83	1	307.41	386.95
Roman Catholic schools	633.95	26	425.10	561.54	371.33	263	286.64	341.83
British and other schools	779.55	236	483.39	670.75	437.29	140	317.14	384.02
Board schools	853.30	1,548	537.45	645.43	600.70	465	416.72	471.16
Total in—								
1899	723.85	6,308	512.31	628.37	470.81	4,326	381.25	423.33
1898	710.70	6,006	505.56	621.22	458.75	4,354	374.18	415.27
1897	701.50	5,973	495.85	613.72	449.06	4,439	366.43	407.43
1896	699.00	5,967	486.87	610.95	444.39	4,573	359.81	403.14
1895	689.20	6,022	488.25	611.64	437.93	4,563	356.75	405.81
1894	684.95	5,994	485.75	611.83	430.18	4,603	361.54	400.83
1893	676.97	6,017	484.04	608.79	422.58	4,653	358.12	396.00
1892	671.41	5,934	472.43	603.08	417.00	4,738	346.64	388.31
1891	669.20	5,954	456.45	598.31	414.12	4,786	336.18	383.00
1890	670.62	5,332	449.29	599.60	414.35	4,501	330.43	380.10

G.—NUMBER OF TEACHERS AT SPECIFIED AMOUNTS.

Class of schools.	Principals or head teachers: Men.									
	Under $250.	From $250 to $500.	From $500 to $750.	From $750 to $1,000.	From $1,000 to $1,250.	From $1,250 to $1,500.	From $1,500 to $2,000.	From $2,000 to $2,500.	$2,500 and over.	Total number.
Church schools	8	1,896	3,514	1,294	362	102	26	2	.....	7,204
Wesleyan schools	.....	21	135	123	88	33	18	1	2	424
Roman Catholic schools	.....	55	143	61	5	.....	.....	.....	.....	264
British schools	3	138	309	211	90	32	17	5	2	807
Board schools	3	779	1,424	854	666	352	573	17	2	4,470
Total in 1899	14	2,893	5,525	2,543	1,211	519	434	25	6	13,169

Class of schools.	Principals or head teachers: Women.									
	Under $125.	From $125 to $250.	From $250 to $375.	From $375 to $500.	From $500 to $625.	From $625 to $750.	From $750 to $1,000.	From $1,000 to $1,500.	$1,500 and over.	Total number.
Church schools	2	183	3,914	3,063	1,292	379	102	14	.....	8,949
Wesleyan schools	.....	3	74	106	58	23	13	2	.....	284
Roman Catholic schools	.....	11	790	604	74	11	2	.....	.....	1,492
British schools	.....	14	257	298	118	41	23	7	1	759
Board schools	.....	40	1,006	1,482	1,147	754	760	645	15	5,849
Total in 1899	2	251	6,041	5,553	2,689	1,213	900	668	16	17,333

Class of schools.	Regular class teachers: Men.								
	Under $250.	From $250 to $500.	From $500 to $750.	From $750 to $1,000.	From $1,000 to $1,250.	From $1,250 to $1,500.	From $1,500 to $2,000.	From $2,000 to $2,500.	Total number.
Church schools	12	1,450	160	7	.....	.....	.....	.....	1,629
Wesleyan schools	.....	136	37	1	.....	.....	.....	.....	174
Roman Catholic schools	3	114	17	.....	.....	.....	.....	.....	134
British schools	3	270	84	19	6	1	1	.....	384
Board schools	14	3,894	3,056	1,253	7	.....	.....	.....	8,164
Total in 1899	32	5,894	3,354	1,280	13	1	1	.....	10,485

Class of schools.	Regular class teachers: Women.								
	Under $125.	From $125 to $250.	From $250 to $375.	From $375 to $500.	From $500 to $625.	From $625 to $700.	From $700 to $1,000.	From $1,000 to $1,500.	Total number.
Church schools	25	675	2,899	270	15	1	.....	.....	3,885
Wesleyan schools	.....	24	235	49	2	.....	.....	.....	310
Roman Catholic schools	2	99	668	26	3	.....	.....	.....	798
British schools	.....	53	439	93	17	2	.....	1	605
Board schools	3	442	5,086	4,612	2,773	1,032	10	1	13,959
Total in 1899	30	1,293	9,327	5,050	2,810	1,035	10	2	19,557

FOREIGN STUDENTS IN GERMAN UNIVERSITIES.

During the summer semester of 1899 there were 2,284 foreigners matriculated in German universities. This number does not include about 2,000 foreign "hearers" who could not be matriculated, owing to their want of the preparation prescribed by law; nor does the number include the foreign students of polytechnica, art academies, music conservatories, agricultural, forestry, and mining academies. The Annual Report of this Bureau for 1896 gives a summary of foreign students in polytechnica, agricultural, forestry, and mining academies which shows a total of 1,276. If the art and music students were added, the total would rise to 2,000. The following figures have reference to foreign university students only.

Of the 2,284 students, 563 studied philosophy, philology, and history; 480 studied mathematics and natural science; 477 studied medicine; 299, law; 284, agriculture, forestry, and political economy; 150, theology, and 31, dentistry, making a total of 2,414, which indicates that some—130—study in two faculties.

The "hearers" (nonmatriculated students) have all the privileges of regular students, such as attendance at lectures and exercises, use of library, laboratories, and other agencies if they pay the prescribed fees; but not being matriculated, their names are not kept on the rolls, nor can they acquire degrees or compete in state examinations, the successful passing of which opens up a career in the service of the State, which is coveted by native Germans and is granted almost exclusively to them.

Foreign students came from nearly all the civilized countries. From Russia 594, Austria-Hungary 467, Switzerland 289, England 159, Bulgaria 69, the Netherlands 50, France 41, Servia 39, Italy 37, Turkey 33, Roumania 32, Sweden and Norway 31, Luxemburg 24, Greece 23, Belgium 19, Denmark 8, Montenegro 3, Spain 3; total from Europe, 1,857. From Asia, chiefly from Japan, came 101; from Africa 21, from Australia 5, and from America 300. The report fails to specify from what part of America the last mentioned came.

The following numbers will show which universities are preferred by foreigners: Berlin had 655 foreign students, Leipzig 322, Heidelberg 205, Munich 196, Halle 138, Freiburg 96, Göttingen 93, Strassburg 75, Jena 71, Marburg 66, Würzburg 59, Bonn 50, Königsburg 49, Tübingen 48, Breslau 40, Giessen 35, Erlangen 33, Greifswald 22, Kiel 22, Rostock 7, and Münster 2.

WOMEN STUDENTS IN PRUSSIAN UNIVERSITIES.

As will be seen from the following tables, statistics of all the 22 German universities are not offered, but only of the 10 Prussian universities. The Leipzig Tageblatt (No. 349, July 12, 1899) makes the compilation, chiefly because the Prussian Government has been opposed to the admission of women students. It still debars them from matriculation and only allows them to enter as "hearers." The difference between matriculated students and hearers is explained in the preceding article. The following tables speak for themselves. They give the number of women students, their nationality, age, religion, their marital relations, the occupation of their fathers, their purposes of study, and the branches they select.

1.—*Number of women students in Prussian universities.*

Prussian universities.	Winter of 1895-96.	Summer of 1896.	Winter of 1896-97.	Summer of 1897.	Winter of 1897-98.	Summer of 1898.	Winter of 1898-99.
Berlin	66	40	95	116	188	169	238
Bonn	----	----	16	14	19	18	29
Breslau	11	15	35	28	33	21	32
Göttingen	32	40	40	35	42	22	26
Greifswald	6	8	5	1	8	7	17
Halle	2	2	10	6	14	6	15
Kiel	----	----	22	10	22	21	17
Königsberg	----	----	----	11	13	17	33
Marburg	----	----	----	9	8	27	10
Münster	----	----	----	----	----	----	----
Total	117	105	223	230	347	303	414

The total number of women studying in other German universities is 230.

2.—*Nationality of women students in Prussian universities.*

Countries.	Winter of 1895-96.	Summer of 1896.	Winter of 1896-97.	Summer of 1897.	Winter of 1897-98.	Summer of 1898.	Winter of 1898-99.
Germany	52	59	134	161	231	224	276
Denmark	----	----	4	2	----	----	2
Great Britain	4	7	3	4	9	3	8
France	----	2	3	3	3	2	4
Netherlands	----	----	----	----	1	----	----
Italy	----	----	1	----	----	----	----
Austria-Hungary	1	1	1	3	5	6	3
Russia	12	6	23	16	42	36	59
Sweden and Norway	1	----	----	4	1	3	2
Switzerland	----	2	----	1	4	1	2
Roumania and Bulgaria	----	----	1	1	1	1	3
America (chiefly United States)	47	28	53	35	49	31	50
Africa	----	----	----	----	----	----	2
Australia	----	----	----	----	1	1	3
Total	117	105	223	230	347	308	414

3.—*Age of women students in Prussian universities.*

Age.	Winter of 1895-96.	Summer of 1896.	Winter of 1896-97.	Summer of 1897.	Winter of 1897-98.	Summer of 1898.	Winter of 1898-99.
Under 20 years	18	2	29	14	20	7	23
Between 20 and 30 years	40	45	97	96	157	172	250
Over 30 years	59	58	97	120	170	129	142
Total	117	105	223	230	347	308	414

4.—*Religion of women students in Prussian universities.*

Religious denomination.	Winter of 1895-96.	Summer of 1896.	Winter of 1896-97.	Summer of 1897.	Winter of 1897-98.	Summer of 1898.	Winter of 1898-99.
Protestants (Evangelical Lutheran or Reformed) *a*	45	84	151	169	245	217	291
Other Protestants (Christian Brothers, Baptists, Methodists, Presbyterians, Armenians, Unitarians) *b*	6	9	12	14	17	15	20
Roman Catholics	1	----	6	9	10	10	11
Hebrews	7	11	29	2	71	64	88
Others	----	----	3	1	3	1	----
Total	59	104	201	195	346	307	410

a Denominations recognized by the State. *b* Denominations not so recognized.

5.—*Marital relations of women students in Prussian universities.*

	Winter of 1895-96.	Summer of 1896.	Winter of 1896-97.	Summer of 1897.	Winter of 1897-98.	Summer of 1898.	Winter of 1898-99.
Unmarried	103	97	186	206	299	269	374
Married	13	5	23	20	40	34	36
Widowed	1	2	3	3	8	5	4
Divorced	----	1	1	1	----	----	----
Total	117	105	213	230	347	308	414

6.—*Occupation of fathers of women students.*

	Summer of 1896.	Winter of 1896-97.	Summer of 1897.	Winter of 1897-98.	Summer of 1898.	Winter of 1898-99.
Learned professions	36	77	77	124	122	135
Army officers	5	12	14	16	15	17
Artists	2	1	2	2	----	2
Teachers	2	3	4	7	4	14
Civil officers	9	16	16	23	20	25
Farmers	13	21	16	22	19	21
Manufacturers	5	11	13	15	12	16
Merchants and bankers	23	56	61	94	90	144
Others (including artisans)	4	5	7	14	11	16
Without occupation	6	13	13	15	10	14
Total	105	205	223	332	303	407

7.—*Branches studied by women in Prussian universities.*

Studies.	Winter of 1895-96.	Summer of 1896.	Winter of 1896-97.	Summer of 1897.	Winter of 1897-98.	Summer of 1898.	Winter of 1898-99.
Theology	----	1	3	6	6	5	9
Law	2	----	1	2	3	5	6
Medicine	2	2	8	13	11	15	16
Dentistry	----	2	----	----	1	1	3
Philosophy (ethics, logic, etc)	22	15	35	46	93	69	100
Philology (archæology)	13	15	39	45	60	48	55
Modern philology (literature)	46	53	94	94	125	107	146
Classical philology (literature)	3	5	6	6	7	9	6
Pedagogy	3	1	12	----	6	----	7
History	22	14	35	39	66	58	71
Geography	2	2	3	1	1	3	12
Mathematics	9	6	8	5	11	9	15
Natural sciences (physics, chemistry, botany, zoology, mineralogy, astronomy)	10	11	20	22	39	35	45
Political economy	10	7	11	15	42	20	23
Art and history of art	21	16	40	32	44	54	66
Total *a*	165	150	315	326	515	433	480

a The differences between these totals and preceding ones are caused by duplication; some study several of the branches mentioned.

8.—*Purposes of women students in attending Prussian universities.*

Purposes stated.	Summer of 1896.	Winter of 1896-97.	Summer of 1897.	Winter of 1897-98.	Summer of 1898.	Winter of 1898-99.
Study (either general or of a particular branch)	64	161	135	246	219	303
Preparation for teacher's or principal's examinations	31	37	84	79	58	64
Admission to professional examinations	4	10	----	5	13	21
Preparation for academic degrees	6	5	9	14	18	26
Preparation for admission to university	----	----	2	3	----	----
Total	105	213	230	347	308	414

CAUSES OF MORTALITY AMONG TEACHERS.

Concerning the causes of mortality among teachers, some interesting data are published by the Deutsche Lehrerzeitung, in Leipzig, from which the following information is taken and published here with a view to inciting similar investigations in this country. The facts given concerning teachers refer to German teachers only. In all probability the corresponding figures for the United States will vary from those found in Germany, the teachers there being mostly men, while here, at least in the cities, they are almost exclusively women.

The profession of a person has as much influence upon the duration of life as his pecuniary circumstances. Certain occupations and professions are considered inimical to life, as, for instance, those of hotel keepers and hotel servants, glass blowers, musicians, and medical practitioners. Others seem to be favored with long life, notably those of clergymen and independent farmers. Dr. Richardson, in his English statistics of mortality, states that among each 1,000 Protestant clergymen in the vigorous age between 25 and 45 years, during 1890–1892, the number dying was 4.72, on an average; of farmers the average per 1,000 was 5.64; of medical practitioners, 10.24; of musicians, 12.68; of glass blowers, 14.11; of hotel keepers, 18.81.

Dr. Richardson calculated the mortality of 70 occupations or professions, and found that the printers occupy the third highest place in the list of mortality. Taking the average mortality of all the 70 occupations as 100 per cent, the printers average 117 per cent. Almost 60 per cent of the printers and compositors die of consumption at the comparatively early age of 35.

Generally speaking, the mortality of elementary school-teachers is not very low, but neither is it very high. Taking the average mortality of well-situated strata of the population (civil officers, for instance) as 100 per cent during the vigorous years from 21 to 45, the two German physicians, Karup and Gollmer, calculate the mortality of university professors to be 64.6 per cent; that of Protestant clergymen, 70.2 per cent; that of teachers of preparatory or high schools, 71.4 per cent; that of elementary teachers, 84.6 per cent; that of medical men, 125.9 per cent.

Very different proportions are found if the causes of death are considered. Certain diseases are found among teachers oftener than among persons engaged in other occupations, notably consumption, chronic lung catarrh, and acute diseases of the respiratory organs, such as inflammation of the lungs and pneumonia and bronchitis. To a large extent they may be considered professional diseases of teachers and speakers.

Rural teachers, especially, die young. While generally the mortality in cities is somewhat greater than in the country, the numerous inconveniences and the accumulated troubles to which rural teachers are subjected—such as poor dwellings, much school dust, defective warming and ventilation in schoolrooms, overcrowded classes, ungraded schools, small salaries, long hours, additional service in church as organists and choir leaders which necessitates outdoor walking in all kinds of weather, and, above all, the greater responsibility—cause a greater mortality among rural teachers in Central Europe.

Taking as a standard measure the mortality from each disease of tolerably well-situated civil officers—of administration and justice, for instance—and of similar social strata, and calling this the normal rate for such disease, or 100 per cent, we find the mortality of elementary teachers during the years of vigor (from 46 to 60) to be 110.7 per cent caused by tuberculosis, 108.2 per cent caused by chronic lung catarrh, and 129.4 per cent caused by constitutional diseases, such as disorders of the digestive and kindred organs. These figures show that the normal mortality is far surpassed by that of teachers in every case. The last-named cause is found singularly often among city teachers during the age of 25 to 60 years, as is seen from the following figures: Taking the same normal standard mentioned before,

we find that Protestant clergymen do not reach it, only 67.5 per cent dying from that cause, but 111.3 per cent of rural teachers and 130.2 per cent of city teachers. During old age that difference becomes still more pronounced—rural teachers 97.6 per cent, city teachers 139 per cent. This high percentage of mortality is, however, chiefly found in South Germany, where 142.8 per cent of city teachers die of kidney and liver troubles or disturbances of the digestive organs. Also, with regard to diseases of the organs of circulation and fatal accidents, the teachers of southern States show a higher percentage, to wit, north, 69.9 per cent and 88.1 per cent, respectively; south, 105.7 per cent and 110.2 per cent. This is not strange, if the fact be considered that the general mortality in southern is greater than in northern Germany; local circumstances, the mode of living, and especially injurious dietary habits may be the causes.

How destructive the so-called professional diseases are to teachers may be seen from the list prepared by the two physicians before mentioned, Drs. Karup and Gollmer, after investigations and inquiries made during a number of years. The first established a normal rate of mortality as a standard measure, and then ranged the following groups as follows:

	1. Death caused by lung consumption.		2. Death caused by chronic lung catarrh and emphysema.		3. Death caused by other diseases of the respiratory organs.	
	Age, 26–60 years.	Age, 61–90 years.	Age, 26–60 years.	Age, 61–90 years.	Age, 26–60 years.	Age, 61–90 years.
	Per cent.	*Per cent.*	*Per cent.*	*Per cent.*	*Per cent.*	*Per cent.*
Protestant clergymen	44.2	57.6	61.6	64.1	61.3	74.2
Secondary-school teachers	66.3	70.4	82.2	73.9	65.4	72.9
Elementary city teachers	90.2	81.2	85.0	93.1	84.7	87.6
Elementary rural teachers	101.4	113.9	117.1	112.9	102.6	105.8

However, if all the causes of death are considered without distinction, except as to the period of calculation and age at time of decease, the mortality of teachers can not be said to be very high. The average figures during the age of 26 to 60 years,[1] compared with the normal mortality during the same year, are as follows: University professors, 56.7 per cent; Protestant clergymen (counted among the teachers because they teach religion in secondary schools), 73.6 per cent; elementary teachers in cities, 75.8 per cent; teachers in secondary schools, 77.4 per cent; elementary teachers in rural districts, 84.5 per cent; Catholic clergymen, 103.6 per cent; practicing physicians, 116.2 per cent.

Dr. Sigel, a physician of the health office in Leipzig, examined in October, 1895, all the teachers of that city, and found 42.8 per cent of them suffering from nervousness, chronic catarrh of the throat, lung trouble, and other so-called professional diseases.

A NEW HISTORY OF EDUCATION.

Among the methods of presenting the history of education there are two distinct, if not antagonistic ones; the one deals exclusively, or chiefly, with the theories and plans of reform which in the course of centuries have been advanced by philosophers, and in turn have agitated the educational world. This mode of presenting and studying the history of education is not unprofitable, but it is not, properly speaking, the history so much as it is the theories of education such books present. The other method is the one which exclusively deals with facts gleaned from

[1] These limits are taken because the twenty-fifth year of age is usually the year in which German teachers get their definite appointment, and the sixtieth year the one in which they may be retired on a pension.

documentary sources, from governmental decrees, and from school programmes and chronicles, and thus presents, or attempts to present, actual conditions. It is "Quellenstudium," study of original sources, which is emphasized by modern scholars generally. It is the method advocated in particular by modern historians, and is in accordance with the methods applied in teaching and studying natural history and science. This mode of procedure—the study of historical sources—has taken hold of educational as it has of theological students.

Prof. Stephan Waetzoldt (see Annual Report of 1894–95, page 460) says:

The science of education has only recently begun to sever itself from speculative theories and turn toward historic development of the momenta that constitute it. There is still too much system and theoretical speculation and construction, while unbiased observation and fixation of facts are not as frequently found as desirable. Rarely are the forms of the education of a certain era, or of a country, viewed in connection with the entire development of the people. Comparative pedagogy is still in its infancy. The questions: How does a nation, an era, a society arrive at a particular form of education? and Why is it a historically necessary result? present themselves to the student. He who has accustomed himself to understand historically that which exists in the education of a nation, and compares it with the work and the results of other nations upon similar lines, will not be apt to believe in the possibility or utility of direct copies and adaptations; he will try to understand and explain, but will refrain from copying, for in the end every nation finds that which is best adapted to its needs, and it finds it in its own way.

This method of comparative study of education has been employed by Dr. Karl Schmidt in his famous work of four volumes, which for thoroughness and philosophic insight is not surpassed by any other on the history of education. But this work is not a presentation of original sources, however sound may be its foundation.

Recently another German work has made its appearance following independently a line of research in documentary sources, and thus commending itself to the student. It is a work bearing a Latin name—*Monumenta Germaniæ Pædagogica*. Nineteen volumes have appeared up to April, 1900. Its object is to introduce the reader directly to the original historical sources. A statement of its contents will show what it offers. Volumes I and VIII present the Brunswick governmental school regulations and decrees, which are the first important authoritative orders given for the establishment and regulation of schools by Protestant princes, and are, therefore, of paramount interest in showing how the schools, during the Reformation, began to be severed from the church and how they became state institutions. Volumes II, V, IX, and XVI present the original "Ratio Studiorum" prescribed for the schools of the Jesuits. In view of the fact that for more than a hundred years the schools of that religious order in Europe were the best seats of learning below the universities, this publication is very welcome. It gives an insight into documents not easily available. Volume III contains the history of mathematical instruction in Germany during the Middle Ages. Volume IV contains the German catechisms of the Bohemian and Moravian Brethren. Volumes VI and VIII contain the regulations and orders of the Saxon schools in Siebenburgen (in Hungary). Volume VII presents a biography based on documentary evidences of Luther's friend, the reformer Philip Melanchthon, whom cotemporary historians called Preceptor Germaniæ. Volume XII contains the Doctrinale of Alexander de Villa Dei. Volume XIV contains the history of education in Bavaria, and Volume XIX that of the Bavarian Palatinate. Volumes X, XI, XV, XVII, and XVIII give an account of the history of military education during the last centuries. This last work reaches up to the year 1896, and is therefore quite complete. Further volumes will appear in time, since the publication of this valuable undertaking has been secured by a subsidy from the imperial exchequer by a vote of the Reichstag, likewise by substantial aid promised by the Prussian Department of Public Education and learned societies, as well as the National Teachers' Association. It is to be regretted that the publication proceeds rather slowly—about two volumes a year—but in the interest of thorough scholarship this may, perhaps, be best.

PART II.

CHAPTER XXXVI.

CITY SCHOOL SYSTEMS.

Recent Laws Relating to City School Boards.

In the Report of this Office for 1895–96 was a chapter (Chapter I, p. 3) describing typical laws relating to city school systems as they were then organized. The four years since that paper was written have been preeminently a period of change and experiment. The variations from the normal type then described have been so radical, so numerous, and of such importance that it would be difficult now to say just what the normal type is. The cities in which the changes have been made that have excited the most attention and aroused the most discussion are San Francisco, Cal.; Washington, D. C.; Atlanta, Ga.; Indianapolis, Ind.; Baltimore, Md.; St. Louis, Mo.; New York, N. Y.; Rochester, N. Y.; Toledo, Ohio, and Milwaukee, Wis. In three other large cities—namely, Chicago, Ill.; Boston, Mass., and Detroit, Mich.—laws along lines similar to those of the cities named have been urgently advocated, but none of them have yet been passed.

The board of education has been preserved in all the new laws, but in the number of members, manner of appointment, and duties and powers marked changes have been made. The principle which formerly prevailed universally, that service on the board was an honor to which no pay should be attached, has not been observed in two of the new laws, and paid boards are now advocated very frequently elsewhere. The San Francisco board as it is now constituted represents probably the widest departure from traditional policy, for there the board of only four men devote their entire time to the duties of the office and receive each $3,000 a year. Not more than two of its members may be of the same political party. The superintendent, an officer elected by the people, is ex officio a member of the board, but without the right to vote. An elected superintendent is not a new thing in San Francisco, but a paid school board is. That has been a common plan of organizing police and fire boards, but it is a novelty as applied to schools. It is an experiment, to be sure, but the former law did not give satisfaction, and the San Francisco people appear to feel that whatever the outcome, it could be no worse than the condition of affairs under the old régime. In Washington the new board is to be paid, though the salary was avowedly attached to insure attendance at meetings and to secure more attention to school business. It is not sufficient to pay for all the time of the members, nor is it intended to.

In the selection of members of the board the greatest innovation is developed in the Milwaukee law, which provides for the appointment by the mayor of a bipartisan commission, who shall appoint the members of the board of school direct-

ors. The question of "responsibility to the people" is frequently discussed in connection with the selection of public officers, many holding that officials should be chosen directly by, and be responsible to, the people. Others oppose this because of the supposed demoralizing effects of elections and of the constant pandering to popular caprice that are said to result. The Milwaukee device removes the schools further from "the people" than any which has preceded it. The people elect the mayor, the mayor appoints the commission, the commission appoint the board, the board elect the superintendent, the superintendent, in practice, selects the principals, the principals select the teachers,[1] and the teachers teach the schools. Truly the school system has kept pace with the industrial world in the introduction of machinery; what a difference is this from the primitive plan by which the people in district meeting elected a teacher, and all was done!

The Indianapolis law shows a peculiar feature in subjecting certain acts of the school board to the veto of a subordinate officer, one of its own appointees, namely, the business director. The idea is plainly copied from the Cleveland system, but the important difference is that in the latter city the director is coordinate with the legislative body and not dependent upon it for his position. It is not to be expected of human nature that an official will oppose to the point of antagonism the power that made him; yet that would naturally follow the independent use of the veto. In this case the right of veto does not give the director any real power except to necessitate the reconsideration of a measure of which he disapproves, for no greater vote is required to pass a resolution after the disapproval than before; the three votes necessary make a majority simply, there being but five members. It would seem, therefore, that the provision is intended merely to insure careful consideration of questions involving expenditure, but it is a remarkable one nevertheless.

The New York law was designed to make as little change as possible in the existing local conditions in the several boroughs at the time of their consolidation into the greater city. New boards were brought into being for the smaller boroughs of Queens and Richmond, but the composition of the boards of the old city of New York and of the city of Brooklyn was absolutely unchanged when they became respectively the boroughs of Manhattan and the Bronx and the borough of Brooklyn. The supervision of the schools remains just as before, the title of the superintendents being changed to borough superintendents. The duties of the present city superintendent are mainly advisory, and he has no right to interfere in the actual conduct of any school in the city. The city board of education is charged with the apportionment of certain funds to the several boroughs, the purchase of sites and erection and repair of buildings, the purchase of school supplies, and, through its board of examiners,[2] the examination and certification of teachers. The actual management of the schools remains with the local school boards. This system of divided responsibility has not proved satisfactory, and a commission is already at work to revise the city charter in this as in other respects. It is expected that greater centralization of authority will be the outcome. Indeed, this was probably foreseen by the original framers of the charter, but it was felt at the time that wise policy demanded that as much as possible of local control should remain until the people became accustomed to the larger unit of government. Important changes, though not affecting the plan of organization, have already been made in the charter as it originally stood. The "Ahearn law," passed in 1899, prescribing the minimum salaries of certain teachers, was published in full in the last Education Report.[3] The "Davis law," passed at the last session of

[1] Fortieth Annual Report of the School Board of Milwaukee, 1898-99, p. 24.

[2] The board of examiners consists of the city superintendent and four examiners nominated by him and appointed by the board of education.

[3] Report of the Commissioner of Education for 1897-98, vol. 2, p. 2342.

the legislature (1900), still further regulates teachers' salaries and prescribes a minimum amount to be appropr ated for salaries of the supervising and teaching staff—namely, 4 mills on the dollar of taxable property of the city.

The new laws for Atlanta and Washington were prompted more by the needs of a definite law of some kind than by defects of previous laws, for practically there were no previous laws. The Atlanta board of education was a mere creature of the city council, without any status whatever in the eyes of the State law. It might have been abolished at any time without warning by the city council. In Washington the laws have been for years fragmentary and chaotic, so that no one of the officials knew definitely what authority he had or did not have.

The most conspicious feature that strikes one as common to all the recent laws is the reduction in the size of the boards. This is in accordance with prevailing sentiment. The San Francisco board is the smallest yet organized, and was reduced to 4 from 12. The Baltimore board was cut down from 22 to 9, St. Louis from 21 to 12, Indianapolis from 11 to 5, Milwaukee from 36 to 21, Atlanta from 14 to 7, etc.

The tendency, strongly marked. is to divorce legislative functions from the executive, retaining the former in the board and confiding the latter to paid experts. The tendency is equally apparent to separate business affairs from matters which relate to instruction, assigning the one to a business director, and the other to the superintendent of instruction. These distinctions are well developed in the Toledo law, which has been frequently extolled as one of the best yet drawn, but they are just as strongly marked in other laws.

The superintendent enjoys greater powers in most of the new laws in the appointment of teachers, in the preparation of the course of study, and in the selection of text-books. The choice of teachers from those on the eligible list is given to him absolutely in Indianapolis; and in Baltimore, St. Louis, Rochester, and Toledo the superintendent makes appointments subject to the confirmation of the board. In Milwaukee the superintendent is a member of the committee to make such appointments, and it is stated that in practice the choice really rests with him and the principal of the school in which a vacancy occurs.[1] In Boston, though the bill proposed recently for a reorganization of the board failed to become a law, a number of changes have been made in the powers of the superintendent by rule of the board itself in the line of the new laws applying to other cities.

As a rule, the Western statutes are very minute in their provisions, and are in striking contrast in this respect to some of the Eastern enactments. The Milwaukee law contains 21 sections, and that of Indianapolis 34. On the other hand, the charter of the new board of education at Washington contains but four paragraphs, as follows:

PUBLIC SCHOOLS.

The Commissioners of the District of Columbia are hereby authorized to appoint seven persons, bona fide residents and taxpayers of the District of Columbia, and who have been such for five years immediately preceding their appointment, who shall constitute a board of education and whose term of office shall be seven years, except that the terms of the persons first appointed shall terminate as follows: One each year, to be determined by lot among the seven members of the board first appointed. The compensation of members of the board shall be $10 each for personal attendance at each meeting, but shall not exceed for any member $500 per annum. The board shall have complete jurisdiction over all administrative matters connected with the public schools of the District of Columbia, except that all expenditures of public funds for such school purposes shall be made and accounted for as now provided by law under the direction and control of the Commissioners of the District of Columbia. The board shall make all needful rules and regulations which may be proper for the government and control of said

[1] Thirty-ninth Annual Report of the School Board of Milwaukee, 1897–98, p. 29.

schools, and shall make annual report to the Commissioners of the District of Columbia, who shall transmit the same to Congress, of the condition and operations of said schools and the sanitary and structural condition of all buildings in use, as well as those in course of construction, with recommendations as respects needed changes.

The board shall have power to appoint one superintendent for all the public schools of the District of Columbia, two assistant superintendents, one of whom, under the direction of the superintendent, shall have charge of schools for colored children; a secretary, and three clerks, and to remove said officers at its pleasure, and shall also have power to employ and remove all teachers, officers, and other employees connected with the public schools not already specified: *Provided*, That the graduates of the normal schools shall have preference in all cases when appointments of teachers for the grade schools are to be made. The superintendent shall annually submit to the board for its approval the course of studies and list of text-books and other apparatus to be used in said schools.

The board shall annually transmit to the Commissioners of the District of Columbia an estimate in detail of the amount of money required for the public schools for the ensuing year, and said Commissioners shall include the same in their annual estimate of appropriations for the District of Columbia, with such recommendations as they may deem proper.

The foregoing provisions under the head of "Public schools" shall take effect on the 1st day of July, 1900, and all acts and parts of acts in conflict herewith are hereby repealed.—[From "An act of Congress making appropriations to provide for the expenses of the government of the District of Columbia for the fiscal year ending June 30, 1901, and for other purposes," approved June 6, 1900.]

Summary of laws relating to school boards of certain cities—Part I.

	City.	Name of school board.	Number of members.	How chosen.	Selected from the city at large, wards, or districts.	Term of office.	Vacancies in the board are filled for the unexpired term by—	Remarks.
1	San Francisco, Cal.	Board of school directors.	4	Appointed by mayor	City at large	4 years; 1 appointed each year.	Mayor	Each director receives $3,000 per annum.
2	Washington, D. C.	Board of education.	7	Appointed by Commissioners (or general executive officers) of District of Columbia.	City at large	7 years; 1 appointed each year.	District Commissioners.	Each member to receive $10 for attendance at each meeting, total not to exceed $500 a year.
3	Atlanta, Ga.	Board of education.	9	1 from each of 7 wards; elected by mayor and council; mayor and chairman of committee of council on public schools are members ex officio.	Wards, except as to ex-officio members.	5 years; a portion elected each year.	Mayor and council.	
4	Indianapolis, Ind.	Board of school commissioners.	5	Elected by the people	At large	4 years; elections biennial; 3 chosen at one election, 2 at the next, etc.	Board of school commissioners till next election.	Candidates must be nominated by 200 householders.
5	Baltimore, Md.	Board of school commissioners.	9	Appointed by mayor and confirmed by second branch of the city council.	do	6 years; 3 chosen each alternate year.	Mayor, with confirmation as described.	
6	St. Louis, Mo.	Board of education.	12	Elected by the people	do	6 years; 4 elected each alternate year.	Mayor, till next election.	
7	New York, N. Y.	Board of education of the city of New York.	19	4 chairmen of borough school boards ex officio; 10 elected by school board of Manhattan and the Bronx; 5 elected by school board of Brooklyn.	Boroughs	1 year	Borough school boards.	
		School board of the boroughs of Manhattan and the Bronx.	21	Appointed by the mayor	At large	3 years; one-third appointed each year.	Mayor	
		School board of the borough of Brooklyn.	45	do	do	do	do	
		School board of the borough of Queens.	9	do	do	do	do	

Summary of laws relating to school boards of certain cities—Part I—Continued.

	City.	Name of school board.	Number of members.	How chosen.	Selected from the city at large, wards, or districts.	Term of office.	Vacancies in the board are filled for the unexpired term by—	Remarks.
	New York, N. Y.—continued.	School board of the borough of Richmond.	9	Appointed by the mayor.	At large	3 years; one-third appointed each year.	Mayor	
8	Rochester, N. Y	Board of education.	5	Elected by the people	do	4 years; elections biennial; 3 chosen at one election, 2 at the next, etc.	Mayor, till next election.	
9	Toledo, Ohio	do	5	do	do	5 years; one elected each year.	Board of education, till next election.	Candidates must be indorsed by 200 voters.
10	Milwaukee, Wis	Board of school directors.	21	Appointed by commission of 4, appointed by the mayor, 1 each year for 4 years.	Wards	3 years; one-third appointed each year.	Board of commissioners.	

Summary of laws relating to the school boards of certain cities—Part II.

	City.	Principal source of revenue.	Maximum amount of tax for schools.	Manner of selecting superintendent, and term, if prescribed.	Authority to examine teachers.	Authority to appoint teachers.	Construction of buildings directed by—
1	San Francisco, Cal.	Tax levied by supervisors on demand of board of directors.	$31.50 per pupil in average attendance.	Elected by the people; 4 years.	Superintendent and deputy superintendents.	Board of directors	Board of public works on requisition of board of directors; plans approved by board of directors.
2	Washington, D. C.	Appropriations by Congress; one-half from District of Columbia taxation; one-half from Federal Treasury.	----------	Elected by board of education.	----------	Board of education	District Commissioners; plans of inspector of buildings of District of Columbia.
3	Atlanta, Ga	Appropriations by city council from general fund.	----------	Elected by board of education.	----------	----do----------	Board of education.
4	Indianapolis, Ind	Tax levied by board of school commissioners.	50 cents on $100	Elected by board of commissioners; 1 year; 4 years if reelected.	Determined by board of commissioners.	Superintendent	Business director.
5	Baltimore, Md	Appropriations by city council.	----------	Appointed by board of school commissioners.	Superintendent and assistant superintendents.	Superintendent; confirmation by board of school commissioners.	City inspector of buildings; plans approved by board of school commissioners.
6	St. Louis, Mo	Tax levied by board of education.	40 cents on $100, or 50 cents on $100 by popular vote.	Appointed by board of education; 4 years.	Superintendent	Superintendent, subject to control of board of education.	Commissioner of school buildings.
7	New York, N. Y.	Appropriations by city board of estimate and apportionment.	(*a*)	Appointed by board of education; 6 years.	City superintendent and 4 examiners nominated by him.	Borough school boards.	Superintendent of school buildings; plans submitted to borough school board and approved by board of education.
8	Rochester, N. Y.	Appropriations by city council.	$25 per capita of total enrollment.	Appointed by board of education; 4 years.	Superintendent and 2 persons nominated by him.	Superintendent and principals, subject to approval of board of education.	City executive board; plans of board of education approved by board of health.
9	Toledo, Ohio	(*b*)	(*b*)	Employed by board of education; 2 years.	----------	Superintendent, with approval of board of education.	Board of education, through business manager.
10	Milwaukee, Wis.	Tax levied by city council at request of board of directors.	35 cents on $100 for teachers and current expenses; 2½ cents on $100 for repairs. *c*	Elected by board of directors; 3 years.	Committee of superintendent, president of the board, and 2 members of the board of directors.	Committee of superintendent, president of the board, and 2 members of the board of directors.	City council, on request of board of directors; plans determined by a committee.

a Minimum amount to be appropriated for supervising and teaching staff to be equivalent to 40 cents on $100; maximum not specified.
b Not specified in special law.
c City council erects new buildings.

Statistics of City Schools.

Table 1.—*Summary of statistics of cities containing over 8,000 inhabitants, showing increase from previous year.*

	1897–98.	1898–99.	Increase.	Per cent of increase.
Enrollment	3,803,049	3,920,467	117,418	3.09
Aggregate number of days' attendance	539,141,947	550,909,973	11,768,026	2.18
Average daily attendance	2,849,502	2,931,679	82,177	2.88
Average length of school term, in days	189.2	187.9	(*a*)	
Enrollment in private and parochial schools	872,406	913,369	40,963	4.70
Male supervising officers	2,316	2,320	4	.18
Female supervising officers	2,113	2,270	157	7.43
Whole number of supervising officers	4,429	4,590	161	3.63
Number of male teachers	6,005	6,302	297	4.96
Number of female teachers	72,355	76,348	3,993	5.52
Whole number of teachers	78,360	82,650	4,290	5.47
Number of buildings	9,113	9,367	254	2.79
Number of seats	3,500,970	3,635,486	134,516	3.84
Value of school property	$289,325,794	$312,698,690	$23,372,896	8.08
Expenditure for tuition	$52,064,649	$55,689,787	$3,625,138	6.96
Total expenditure	$88,773,647	$93,413,046	$4,639,399	5.23

a Decrease 1.3 days.

The increases reported above are considerably below the normal increases in nearly every item. The average attendance for 1898–99 shows the smallest increase, both actually and proportionally, that has occurred since the present method of presenting the city school statistics was inaugurated in 1890–91. In enrollment, too, the proportional increase is less than in any previous year within the time mentioned. The growth of cities and of school systems does not always progress with uniform steps, and it may be that the next year will witness an increase in school attendance that will more than make good the deficiencies of this year. But whether this occur or not, it is plain that from some cause the accustomed growth of city schools has been retarded.

The history of growth in the past leads to the hope that the retardation is temporary only, but whether temporary or permanent it is a matter of importance, and considerable pains have been taken to ascertain the causes. The following table shows, for all the cities which had over 100,000 inhabitants according to the Eleventh Census, the enrollment for 1897–98 and for 1898–99, with increase or decrease, and percentage of the same; also the increase during the ten years from 1887–88 to 1897–98, with the percentage of increase and the average annual rate:

Table 2.—*Statistics of public school enrollment in cities of over 100,000 inhabitants.*

	Enrollment 1897–98.	Enrollment 1898–99.	Increase or decrease.	Per cent of increase or decrease.	Enrollment 1887–88.	Increase from 1887–88 to 1897–98.	Per cent of increase in 10 years.	Average annual rate of increase.
								Per. ct.
San Francisco, Cal.	43,037	42,612	D. 425	D. 1.0	38,973	4,064	10.4	1.0
Denver, Colo. (District No. 1)	13,892	13,760	D. 132	D. 1.0	7,123	6,769	95.0	6.9
Washington, D. C.	44,698	45,560	I. 862	I. 1.9	34,850	9,848	28.2	2.5
Chicago, Ill.	236,239	242,807	I. 6,568	I. 2.8	89,578	146,661	163.7	10.2
Indianapolis, Ind.	33,853	33,270	D. 583	D. 1.7	15,256	18,597	121.9	8.3
Louisville, Ky.	26,929	27,408	I. 479	I. 1.8	21,330	5,599	26.3	2.4
New Orleans, La.	29,522	30,770	I. 1,248	I. 4.2	25,649	3,873	15.1	1.4
Baltimore, Md	78,542	79,684	I. 1,142	I. 1.5	53,697	24,845	46.3	3.9
Boston, Mass.	*a* 75,561	*a* 77,464	I. 1,903	I. 2.5	58,471	17,090	29.2	2.6
Detroit, Mich	37,131	37,497	I. 366	I. 1.0	22,720	14,411	63.4	5.0
Minneapolis, Minn.	33,673	34,863	I. 1,190	I. 3.5	17,997	15,676	87.1	6.5
St. Paul, Minn	23,790	24,344	I. 554	I. 2.3	12,614	11,176	88.6	6.5
Kansas City, Mo	23,204	27,314	I. *b* 4,110	I. *b* 17.7	16,950	6,254	36.9	3.2
St. Louis, Mo.	75,922	76,244	I. 322	I. 0.4	57,074	18,848	33.0	2.9
Omaha, Nebr	18,271	18,640	I. 369	I. 2.0	10,661	7,610	71.4	5.5
Jersey City, N. J.	28,561	32,806	I. 4,245	I. 15.9	23,873	4,688	19.6	1.8

a Number belonging January 31. *b* 1,823 pupils added by annexation of new territory.

TABLE 2.—*Statistics of public school enrollment in cities of over 100,000 inhabitants*—Continued.

	Enrollment 1897–98.	Enrollment 1898–99.	Increase or decrease.	Per cent of increase or decrease.	Enrollment 1887–88.	Increase from 1887–88 to 1897–98.	Per cent of increase in 10 years.	Average annual rate of increase.
								Per ct.
Newark, N. J.	34,929	36,711	I. *a* 1,782	I. *a* 5.1	23,214	11,715	50.5	4.2
Buffalo, N. Y.	56,718	57,735	I. 1,017	I. 1.8	30,351	26,367	86.9	6.5
New York, N. Y:								
Manhattan and the Bronx	270,711	281,841	I. 11,130	I. 4.1	196,589	74,122	37.7	3.3
Brooklyn	164,871	173,631	I. 8,760	I. 5.3	102,249	62,622	61.2	4.9
Rochester, N. Y.	23,134	22,944	D. 190	D. 0.8	15,723	7,411	47.1	4.0
Cincinnati, Ohio	44,635	44,792	I. 157	I. 0.4	34,561	10,074	29.1	2.6
Cleveland, Ohio	55,238	56,360	I. 1,122	I. 2.0	32,092	23,146	72.2	5.6
Allegheny, Pa.	20,029	20,121	I. 92	I. 0.5	14,815	5,214	35.2	3.1
Philadelphia, Pa	*b* 143,381	*b* 145,302	I. 1,921	I. 1.3	110,001	33,380	30.3	2.7
Pittsburg, Pa	44,974	45,276	I. 302	I. 0.7	29,866	15,108	50.6	4.2
Providence, R. I.	29,464	30,479	I. 1,015	I. 3.4	18,105	11,359	62.7	5.0
Milwaukee, Wis	40,210	40,816	I. 606	I. 1.5	24,626	15,584	63.3	5.0

a Increase in schools other than kindergartens, 426; per cent of increase, 1.3.
b Number belonging January 31.

The whole of New York City as it is now organized is not given in the above, since it is impossible to give the statistics of the entire period desired for the boroughs of Queens and Richmond. Of the 28 cities in the list there has been in the past year an actual decrease in school enrollment in four, namely, in San Francisco, Denver (District No. 1), Indianapolis, and Rochester. In five—Detroit, St. Louis, Cincinnati, Allegheny, and Pittsburg—the schools have remained practically stationary in regard to numbers. In all the others excepting New Orleans, Kansas City, Jersey City, Newark, and New York, the per cent of increase is decidedly below the average for the previous 10 years.

Of the five cities last named special reasons have conduced to larger attendance in at least 4. Jersey City has greatly extended her school facilities recently; 7 large buildings, long needed, have been opened, making possible the enrollment of a greatly increased number of children. The corporate limits of Kansas City have been extended, bringing 1,823 additional pupils into the school system; even without these, however, the increase was large. The New York City schools are still in the process of reformation following the legislation of 1896 and 1898. Large sums have been spent for new buildings, and salaries have been greatly increased; naturally the enrollment has taken a sharp upward turn. In Newark the kindergarten system has been greatly extended during the year; 2,720 children were enrolled in the schools of that class in 1897–98, and 4,076 in 1898–99; the increase, therefore, in schools other than kindergartens was but 426—a very small number. No information is at hand concerning the conditions that produced an increase larger than the average in New Orleans, but that average has been so small—1.4 per cent—that the excess this year has little general significance. It is plain that the condition of affairs which has affected the growth of the schools has been not local, but general.

The printed reports which have been received throw very little light on the subject. Supt. E. P. Seaver, of Boston, remarks that "the increase in pupils, 1,903, is surprisingly small, being but little more than one-half of that reported last year, 3,612, and considerably less than that reported year before last, 2,634,"[1] but he offers no explanation.

Supt. F. Louis Soldan, of St. Louis, states that "the slower rate of increase is in part accounted for by the fact that the growth in the population of the city during the past two years has been at a slower rate, or has receded in a small degree. Another possible reason is that during times of commercial prosperity,

[1] Boston School Document No. 3, 1899, p. 7.

when there is an increased demand for labor, many young persons leave school to take up lucrative employment who without this chance would have continued in school for a longer period."[1]

Supt. C. G. Pearse, of Omaha, refers to the decrease of 219 in the number of persons of school age in the city, and suggests carelessness on the part of the enumerators as a possible cause. In regard to the falling off in attendance he thinks the cause was "the visitation of smallpox, which for months kept hundreds of children from school through fear of the disease or from unwillingness to submit to vaccination."[2] Similarly Supt. G. F. T. Cook, of the colored schools of Washington, thinks that the decrease of 181 in his enrollment "was due to the appearance of smallpox and to the rigid enforcement of the rule requiring vaccination or other protection against the disease as a condition for securing or retaining membership."[3] The white schools of the city were, however, exposed to the same dangers and subject to the same rules, yet they showed an increase in enrollment, not a decrease.

Supt. A. J. Smith, of St. Paul, assigns reasons which seem to have extended through a number of years, and are not applicable to the last year only. He says:

"It has probably excited some surprise that in a city whose population has increased as rapidly as in St. Paul that there is not a larger increase in the school admissions. When, however, we consider that for several years there has been no increase in the number of sittings; that in many districts the schools are overcrowded; that many children can attend but one-half day; that the financial resources have been inadequate for years, we are enabled to account easily for the very heavy enrollment in the parochial schools. Aside from this, however, children are often withdrawn from school for no good reason whatever. The law of cumpulsory attendance keeps children under a certain age out of employment, but it does not keep them in school."[4]

In none of the other reports at hand from the cities in the above list is there any comment or explanation touching the matter under consideration. It is plain, therefore, that it is impossible to find a single efficient cause by the process of combining reasons given from many sources. It is necessary to recur to the statistics and seek for probabilities.

The following hypotheses might suggest themselves as possible explanations:

1. Loss of favor on the part of the public for the common schools. Combined with increased prosperity this would result in the withdrawal of pupils from the public schools for the purpose of going to private institutions.

2. Unusual prevalence of contagious disease. The natural result of this, of course, would be to lessen all school attendance.

3. General withdrawal of pupils to go to work. The return of "good times" has brought increased opportunity for employment, without doubt. If numbers of children are withheld from school for the purpose of adding to the family earnings the effect on the enrollment would soon be apparent.

4. A check in the growth of the cities themselves. If the tide of migration were turned from the cities and if the clientage of the schools cease to increase, the schools themselves must perforce remain stationary.

No one familiar with the attitude of the people toward the public-school system would admit for a moment the correctness of the first hypothesis. There is no evidence whatever that the schools have suffered in the eyes of the people or that there is less disposition now than at any previous time to patronize them. The statistics of private schools show a slight gain, it is true, as compared with public schools, but the difference is insignificant, amounting to only one-fifth of 1 per cent

[1] Forty-fifth Annual Report of the Board of Education of St. Louis, Mo., 1898-99, p. 42.

[2] Annual Report of the Board of Education of Omaha, Nebr., 1898-99, p. 34.

[3] Report of the Board of Trustees of Public Schools of the District of Columbia, 1898-99, p. 239.

[4] Forty-first Annual Report of the Board of School Inspectors of St. Paul, Minn., 1898-99, p. 18.

(i. e. from 18.7 to 18.9 per cent of the whole enrollment), and the rate of growth of the private institutions was, like the public schools, considerably less than in previous years. The first hypothesis may be dismissed at once as unreasonable.

As to contagious and infectious diseases, these prevail to some extent in all parts of the country every year, but so far from increasing, it is more likely that the constant tendency is toward improvement. Any disease that is communicable is preventable, and the means of prevention are constantly becoming better and more generally known. Methods of treatment also show steady improvement, and a reasonable presumption based upon the general progress of medical science is that the average duration of illness from any disease, in case of recovery, becomes less and less. This does not imply that the necessary course of a disease is shortened, but that its virulence is lessened and that in a growing proportion of cases serious sequelae are prevented. The effect of contagion upon school enrollment and attendance in the country as a whole may be assumed to be of less importance from year to year. There has been no general epidemic of any sort during the past twelve months and the supposition that disease is responsible for any general lack of school enrollment is plainly without foundation in fact.

The next hypothesis seems to be based on more reasonable grounds, and it is probable that many children and youths are now at work who would be in school in less prosperous times. Whether the number is proportionally considerable is the question. The value of education receives ever increasing recognition, and parents are more and more reluctant to take their children from school before they have finished the course. The steady growth of high schools has proved that to be true. The tendency is increasing to keep the children in school as long as possible, and if any are taken out to go to work the oldest are naturally the first taken. The compulsory attendance laws operate to the same effect; in large proportion of the cities children are required to attend school till they are 14 years old. Losses on account of employment, therefore, would be most noticeable in the higher grades, and if such losses reach considerable proportions the high school would suffer conspicuously. But this has occurred in very few places. In all the cities named below, excepting seven, high schools have grown at a greater rate than the elementary schools. Actual losses in high-school enrollment are reported in seven cities only; except in St. Louis and Minneapolis those losses were small and in the latter city, certain changes in the high schools themselves presumably caused the falling off.

The following table shows the differences in high-school enrollment in 1897–98 and 1898–99:

TABLE 3.—*Statistics of high school enrollment in cities of over 100,000 inhabitants.*

	High school enrollment, 1897–98.	High school enrollment, 1898–99.	Increase or decrease.	Per cent of increase or decrease.
San Francisco, Cal.	2,010	1,992	D. 18	D. 0.9
Denver, Colo. (District No. 1)	1,262	1,291	I. 29	I. 2.3
Washington, D. C.	2,956	3,316	I. 360	I. 12.2
Chicago, Ill.	8,359	8,812	I. 453	I. 5.4
Indianapolis, Ind.	2,000	2,224	I. 224	I. 11.2
Louisville, Ky.	1,405	1,483	I. 78	I. 5.6
New Orleans, La.	1,037	1,022	D. 15	D. 1.4
Baltimore, Md. *a*				
Boston, Mass.	*b* 5,025	*b* 5,400	I. 375	I. 7.5
Detroit, Mich.	*b* 1,878	*b* 2,128	I. 250	I. 13.3
Minneapolis, Minn.	2,480	2,229	D. 251	D. 10.1
St. Paul, Minn.	1,655	1,835	I. 180	I. 10.8
Kansas City, Mo.	2,946	*c* 3,434	I. *c* 488	I. *c* 16.6
St. Louis, Mo.	2,244	2,107	D. 137	D. 6.1
Omaha, Nebr.	1,380	1,346	D. 34	D. 2.5
Jersey City, N. J.	960	892	D. 68	D. 7.0
Newark, N. J.	1,411	1,450	I. 39	I. 2.7
Buffalo, N. Y.	2,493	2,748	I. 255	I. 10.2

a Data for comparison not available.
b Average number belonging.
c New manual training school recently established.

TABLE 3.—*Statistics of high school enrollment in cities of over 100,000 inhabitants*—Continued.

	High school enrollment, 1897-98.	High school enrollment, 1898-99.	Increase or decrease.	Per cent of increase or decrease.
New York, N. Y.:				
Manhattan and the Bronx	2,591	a 4,898	a I. 2,307	I. a 89.0
Brooklyn	7,068	7,782	I. 714	I. 10.1
Rochester, N. Y	879	967	I. 88	I. 10.0
Cincinnati, Ohio	1,474	1,452	D. 22	D. 1.5
Cleveland, Ohio	3,244	3,378	I. 134	I. 4.1
Allegheny, Pa	518	552	I. 34	I. 6.6
Philadelphia, Pa	4,194	4,823	I. 629	I. 15.0
Pittsburg, Pa	1,862	1,904	I. 42	I. 2.3
Providence, R. I	1,706	1,934	I. 228	I. 13.4
Milwaukee, Wis	1,633	1,741	I. 108	I. 6.6

a High schools recently established.

In places in which the growth of high schools has been disproportionately large, like Washington, Detroit, Kansas City, and Philadelphia, it is reasonable to infer that the schools have not suffered seriously from extensive withdrawals for the purpose of employment. In regard to other places like San Francisco, St. Louis, and Omaha, the opposite was probably true, though other circumstances may have been influential to bring about the same result.

In regard to the growth of cities in the last year, the only evidence we have is the annual school census and the city directories. But the school census is not taken every year in a great many cities, and the directories are not official and at the best merely furnish the basis for estimates of doubtful value.

The following table shows the result of school censuses which appear to have been made by actual count and which do not show discrepancies on their face:

TABLE 4.—*Statistics relating to growth of cities of over 100,000 inhabitants.*

	School-census age.	Children of school-census age in 1897-98.	Children of school-census age in 1898-99.	Increase or decrease.	Per cent of increase or decrease.	Average annual rate of increase of population from 1880 to 1890.
						Per cent.
San Francisco, Cal	5-17	74,122	76,236	I. 2,114	I. 2.9	2.5
Denver, Colo						11.3
Washington, D. C						2.6
Chicago, Ill						8.1
Indianapolis, Ind	6-21	36,805	37,831	I. 1,026	I. 2.8	3.5
Louisville, Ky	6-20	55,919	56,236	I. 317	I. 0.6	2.7
New Orleans, La						1.1
Baltimore, Md						2.7
Boston, Mass	5-15	a 83,097	b 85,505	I. 3,408	I. c 4.1	2.1
Detroit, Mich	5-20	75,569	77,118	I. 1,549	I. 2.1	5.9
Minneapolis, Minn						13.4
St. Paul, Minn						12.4
Kansas City, Mo	6-20	48,286	48,806	I. 520	I. 1.1	9.1
St. Louis, Mo						2.6
Omaha, Nebr	5-21	32,892	32,673	D. 219	D. 0.7	16.5
Jersey City, N. J	5-18	61,652	60,554	D. 1,098	D. 1.6	3.0
Newark, N. J	5-18	60,453	60,786	I. 333	I. 0.6	2.9
Buffalo, N. Y						5.1
New York, N. Y.:						
Manhattan and Bronx						2.3
Brooklyn	5-18	276,662	284,244	I. 7,582	I. 2.7	3.6
Rochester, N. Y						4.1
Cincinnati, Ohio	6-21	104,723	109,242	I. 4,519	I. 4.3	1.5
Cleveland, Ohio	6-21	97,720	99,890	I. 2,170	I. 2.2	5.0
Allegheny, Pa						3.0
Philadelphia, Pa	5-20	268,110	267,412	D. 698	D. 0.3	2.1
Pittsburg, Pa						4.3
Providence, R. I	5-15	28,768	30,487	I. 1,719	I. 6.0	2.3
Milwaukee, Wis	4-20	92,174	93,638	I. 1,464	I. 1.6	5.9

a Census of May, 1898. b Census of September, 1899. c In 16 months.

In explanation of the blanks in this table, it may be said that some of the cities have no school census, others report the same figures for both years, and in still others the differences in numbers are so great as to show palpable error.

If the school census be correct, the proportion of increase or decrease in the number of children may be justly taken to represent approximately the proportion of change in total population. Three of these cities therefore appear to have lost ground—namely, Omaha, Jersey City, and Philadelphia.[1] St. Louis may be placed in the same category on the evidence already presented. Louisville, Kansas City, Newark, and Milwaukee remain practically unchanged from the previous year, though with slight gains. The growth of Indianapolis, Detroit, Brooklyn, and Cleveland was far below the normal for those cities, respectively. Only San Francisco, Boston, Cincinnati, and Providence—4 cities out of 15—show the accustomed increase, according to the figures reported.

The conclusion is plain. The cities themselves have not grown, and consequently the schools have not. A number of interesting questions arise in this connection, economic as well as educational. To discuss them would lead far beyond the limits possible here.

In matters depending upon the action of school authorities there have been increases considerably greater than in attendance and enrollment. The authorities have done their part better than the patrons, in other words, and provision was made for pupils who did not come. For 82,177 additional pupils in attendance, 134,516 more seats were provided, and 4,290 more teachers were employed.

The amount spent for supervision and teaching increased nearly 7 per cent, and the average amount paid to each person of the teaching force, $638.35, was greater than in any previous year; it exceeded the average of 1897–98 by $9.47.[2] This increase in the wages of teachers has run up the average cost of instruction to 10.11 cents a day per pupil. In Cheyenne, Wyo., the cost is over 15 cents a day, and in Washington, D. C., and in the cities of California the average is nearly as high. Oklahoma City and the South Carolina cities, with an average of 4.26 cents, are the lowest in the list.

Female teachers continue to supplant men; their increase in numbers this year amounted to 5.53 per cent, while the male teachers increased 4.96 per cent. Of 82,650 teachers in city schools, only 6,302 are men, and the high schools have the greater part of them. Women are also rapidly gaining ground in the supervising positions, and now hold nearly as many of them as men do. Of 161 new places of this kind during the last year, 157 were given to women. There are not many women superintendents yet, but they are in the decided majority as supervisors of special branches and of primary schools.

In buildings the tendency is toward larger, more durable, and more expensive structures. The average size has varied but little in the last eight years. Though a great many very large buildings have been erected, the number of small ones necessary has been sufficient to keep the average of capacity below 400. It has always been a serious problem how to provide for the pupils that have become too numerous for the existing building in a certain locality, yet not numerous enough to justify a new house of the standard size. It has ordinarily been necessary to submit to overcrowding for a time, or else to "build for the future" and have a new building only partly filled for two or three years. Milwaukee and St. Louis have dealt with the problem in a satisfactory manner by the use of temporary wooden structures that are said to serve their purpose admirably. They are described in another chapter of this Report.

The greater cost of modern construction and the advancing values of city real

[1] In Philadelphia the census of 1899 was taken during the summer months, and Superintendent Brooks thinks the decrease may have been due to that fact.

[2] See page 1475 for discussion of average salary of teachers.

estate is shown by the heavy increase in the value of school property, the greatest increase in the entire list. The average value per capita of pupils in average attendance is now $106.65, the highest figure yet reached.

TABLE 5.—*Summary, by States, etc., of enrollment, attendance, supervising officers, and teachers in cities containing over 8,000 inhabitants.*

Cities of—	Number of city school systems.	Enrollment in public day schools.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Number of supervising officers.			Number of teachers.			Enrollment in private and parochial schools (largely estimated).
					Male.	Female.	Total.	Male.	Female.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12
United States	632	3,920,467	550,909,973	2,931,679	2,320	2,270	4,590	6,302	76,348	82,650	913,369
North Atlantic Division	249	1,877,305	266,549,111	1,403,875	1,042	1,119	2,161	2,732	37,031	39,763	433,696
South Atlantic Division	46	273,245	35,208,601	192,629	138	157	295	574	5,027	5,601	46,112
South Central Division	55	210,848	26,506,689	150,907	143	61	204	489	3,663	4,152	46,795
North Central Division	244	1,345,932	192,380,357	1,026,364	830	786	1,616	2,107	26,418	28,525	366,310
Western Division	38	213,137	29,265,215	158,504	167	147	314	400	4,209	4,609	26,456
North Atlantic Division:											
Maine	10	24,110	3,308,197	18,858	20	21	41	56	614	670	6,515
New Hampshire	8	19,757	2,478,492	13,768	25	15	40	38	432	470	8,084
Vermont	3	5,639	779,388	4,217	5	5	10	4	138	142	2,134
Massachusetts	59	352,756	54,070,490	281,893	183	142	325	669	7,535	8,204	60,238
Rhode Island	10	55,580	6,713,265	36,514	20	29	49	108	1,178	1,286	11,191
Connecticut	22	87,375	12,978,157	67,381	62	59	121	160	1,968	2,128	21,824
New York	55	739,746	104,614,646	544,463	399	590	989	893	14,280	15,173	156,813
New Jersey	23	161,650	21,586,303	112,860	134	83	217	126	3,031	3,157	55,158
Pennsylvania	59	430,632	60,020,173	323,921	194	175	369	678	7,855	8,533	131,739
South Atlantic Division:											
Delaware	1	11,005	1,575,990	8,082	2	3	5	5	237	242	.....
Maryland	5	86,667	11,313,546	58,053	.....	.....	.....	177	1,747	1,924	.....
District of Columbia	2	45,560	5,548,919	31,220	25	45	70	133	958	1,091	.....
Virginia	10	34,178	4,716,363	25,712	41	5	46	88	553	641	6,932
West Virginia	4	13,074	1,554,911	8,567	11	6	17	35	245	280	1,975
North Carolina	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina	4	14,160	2,017,484	11,422	11	8	19	18	168	186	2,440
Georgia	9	43,859	5,687,191	32,624	22	21	43	71	705	776	3,225
Florida	4	10,085	998,724	6,875	8	4	12	20	167	187	4,890
South Central Division:											
Kentucky	12	51,391	7,037,249	37,977	43	33	76	89	954	1,043	14,977
Tennessee	6	31,996	4,149,472	22,945	35	3	38	60	495	555	5,450
Alabama	6	17,232	1,913,963	12,412	16	2	18	41	336	377	5,120
Mississippi	5	7,728	1,023,681	5,831	.....	.....	.....	14	158	172	1,880
Louisiana	3	33,482	4,043,852	23,856	4	7	11	31	711	742	7,618
Texas	18	55,334	6,679,585	38,408	24	4	28	216	820	1,036	10,850
Arkansas	4	12,114	1,503,310	8,600	7	1	8	35	165	200	800
Oklahoma	1	1,571	155,577	878	3	1	4	3	24	27	100
Indian Territory	0	0	0	0	0	0	0	0	0	0	0
North Central Division:											
Ohio	44	254,024	37,633,920	200,961	179	140	319	441	4,985	5,426	79,034
Indiana	32	116,860	15,619,051	85,678	63	60	123	324	2,186	2,510	21,087
Illinois	42	348,351	53,521,228	273,082	217	198	415	491	7,115	7,606	114,191
Michigan	29	136,332	19,034,209	100,012	66	105	171	167	2,607	2,774	33,505
Wisconsin	23	106,595	15,190,747	80,827	86	41	127	197	2,059	2,256	34,594
Minnesota	10	81,871	12,124,742	64,642	42	83	125	64	1,759	1,823	21,573
Iowa	23	73,534	10,172,770	56,174	60	57	117	93	1,584	1,677	10,630
Missouri	15	139,877	18,607,174	99,524	86	63	149	177	2,545	2,722	34,530
North Dakota	2	3,286	457,322	2,460	2	4	6	2	67	69	.....
South Dakota	1	2,054	282,240	1,568	1	1	2	3	45	48	200
Nebraska	10	40,958	5,246,556	29,340	13	30	43	45	778	823	5,615
Kansas	13	42,190	5,490,398	32,096	15	4	19	103	688	791	4,471
Western Division:											
Montana	3	10,189	1,390,933	7,637	9	8	17	8	216	224	1,489
Wyoming	1	1,148	141,436	831	1	0	1	1	26	27	200
Colorado	10	39,954	5,049,838	27,948	25	16	41	71	721	792	2,891
New Mexico	1	1,400	171,676	1,028	.....	.....	.....	3	27	30	900
Arizona	0	0	0	0	0	0	0	0	0	0	0
Utah	3	18,086	2,508,654	14,430	19	5	24	63	317	380	1,174
Nevada	0	0	0	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	0	0	0	0
Washington	4	24,149	3,125,142	17,489	24	11	35	36	465	501	2,004
Oregon	3	14,618	2,013,857	11,275	16	5	21	27	298	325	1,700
California	13	103,593	14,863,679	77,866	72	101	173	191	2,139	2,330	16,098

TABLE 6.—*Summary, by States, etc., of school property and expenditures in cities containing over 8,000 inhabitants.*

Cities of—	Number of school buildings.	Number of seats or sittings for study.	Value of all public property used for school purposes.	Expenditure for supervision and teaching.	Expenditure for all purposes (loans and bonds excepted).
1	2	3	4	5	6
United States	9,367	3,635,486	$312,698,690	$55,689,787	$93,413,046
North Atlantic Division	4,496	1,719,183	162,833,646	27,571,736	49,575,675
South Atlantic Division	637	253,015	13,342,025	3,278,909	4,550,947
South Central Division	594	187,277	10,720,065	2,341,240	3,159,791
North Central Division	3,088	1,281,562	105,449,258	18,837,066	30,513,048
Western Division	552	194,449	20,353,696	3,660,836	5,613,585
North Atlantic Division:					
Maine	189	28,458	1,996,850	314,655	476,041
New Hampshire	119	18,238	1,946,233	257,089	370,036
Vermont	27	5,760	478,700	70,950	134,219
Massachusetts	1,340	342,694	41,642,603	6,087,999	10,710,315
Rhode Island	254	49,773	4,789,469	790,974	1,366,530
Connecticut	319	85,871	8,141,869	1,287,934	2,299,565
New York	994	649,872	63,771,177	11,543,660	21,162,854
New Jersey	273	139,417	8,817,040	1,964,204	3,714,537
Pennsylvania	981	399,100	31,249,705	5,254,271	9,341,578
South Atlantic Division:					
Delaware	29	11,086	675,505	121,311	191,617
Maryland	155	----------	----------	1,136,798	1,444,635
District of Columbia	125	42,347	5,000,000	891,016	1,148,850
Virginia	75	32,308	1,113,500	320,664	608,324
West Virginia	39	12,672	786,840	138,073	198,307
North Carolina	----------	----------	----------	----------	----------
South Carolina	20	12,988	261,000	85,866	102,109
Georgia	122	38,050	1,474,350	437,084	542,603
Florida	43	10,679	152,330	104,816	136,492
South Central Division:					
Kentucky	121	52,523	2,272,629	693,583	980,881
Tennessee	56	25,742	1,687,713	322,484	469,780
Alabama	114	14,900	690,000	145,805	179,872
Mississippi	21	7,175	297,100	64,086	82,774
Louisiana	77	26,170	1,666,000	349,010	472,920
Texas	165	48,271	3,095,866	627,358	788,041
Arkansas	36	11,193	935,757	129,282	168,715
Oklahoma	4	1,300	75,000	6,632	16,808
Indian Territory	0	0	0	0	0
North Central Division:					
Ohio	548	260,793	20,426,513	3,562,192	5,552,513
Indiana	306	105,383	8,284,952	1,440,010	2,305,865
Illinois	637	333,580	30,476,403	6,293,133	10,153,347
Michigan	346	120,668	10,256,345	1,560,540	2,580,715
Wisconsin	301	99,964	6,730,374	1,298,579	2,186,878
Minnesota	181	80,020	8,028,718	1,168,650	1,716,749
Iowa	227	67,880	5,879,775	891,473	1,473,724
Missouri	273	131,404	9,410,422	1,669,869	2,977,931
North Dakota	8	32,000	250,000	43,831	97,455
South Dakota	9	2,000	260,000	27,931	34,219
Nebraska	118	35,481	3,196,320	490,383	789,014
Kansas	134	41,189	2,249,436	390,475	644,638
Western Division:					
Montana	37	10,574	1,142,170	160,428	301,680
Wyoming	5	1,000	134,753	21,545	27,613
Colorado	93	33,253	4,163,728	662,398	1,110,288
New Mexico	15	----------	150,000	20,000	----------
Arizona	0	0	0	0	0
Utah	49	17,733	1,497,205	213,093	384,673
Nevada	0	0	0	0	0
Idaho	0	0	0	0	0
Washington	58	21,020	2,368,453	274,582	649,437
Oregon	40	15,607	1,263,000	228,785	350,935
California	255	96,982	9,634,387	2,080,005	2,758,284

TABLE 7.—*Comparative statistics of cities containing over 8,000 inhabitants, summarized by States, etc.*

Cities of—	Ratio of private school enrollment to enrollment in all schools, public and private.	Ratio of average attendance to enrollment (public schools).	Average number of days' attendance of each pupil enrolled.	Average length of school term.	Average number of pupils in attendance to each teacher.	Average number of teachers to each supervising officer.	Average number of seats for each 100 pupils in attendance.	Average number of seats to a building.	Value of school property per capita of pupils in average attendance.	Cost of teaching and supervision per capita of pupils in average attendance.	Total cost of schools per capita of pupils in average attendance.	Average cost per day of tuition for one pupil.	Average daily expenditure per pupil for all purposes.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Per cent.	*Per cent.*	*Days.*	*Days.*								*Cents.*	*Cents.*
United States	18.9	74.8	140.5	187.9	35.5	18.0	124.0	388	$106.65	$18.99	$31.86	10.11	16.96
North Atlantic Division	18.8	74.8	141.9	189.9	35.3	18.4	122.5	382	116.00	19.64	35.31	10.35	18.61
South Atlantic Division	14.4	70.3	128.9	183.4	34.3	19.0	131.8	397	69.50	17.08	23.70	9.31	12.93
South Central Division	18.2	71.6	125.8	175.6	36.4	20.4	124.1	315	71.03	15.51	20.94	8.83	11.92
North Central Division	21.1	76.2	143.7	188.5	36.1	17.6	124.9	415	102.75	18.35	29.73	9.74	15.78
Western Division	11.0	74.4	137.3	184.7	34.4	14.7	122.7	352	124.40	23.10	35.43	12.51	19.19
North Atlantic Division:													
Maine	21.3	78.2	137.1	175.4	28.1	16.3	150.9	151	105.88	16.68	25.24	9.51	14.39
New Hampshire	29.0	69.7	125.5	180.1	29.3	11.8	132.5	153	141.37	18.68	26.88	10.37	14.92
Vermont	27.2	74.0	136.5	184.8	29.7	14.2	136.6	213	113.50	16.82	31.84	9.10	17.23
Massachusetts	14.6	79.9	153.6	192.1	34.4	25.2	121.6	256	147.70	21.60	37.99	11.21	19.77
Rhode Island	16.8	65.7	120.8	183.9	28.4	26.2	136.3	196	131.17	21.66	37.43	11.79	20.36
Connecticut	20.0	77.1	148.5	192.6	31.7	17.6	127.5	269	120.83	19.12	34.13	9.93	17.73
New York	17.1	73.6	141.4	192.1	35.9	15.3	119.4	654	117.10	21.20	38.86	11.04	20.23
New Jersey	17.9	69.8	133.5	191.3	35.7	14.5	123.6	511	78.14	17.41	32.92	9.10	17.21
Pennsylvania	23.4	75.2	139.4	185.3	38.0	23.1	123.2	407	96.50	16.22	28.84	8.75	15.56
South Atlantic Division:													
Delaware	----	73.4	143.2	195.0	33.4	48.4	137.1	382	83.58	15.01	23.70	7.70	12.15
Maryland	----	67.0	130.6	194.9	30.2	----	----	----	----	19.59	24.89	10.05	12.77
District of Columbia	----	68.5	121.8	177.7	28.6	15.6	135.6	339	160.13	25.63	36.79	14.43	20.70
Virginia	16.9	75.2	137.9	183.4	40.1	13.9	125.7	431	43.31	12.47	23.66	6.80	12.90
West Virginia	13.1	65.5	118.9	181.5	30.6	16.5	147.9	325	91.82	16.11	23.15	8.88	12.76
South Carolina	14.7	80.7	142.4	176.6	61.4	9.8	113.7	650	22.85	7.52	8.94	4.26	5.06
Georgia	6.9	73.0	129.7	177.6	41.3	18.0	118.9	313	46.04	13.65	16.95	7.69	9.54
Florida	32.6	68.2	99.0	145.2	36.8	15.6	155.3	248	22.16	15.25	19.85	10.59	13.67
South Central Division:													
Kentucky	22.6	73.9	137.0	185.3	36.4	13.7	138.3	434	59.84	18.34	25.56	9.90	13.79
Tennessee	14.5	71.7	129.7	180.9	41.3	14.6	112.2	460	73.57	14.06	20.48	7.77	11.33
Alabama	22.9	72.1	111.1	154.2	32.9	20.9	120.0	131	55.58	11.75	14.48	7.62	9.40
Mississippi	19.6	75.5	132.4	175.5	33.9	----	123.0	342	50.96	10.99	14.19	6.36	8.09
Louisiana	18.5	71.3	120.8	189.5	32.2	67.5	109.7	340	69.85	14.63	19.82	8.63	11.70
Texas	16.4	69.4	120.7	174.0	37.0	37.0	125.7	292	80.62	16.33	20.51	9.39	11.80

Arkansas	6.2	71.0	124.1	174.8	43.0	25.0	129.2	311	108.82	15.03	19.61	8.60	11.22
Oklahoma	6.0	55.9	99.0	177.2	32.5	6.8	148.0	325	85.42	7.55	19.15	4.26	10.81
North Central Division:													
Ohio	23.7	79.1	148.2	187.3	37.1	17.0	129.8	476	101.63	17.72	27.63	9.46	14.75
Indiana	15.3	73.3	133.7	182.3	34.1	20.4	123.0	344	96.68	16.81	26.90	9.22	14.76
Illinois	24.7	78.4	153.6	196.0	35.9	18.3	122.1	524	111.60	23.05	37.16	11.76	18.97
Michigan	19.7	73.4	139.6	190.3	36.1	16.2	120.7	349	102.56	15.60	25.80	8.20	13.56
Wisconsin	24.5	75.8	142.5	188.0	35.8	17.8	123.7	332	83.28	16.07	27.06	8.55	14.40
Minnesota	20.8	78.9	148.1	187.6	35.5	14.6	123.8	442	124.20	18.08	26.56	9.64	14.15
Iowa	12.6	76.4	138.3	181.1	33.5	14.3	120.8	299	104.68	15.87	26.23	8.76	14.49
Missouri	19.6	71.2	133.0	186.9	36.6	18.3	132.0	481	94.56	16.78	29.93	8.98	16.01
North Dakota	----	74.9	139.1	185.9	35.7	11.5	130.1	400	101.63	17.82	39.62	9.58	21.31
South Dakota	8.9	76.3	137.4	180.0	32.7	24.0	127.6	222	164.70	17.82	21.83	9.90	12.13
Nebraska	12.1	71.6	128.1	178.8	35.7	19.1	120.9	301	108.92	16.71	26.89	9.35	15.04
Kansas	9.6	76.1	130.2	171.0	40.6	41.6	128.3	307	70.07	12.17	20.09	7.11	11.74
Western Division:													
Montana	12.8	75.0	136.5	182.2	34.1	13.2	138.5	286	149.60	21.01	39.50	11.54	21.68
Wyoming	14.8	72.4	123.2	170.2	30.8	27.0	120.3	200	162.16	25.92	33.23	15.23	19.53
Colorado	6.7	70.0	126.4	180.7	35.3	19.3	113.0	358	148.97	23.71	39.72	13.12	21.98
New Mexico	39.1	73.4	122.6	167.0	34.2	----	----	----	145.90	19.45	----	11.65	----
Utah	6.1	79.8	138.7	173.8	38.0	15.8	122.9	362	103.75	14.77	26.65	8.50	15.34
Washington	7.7	72.4	129.4	178.7	34.9	14.3	120.2	362	135.40	15.71	37.13	8.79	20.78
Oregon	10.4	77.1	136.9	177.4	34.7	15.5	138.4	390	112.03	20.29	31.12	11.36	17.43
California	13.5	75.2	143.5	190.9	33.4	13.5	124.5	380	123.70	26.71	35.42	14.00	18.56

TABLE 8.—*Summarized statistics of schools in cities of over 8,000 inhabitants from 1890-91 to 1898-99, inclusive.*

Cities of—	Number of city school systems.	Enrollment in public day schools.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Number of supervising officers.	Number of teachers.			Number of school buildings.	Number of seats or sittings for study.	Value of public property used for school purposes.	Expenditure for supervision and teaching.	Expenditure for all purposes.	Enrollment in private and parochial schools (largely estimated).
						Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States:														
1890-91	442	2,627,275	364,687,603	1,884,474	2,463	3,874	48,557	52,431	6,478	2,396,674	$184,507,058	$33,266,128	$56,936,447	723,990
1891-92	459	2,743,430	378,389,408	1,977,442	2,724	3,944	51,113	55,057	6,757	2,512,772	193,607,787	35,372,482	60,555,120	753,178
1892-93	473	2,876,866	394,017,038	2,066,850	2,894	4,298	54,224	58,522	6,957	2,693,522	205,338,077	37,317,838	65,981,388	775,910
1893-94	554	3,126,659	436,806,735	2,281,237	3,374	4,753	58,246	62,999	7,743	2,898,295	228,439,334	40,417,650	69,886,413	820,250
1894-95	574	3,302,841	462,450,038	2,431,967	3,685	5,023	61,970	66,993	8,106	3,119,277	236,631,394	44,155,706	74,721,332	842,555
1895-96	602	3,480,619	489,786,705	2,560,293	3,938	5,059	65,266	70,325	8,496	3,369,082	255,586,583	46,747,865	80,042,118	848,760
1896-97	602	3,594,675	507,622,259	2,693,299	3,998	5,773	68,344	74,117	8,604	3,383,405	267,425,289	48,772,485	84,866,092	824,609
1897-98	626	3,803,049	539,141,947	2,849,502	4,429	6,005	72,355	78,360	9,113	3,500,970	289,325,794	52,064,649	88,773,647	872,406
1898-99	632	3,920,467	550,909,973	2,931,679	4,590	6,302	76,348	82,650	9,367	3,635,486	312,698,690	55,689,787	93,413,046	913,369
North Atlantic Division:														
1890-91	186	1,295,627	181,981,649	914,245	1,179	1,702	24,353	26,055	3,164	1,170,477	93,319,620	16,560,417	27,952,437	345,019
1891-92	191	1,333,698	185,030,311	950,395	1,262	1,687	25,438	27,125	3,219	1,231,862	97,070,586	17,330,426	30,065,635	354,355
1892-93	195	1,377,808	190,042,037	981,290	1,385	1,931	26,549	28,480	3,323	1,287,123	103,172,001	18,104,963	31,678,701	358,624
1893-94	219	1,492,594	209,650,142	1,075,938	1,516	1,984	27,782	29,766	3,683	1,376,385	111,843,026	19,293,607	33,306,973	379,402
1894-95	221	1,561,959	221,016,405	1,134,394	1,586	2,048	29,553	31,601	3,779	1,438,671	116,128,291	20,919,163	36,495,063	385,022
1895-96	233	1,639,631	232,118,588	1,186,738	1,769	2,026	30,744	32,770	3,952	1,515,887	125,616,050	22,294,477	40,754,876	373,689
1896-97	233	1,697,615	240,131,134	1,259,044	1,829	2,351	32,370	34,721	4,017	1,595,308	135,970,151	23,274,845	44,418,713	360,779
1897-98	236	1,785,788	256,708,172	1,329,602	2,066	2,386	34,341	36,727	4,268	1,626,891	149,529,234	25,130,926	48,088,195	401,655
1898-99	249	1,877,305	266,549,111	1,403,875	2,161	2,732	37,031	39,763	4,496	1,719,183	162,833,646	27,571,736	49,575,675	433,696
South Atlantic Division:														
1890-91	37	192,820	27,756,177	148,831	110	411	3,462	3,873	460	180,727	8,577,207	2,147,475	3,278,942	50,001
1891-92	38	212,952	29,238,310	153,325	142	450	3,660	4,110	459	186,980	8,908,588	2,268,220	3,537,554	45,968
1892-93	38	218,872	28,840,197	154,789	166	440	3,928	4,368	451	205,001	10,048,445	2,497,697	3,475,077	49,901
1893-94	40	224,400	30,078,691	160,571	190	479	3,980	4,459	491	209,365	11,055,115	2,574,429	3,643,457	52,069
1894-95	43	239,274	31,973,121	173,593	183	590	4,335	4,925	594	221,787	10,469,464	2,756,147	3,790,529	51,946
1895-96	43	251,492	33,684,196	178,269	223	529	4,517	5,046	672	228,579	10,960,232	2,932,741	4,119,513	51,949
1896-97	43	254,737	34,366,949	184,829	229	560	4,744	5,304	662	246,612	11,063,166	3,015,502	4,202,826	47,392
1897-98	47	272,108	36,536,809	197,166	278	597	4,968	5,565	643	250,248	11,335,220	3,109,026	4,390,345	48,168
1898-99	46	273,245	35,208,601	192,029	295	574	5,027	5,601	637	253,015	13,342,025	3,278,909	4,550,947	46,112
South Central Division:														
1890-91	37	148,798	18,951,843	106,014	172	299	2,287	2,586	359	122,353	7,803,089	1,523,392	2,210,881	48,909
1891-92	39	153,625	19,857,396	107,023	170	283	2,493	2,776	370	120,118	7,705,290	1,637,110	2,300,369	48,908
1892-93	41	164,057	21,967,115	119,229	138	361	2,727	3,088	397	150,270	7,946,424	1,884,400	2,579,273	47,631
1893-94	48	171,386	23,016,276	127,585	173	386	3,030	3,416	436	149,876	9,144,329	1,950,857	2,866,737	48,730

1894-95	51	181,464	22,808,432	126,260	248	379	3,130	3,509	470	164,096	9,247,543	2,110,907	2,965,790	42,113
1895-96	53	190,366	24,580,505	138,250	247	405	3,257	3,660	465	191,730	9,207,437	2,188,338	3,163,570	48,008
1896-97	53	193,874	25,398,650	142,592	204	442	3,296	3,738	464	183,008	9,292,814	2,133,725	2,775,576	47,356
1897-98	54	203,700	25,997,085	149,027	230	486	3,540	4,026	587	187,662	10,195,218	2,251,220	2,994,613	49,989
1898-99	55	210,848	26,506,689	150,907	204	489	3,663	4,152	594	187,277	10,720,065	2,341,240	3,159,791	46,795
North Central Division:														
1890-91	155	854,615	117,701,860	621,409	848	1,239	16,095	17,334	2,119	804,638	60,731,816	10,845,838	19,114,726	250,668
1891-92	165	897,167	124,236,074	663,521	947	1,315	16,931	18,246	2,297	845,086	64,031,960	11,673,823	20,057,510	280,439
1892-93	173	959,591	132,268,316	702,158	985	1,342	18,200	19,542	2,362	915,185	67,085,358	12,609,751	22,980,728	295,681
1893-94	213	1,066,556	150,775,295	795,130	1,268	1,551	20,369	21,920	2,635	1,014,673	77,961,101	13,962,787	25,399,773	315,168
1894-95	224	1,137,872	161,785,375	864,235	1,427	1,670	21,719	23,389	2,774	1,130,988	82,979,343	15,321,915	26,645,629	333,215
1895-96	237	1,208,248	173,257,180	918,318	1,423	1,775	23,310	25,085	2,878	1,256,360	90,802,930	16,179,769	27,144,150	350,708
1896-97	237	1,247,867	180,438,070	958,683	1,468	1,996	24,197	26,193	2,913	1,172,948	93,050,452	16,980,866	28,393,326	348,447
1897-98	250	1,324,002	190,896,400	1,016,647	1,557	2,045	25,467	27,512	3,037	1,245,882	98,835,750	17,878,721	27,781,526	350,462
1898-99	244	1,345,932	193,380,357	1,026,364	1,616	2,107	26,418	28,525	3,088	1,281,562	105,449,258	18,837,066	30,513,048	360,310
Western Division:														
1890-91	27	135,415	18,296,074	93,945	154	223	2,360	2,583	376	118,479	14,075,326	2,189,006	4,379,461	29,393
1891-92	26	145,988	20,027,317	105,178	203	209	2,591	2,800	412	128,726	15,891,363	2,462,907	4,594,052	23,508
1892-93	26	156,538	20,899,373	109,384	220	224	2,820	3,044	424	134,943	17,085,849	2,630,027	5,267,609	24,073
1893-94	34	171,723	23,286,331	122,013	227	353	3,085	3,438	498	147,996	18,435,763	2,935,970	4,669,473	24,881
1894-95	35	182,271	24,866,705	133,485	241	336	3,233	3,569	489	163,735	17,806,753	3,047,574	4,824,321	30,259
1895-96	36	190,882	26,146,236	138,718	276	326	3,438	3,764	529	176,508	18,999,934	3,152,540	4,860,009	24,406
1896-97	36	200,582	27,287,456	148,151	268	424	3,737	4,161	548	185,529	18,048,706	3,367,547	5,075,581	20,635
1897-98	39	217,351	29,003,481	157,060	298	491	4,039	4,530	578	190,287	19,430,372	3,694,756	5,518,968	22,132
1898-99	38	213,137	29,265,215	158,504	314	400	4,209	4,609	552	194,449	20,353,696	3,660,836	5,613,585	26,456

TABLE 9.—*Comparative statistics of city school systems from 1891-92 to 1898-99, inclusive.*

Cities of—	Ratio of private school enrollment to enrollment in all schools, public and private.	Ratio of average attendance to enrollment (public schools).	Average number of days' attendance of each pupil enrolled.	Average length of school term.	Average number of pupils in attendance to each teacher.	Average number of teachers to each supervising officer.	Average number of seats for each 100 pupils in attendance.	Average number of seats to a building.	Value of school property per capita of pupils in average attendance.	Cost of teaching and supervising per capita of pupils in average attendance	Total cost of schools per capita of pupils in average attendance.	Average cost per day of tuition for one pupil.	Average daily expenditure per pupil for all purposes.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States:	*P. ct.*	*P. ct.*	*Days.*	*Days.*								*Cts.*	*Cts.*
1891-92	21.5	72.1	137.9	191.5	35.9	20.2	126.5	371	$97.92	$16.83	$28.80	8.79	15.04
1892-93	21.2	71.9	137.0	190.6	35.3	20.2	130.3	387	99.32	18.29	31.92	9.60	16.75
1893-94	20.8	72.9	139.7	191.5	36.2	18.7	127.1	374	100.15	17.85	30.64	9.32	16.00
1894-95	20.3	73.6	140.0	190.1	36.3	18.2	128.3	385	97.30	18.16	30.72	9.55	16.16
1895-96	19.6	73.5	140.7	191.4	36.4	17.9	131.6	397	99.84	18.26	31.26	9.54	16.34
1896-97	18.7	74.9	141.2	188.5	36.3	18.5	125.7	395	99.30	18.11	31.51	9.61	16.72
1897-98	18.7	74.9	141.8	189.2	36.4	17.7	122.9	384	101.55	18.27	31.16	9.66	16.47
1898-99	18.9	74.8	140.5	187.9	35.5	18.0	124.0	388	106.65	18.99	31.86	10.11	16.96
N. Atlantic Division:													
1891-92	21.0	71.1	138.5	194.7	35.0	21.5	128.5	383	102.25	18.23	31.63	9.37	16.24
1892-93	20.7	71.2	138.0	193.7	34.5	20.6	131.2	388	105.15	18.45	32.28	9.52	16.67
1893-94	20.3	72.1	140.4	194.8	36.1	18.8	127.9	374	103.95	17.93	30.95	9.20	15.89
1894-95	19.8	72.6	141.5	194.8	35.9	19.9	126.8	381	102.37	18.44	32.17	9.46	16.51
1895-96	18.5	72.4	141.5	195.6	36.2	18.5	127.7	384	105.85	17.93	34.34	9.60	17.56
1896-97	17.5	74.2	141.5	190.7	36.3	19.0	127.8	401	107.98	18.49	35.28	9.69	18.50
1897-98	18.4	74.5	143.8	193.0	36.2	17.8	122.4	381	112.45	18.90	36.17	9.79	18.73
1898-99	18.8	74.8	141.9	189.9	35.3	18.4	122.5	382	116.00	19.64	35.31	10.35	18.61
S. Atlantic Division:													
1891-92	17.8	72.0	137.3	190.7	37.3	28.9	121.9	407	58.37	14.79	23.08	7.75	12.10
1892-93	18.6	70.7	131.7	188.3	35.4	26.3	133.1	457	64.90	16.14	22.45	8.66	12.05
1893-94	18.8	71.6	134.0	187.3	36.0	23.5	130.4	426	68.85	16.03	22.69	8.56	12.12
1894-95	17.8	72.5	133.6	184.2	35.2	26.9	127.8	373	60.31	15.88	21.84	8.62	11.86
1895-96	17.1	70.9	133.9	189.0	35.3	22.6	128.2	340	61.49	16.45	23.10	8.71	12.23
1896-97	15.7	72.6	134.9	185.9	34.8	23.1	133.4	373	59.86	16.31	22.74	8.77	12.23
1897-98	15.0	72.5	134.3	185.3	35.4	20.0	126.8	389	57.49	15.77	22.26	8.51	12.02
1898-99	14.4	70.3	128.9	183.4	34.3	19.0	131.8	397	69.50	17.08	23.70	9.31	12.93
S. Central Division:													
1891-92	24.4	70.7	131.2	185.5	38.5	16.4	112.2	324	72.01	15.30	21.50	8.25	11.58
1892-93	22.5	72.7	133.9	184.2	38.6	22.4	126.0	379	66.73	15.81	21.62	8.58	11.74
1893-94	21.1	74.4	134.9	180.4	37.3	19.7	117.6	344	71.67	15.65	22.42	8.48	12.46
1894-95	18.8	69.6	125.6	180.6	36.0	14.1	130.0	349	73.24	16.72	23.49	9.26	13.00
1895-96	20.1	72.7	129.2	177.8	37.8	18.7	138.6	412	66.60	15.79	22.87	8.88	12.87
1896-97	19.6	73.6	131.0	178.2	38.1	18.3	128.3	394	65.17	14.96	19.47	8.40	10.93
1897-98	19.7	73.2	127.6	174.4	37.0	17.5	125.9	320	68.40	15.10	20.10	8.66	11.52
1898-99	18.2	71.6	125.8	175.6	36.4	20.4	124.1	315	71.03	15.51	20.94	8.83	11.92
N. Central Division:													
1891-92	23.8	74.0	138.5	187.2	36.4	19.3	127.4	368	96.50	17.63	30.21	9.40	16.14
1892-93	23.6	73.2	137.8	188.4	35.9	19.8	130.4	388	95.54	17.95	32.73	9.53	17.37
1893-94	22.8	74.6	141.4	189.6	36.3	17.3	127.6	385	98.05	17.56	31.93	9.26	16.85
1894-95	22.7	76.0	142.2	187.2	37.0	16.4	130.9	408	96.01	17.73	30.83	9.47	16.47
1895-96	22.5	76.6	143.4	188.6	36.6	17.6	136.8	437	98.90	17.62	29.55	9.34	15.67
1896-97	21.8	76.8	144.6	188.2	36.6	17.8	122.3	403	97.06	17.71	29.62	9.41	15.74
1897-98	20.9	76.8	144.2	187.8	37.0	17.7	122.6	410	97.23	17.59	27.33	9.37	14.55
1898-99	21.1	76.2	143.7	188.5	36.1	17.6	124.9	415	102.75	18.35	29.73	9.74	15.78
Western Division:													
1891-92	13.9	70.7	137.1	194.1	36.9	13.8	124.8	312	154.00	23.87	44.52	12.30	22.95
1892-93	13.3	69.9	133.5	191.1	35.9	13.8	123.4	318	156.23	24.05	48.16	12.59	25.21
1893-94	12.7	71.1	135.6	190.8	35.5	15.1	121.3	297	151.07	24.07	38.26	12.61	20.05
1894-95	14.2	73.2	136.4	186.3	37.4	14.8	122.7	335	133.40	22.83	36.14	12.26	19.40
1895-96	11.3	72.6	136.9	188.4	36.9	13.6	127.2	334	136.96	22.72	35.02	12.06	18.58
1896-97	9.3	73.8	136.0	184.2	35.6	15.5	125.2	339	121.83	22.73	34.26	12.34	18.60
1897-98	9.2	72.3	133.4	184.6	34.1	14.8	121.2	329	123.70	23.52	35.14	12.74	19.00
1898-99	11.0	74.4	137.3	184.7	34.4	14.7	122.7	352	124.40	23.10	35.43	12.51	19.19

TABLE 10.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1898-99.*

	City.	Total population (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	ALABAMA.										
1	Anniston										
2	Birmingham	40,000	7-21	9,275	*600	1,859	2,057	3,916	157	456,399	2,907
3	Huntsville	11,000	7-21	2,290	220	314	337	651	160	80,009	500
4	Mobile*	65,000	7-21	24,043	2,600	3,912	4,180	8,092	144	784,656	5,449
5	Montgomery	26,000	7-21	5,111	400	1,106	1,290	2,396	163	288,659	1,775
6	Selma	10,000	7-21	3,100	600	468	572	1,040	165	139,425	845
	ARKANSAS.										
7	Fort Smith	22,000	6-21	4,451	*500	1,195	1,351	2,546	178	326,630	1,835
8	Hot Springs	15,000	6-21	3,267	100	1,231	1,240	2,471	178	271,710	1,722
9	Little Rock	40,000	6-21	9,538	0	2,358	2,698	5,056	176	665,930	3,715
10	Pinebluff	18,000	6-21	3,457	200	987	1,054	2,041	180	239,040	1,328
	CALIFORNIA.										
11	Alameda	15,748	5-17	3,549	206	1,725	1,799	3,524	196	434,016	2,214
12	Berkeley	13,400	5-17	2,830	184	1,475	1,456	2,931	193	387,930	2,010
13	Fresno		5-17	1,950	57			1,608		a215,838	a1,142
14	Los Angeles	110,000	5-17	26,958	1,608	9,915	10,399	20,314	188	2,624,115	13,995
15	Oakland	65,000	5-17	15,993	1,974	5,988	5,900	11,888	198	1,656,624	8,370
16	Pasadena	12,000	5-17	2,823	201	1,127	1,197	2,324	175	314,051	1,794
17	Sacramento	35,000	5-17	5,445	*326	2,371	2,507	4,878	186	683,457	3,675
18	San Bernardino	9,000	5-17	1,804		927	912	1,839	169	229,099	1,365
19	San Diego	21,000	5-17	3,628	209	1,622	1,633	3,255	168	417,659	2,541
20	San Francisco	340,000	5-17	76,236	9,910			42,612	195	6,757,845	34,671
21	San Jose	22,000	5-17	5,291	524	2,135	2,022	4,157	189	544,516	2,917
22	Santa Cruz	9,000	5-17	2,156	180	766	865	1,631	188	213,669	1,188
23	Stockton	20,000	5-17	3,465	433	1,286	1,346	2,632	194	384,850	1,984
	COLORADO.										
24	Colorado Springs	25,000	6-21	4,577	200	1,928	1,990	3,918	188	525,068	2,761
25	Cripplecreek	26,000	6-21	1,850	40	815	804	1,619	180	256,500	1,425
	Denver:										
26	District No. 1	80,000	6-21	15,005		6,655	7,105	13,760	181	1,622,846	8,966
27	District No. 2	38,000	6-21		300	3,354	3,596	6,950	181	886,306	4,919
28	District No. 7	8,000	6-21	1,119	0	461	489	950	190	162,540	855
29	District No. 17		6-21	6,727		2,331	2,499	4,830	180	633,766	3,455
30	Leadville	14,000	6-21	2,890	600	912	939	1,851	182	245,448	1,345
	Pueblo:										
31	District No. 1	40,000	6-21	4,493		1,185	1,269	2,454	160	270,894	1,694
32	District No. 20*		6-21	2,973	150	1,159	1,165	2,324	175	287,350	1,642
33	Trinidad	8,000		1,541	200	656	642	1,298	180	a159,120	a884
	CONNECTICUT.										
34	Ansonia	13,000	4-16	2,830	100	1,210	1,258	2,468	184	369,084	1,897
35	Bridgeport	66,757	4-16	15,572	2,338	4,775	4,883	9,658	179	1,382,528	7,724
36	Bristol	9,000	4-16	1,919	23	945	907	1,852	192	268,864	1,400
37	Danbury*	20,000	4-16	4,735	1,020			2,863	200	472,800	2,364
38	Greenwich	12,000	4-16	2,527	261			2,196	200	b330,000	b1,650
39	Hartford	78,253	4-16	14,531	*3,492			11,738	192	1,574,400	8,200
	Manchester:										
40	Town schools*	9,000	4-16	1,017	*0			916	180	b132,120	734
41	District No. 9	8,000	8-16	1,237	*4	618	734	1,352	189	180,933	957
42	Meriden	26,000	4-16	6,440	*1,722			4,133	200	629,000	3,145
43	Middletown	10,500	4-16		700			1,335	181	194,756	1,076
44	Naugatuck	12,000	4-16		38			2,203	192	337,920	1,760

*Statistics of 1897-98. a Estimated. b Approximately.

TABLE 10.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1898-99*—Continued.

	City.	Total population (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	CONNECTICUT—c't'd.										
45	New Britain	27,000	4-16	5,386	1,430	1,831	1,989	3,820	189	610,470	3,260
46	New Haven	110,000	4-16	22,220	2,865	8,513	8,363	16,876	200	2,739,860	13,699
47	New London	17,500	4-16	3,201	451	.....	.....	2,447	191	391,168	2,048
48	Norwalk	23,000	4-16	4,517	737	.....	.....	3,576	189	472,122	2,498
49	Norwich	25,000	4-16	5,246	1,169	.....	.....	3,667	198	513,700	2,590
50	Stamford	19,000	4-16	4,414	670	.....	.....	3,690	195	480,148	2,456
51	Torrington	13,500	4-16	2,550	800	.....	.....	*1,625	195	243,750	1,250
52	Vernon*	.....	4-16	1,851	440	.....	.....	1,546	181	208,331	1,151
53	Wallingford*	8,000	4-16	1,525	10	777	740	1,517	191	224,599	1,179
54	Waterbury	45,000	5-14	7,281	2,774	3,263	3,151	6,414	192	1,036,224	5,397
55	Windham	10,000	4-16	2,013	780	.....	.....	1,483	190	185,440	976
	DELAWARE.										
56	Wilmington	72,000	6-21	.....	.....	.....	.....	11,005	195	1,575,990	8,082
	DIST. OF COLUMBIA.										
	Washington:										
57	First 8 divisions	281,000	6	72,000	.....	15,827	16,939	32,766	179	3,891,588	21,680
58	Ninth to eleventh divisions					5,558	7,236	12,794	173	1,657,322	9,540
	FLORIDA.										
59	Jacksonville	35,000	6-21	4,675	.....	2,138	2,276	4,414	160	429,660	2,895
60	Key West	18,000	6-21	5,200	.....	942	1,041	1,983	140	178,020	1,322
61	Pensacola	18,000	6-21	4,800	500	874	1,029	1,903	152	216,144	1,422
62	Tampa	26,000	6-21	5,100	1,000	889	896	1,785	140	174,900	1,236
	GEORGIA.										
63	Americus	10,000	6-18	2,068	25	.....	.....	a1,250	180	183,996	1,022
64	Athens	10,000	6-18	3,111	200	716	826	1,542	174	180,935	1,042
65	Atlanta	114,000	6-18	18,299	500	6,561	7,498	14,059	186	1,841,214	9,899
66	Augusta	55,000	6-18	12,745	1,000	3,420	3,416	6,836	165	907,500	5,500
67	Brunswick	12,000	6-18	2,100	300	630	580	1,210	175	a133,000	*760
68	Columbus	20,000	6-18	4,389	300	1,201	1,264	2,465	176	313,595	1,815
69	Macon	28,000	6-18	14,008	500	3,072	3,546	6,618	168	844,536	5,027
70	Rome	9,000	6-18	.....	200	726	785	1,511	185	185,000	1,000
71	Savannah	65,000	6-18	17,208	.....	3,920	4,448	8,368	185	1,097,415	5,959
	ILLINOIS.										
72	Alton*	14,000	6-21	3,500	500	897	915	1,812	187	264,231	1,413
	Aurora:										
73	Dist. No. 4 (west)	25,000	6-21	1,640	*0	701	777	1,478	189	209,206	1,090
74	Dist. No. 5 (east)*		6-21	5,383	805	1,446	1,503	2,949	195	445,598	2,291
75	Austin*	10,236	6-21	2,598	150	901	982	1,883	190	324,960	1,712
76	Belleville	19,000	6-21	5,783	1,103	1,451	1,326	2,777	197	470,668	2,366
77	Bloomington	25,000	6-21	7,500	500	1,990	2,100	4,090	*170	a557,770	a3,281
78	Cairo	15,500	6-21	4,098	252	1,026	1,123	2,149	183	295,351	1,614
79	Canton	8,000	6-20	2,091	*0	813	875	1,688	173	230,767	1,334
80	Champaign*	9,258	6-21	2,475	300	812	795	1,607	183	211,182	1,154
81	Chicago	1,851,588	6-21	571,375	91,341	120,818	121,989	242,807	194	38,168,563	190,842
82	Danville	16,000	6-21	3,920	1,100	1,390	1,479	2,869	187	398,556	2,131
83	Decatur	25,500	6-21	6,516	.....	2,127	2,255	4,382	188	635,252	3,379
84	Dixon	9,000	6-21	2,500	350	637	693	1,330	180	188,989	1,050

* Statistics of 1897-98. *a* Estimated.

TABLE 10.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1898–99*—Continued.

	City.	Total population (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	ILLINOIS—cont'd.										
	East St. Louis:										
85	District No. 1	25,000	6-21	5,770	1,000	1,469	1,636	3,105	197	394,887	2,004
86	District No. 2, T. 2 N., R. 9 W.		6-21	.....	.....	96	97	193	210	22,559	107
87	District No. 2, T. 2 N., R. 10 W.*		6-21	.....	10	110	90	200	195	a 30,810	a 158
88	Elgin	21,627	6-21	7,637	723	.....	.....	4,117	185	635,775	3,393
	Evanston:										
89	District No. 1	10,500	6-21	.....	*200	873	871	1,744	190	265,496	1,397
90	Dist. No. 2 (south)	6,118	6-21	1,650	125	470	479	449	190	143,315	754
91	Dist. No. 3 (north)	1,610	6-21	483	25	154	166	320	188	48,933	260
92	Freeport	18,000	6-21	3,671	1,000	1,063	1,141	2,204	194	354,975	1,799
93	Galesburg	22,500	.....	.....	*500	1,612	1,813	3,425	174	468,582	2,693
94	Jacksonville	16,500	6-21	2,900	355	1,133	1,260	2,393	176	320,928	1,834
95	Joliet	34,664	6-21	9,970	1,505	2,896	2,872	5,768	186	819,232	4,404
96	Kankakee	14,000	6-21	3,429	*800	872	833	1,705	175	233,411	1,333
97	Kewanee	10,000	6-21	2,150	275	750	850	1,600	177	247,800	1,400
98	Lasalle	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99	Lincoln	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
100	Mattoon	12,500	6-21	2,780	135	974	1,020	1,994	178	257,787	1,448
101	Moline	18,000	6-21	4,705	271	1,633	1,646	3,279	177	483,604	2,730
102	Monmouth	10,000	6-21	2,466	*0	850	910	1,760	188	248,912	1,324
103	Oak Park	.....	6-21	.....	*100	927	956	1,883	186	269,553	1,519
104	Ottawa	12,000	6-21	3,500	500	919	874	1,793	193	275,111	1,430
105	Pekin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
106	Peoria	.....	6-21	*17,709	*1,886	4,517	4,621	9,138	196	1,394,263	7,114
107	Quincy	37,000	6-21	10,600	2,500	2,575	2,540	5,115	195	696,735	3,573
108	Rockford	35,000	6-21	8,108	183	2,794	2,851	5,645	189	838,687	4,437
109	Rock Island	22,000	6-21	5,074	538	1,701	1,781	3,482	176	504,460	2,866
110	Springfield	33,375	6-21	10,307	1,350	2,821	2,775	5,596	192	851,596	4,435
	Sterling:										
111	District No. 3	8,000	6-21	1,105	100	393	383	776	183	116,012	630
112	District No. 8		6-21	707	.....	177	186	363	185	56,610	306
113	Streator	15,000	5-20	5,578	623	1,305	1,399	2,704	184	373,788	2,031
	INDIANA.										
114	Anderson	25,000	6-21	5,276	275	1,722	1,734	3,456	180	503,430	2,797
115	Bloomington	9,000	6-21	1,663	*18	696	744	1,440	180	193,688	1,076
116	Brazil	7,500	.....	.....	200	809	961	1,770	171	217,683	1,273
117	Columbus	8,000	6-21	2,117	175	801	828	1,629	177	222,135	1,255
118	Crawfordsville	9,500	6-21	1,868	70	703	810	1,513	177	210,630	*1,190
119	Elkhart	16,000	6-21	3,627	200	1,357	1,312	2,669	180	417,240	2,318
120	Evansville	70,000	6-21	15,748	1,471	4,140	4,290	8,430	193	1,291,516	6,674
121	Fort Wayne	50,000	6-21	12,811	3,600	2,649	2,667	5,316	185	818,499	4,407
122	Frankfort	9,000	6-21	2,029	50	890	946	1,836	180	255,060	1,417
123	Goshen	10,000	5-21	.....	100	740	825	1,565	176	232,000	1,375
124	Hammond	14,000	6-21	3,375	850	878	868	1,746	190	221,669	1,170
125	Huntington	9,800	6-21	2,558	500	888	948	1,836	178	268,424	1,508
126	Indianapolis	175,000	6-21	37,831	.....	16,567	16,703	33,270	187	3,755,194	20,081
127	Jeffersonville	16,000	6-21	3,000	200	892	1,068	1,960	173	245,200	1,417
128	Kokomo	12,000	6-21	2,844	150	1,133	1,201	2,384	176	341.123	1,938
129	Lafayette	20,000	6-21	5,765	1,000	1,727	1,788	3,515	186	439,704	2,364
130	Laporte	10,000	6-21	2,745	500	692	703	1,395	183	193,098	1,055
131	Logansport	16,500	6-21	4,708	700	1,352	1,409	2,761	176	405,504	2,304
132	Madison	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
133	Marion	.....	6-21	4,916	.....	1,823	1,919	3,742	176	493,009	2,801
134	Michigan City*	.....	.....	4,900	.....	.....	.....	1,677	.....	a 256,128	1,392
135	Muncie	23,000	6-21	5,245	325	1,888	1,965	3,853	176	507,864	2,843

* Statistics of 1897-98. a Estimated.

TABLE 10.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1898-99*—Continued.

	City.	Total population (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	INDIANA—continued.										
136	New Albany	25,000	6-21	5,666	700	1,719	1,815	3,534	160	455,248	2,845
137	Peru	10,000	6-21	2,300	*500	875	955	1,830	180	a237,240	a1,318
138	Richmond	20,000	6-21	5,012	500	1,631	1,572	3,203	185	462,870	2,502
139	Shelbyville*	8,000	6-21	2,009	100	725	738	1,463	175	197,359	1,131
140	South Bend	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
141	Terre Haute	39,000	6-21	9,682	900	3,289	3,470	6,759	183	945,378	5,166
142	Valparaiso*	8,000	6-21	1,529	225	761	543	1,304	177	202,729	1,149
143	Vincennes	12,000	6-21	3,420	700	908	834	1,742	190	320,150	1,685
144	Wabash	10,000	6-21	2,463	*0	894	1,032	1,926	*190	a296,590	1,561
145	Washington	12,000	6-21	2,548	700	851	815	1,666	176	217,908	1,238
	IOWA.										
146	Boone	11,000	5-21	2,995	200	1,420	1,575	2,995	177	324,076	1,901
147	Burlington	27,000	5-21	8,156	*1,000	2,224	2,274	4,498	186	671,832	3,612
148	Cedar Rapids	28,000	5-21	.....	*600	2,822	2,858	5,680	180	784,440	4,358
149	Clinton	18,000	5-21	5,848	400	1,712	1,906	3,618	182	516,880	2,840
150	Council Bluffs	25,000	5-21	6,199	786	2,505	2,564	5,069	184	670,229	3,642
151	Creston	9,000	5-21	2,483	175	904	946	1,850	176	244,019	1,386
152	Davenport	36,000	5-21	10,816	1,000	3,086	3,077	6,163	192	948,341	4,957
	Des Moines:										
153	Capital Park	4,009	5-21	670	40	220	310	550	175	75,250	430
154	East side	17,000	5-21	5,453	300	2,053	2,159	4,212	175	544,329	3,117
155	North side	.....	5-21	1,841	.....	770	796	1,566	174	192,815	1,134
156	West side	.....	5-21	8,351	.....	.....	.....	4,814	176	638,952	3,629
157	Dubuque	42,000	5-21	11,897	2,500	2,629	2,581	5,210	186	732,840	3,940
158	Fort Dodge	12,000	5-21	2,430	200	844	887	1,731	180	238,680	1,326
159	Fort Madison	10,000	5-21	3,004	750	689	723	1,412	174	200,535	1,152
160	Iowa City	12,000	5-21	2,150	275	725	795	1,520	186	199,281	1,103
161	Keokuk*	.....	5-21	4,846	.....	.....	.....	2,683	180	482,940	2,192
162	Marshalltown	13,000	5-21	3,201	200	1,127	1,134	2,261	175	337,804	1,930
163	Muscatine	13,500	5-21	4,082	200	1,292	1,278	2,570	180	338,355	1,880
164	Oskaloosa	.....	5-21	2,959	.....	.....	.....	2,421	180	291,060	1,617
165	Ottumwa	20,000	5-21	4,800	150	1,948	2,225	4,173	177	596,045	3,358
166	Sioux City	40,000	5-21	11,396	800	3,074	3,112	6,186	168	823,347	4,916
	Waterloo:										
167	East Side*	.....	5-21	2,002	.....	.....	.....	1,429	180	197,100	1,095
168	West Side	.....	5-21	1,197	*24	.....	.....	943	180	118,620	659
	KANSAS.										
169	Arkansas City	7,500	.....	.....	25	817	884	1,701	160	208,480	1,303
170	Atchison	16,000	5-21	5,123	500	1,011	1,165	2,176	175	274,698	1,606
171	Emporia	8,500	5-21	3,009	300	.....	.....	2,057	176	275,299	1,564
172	Fort Scott	11,200	5-21	3,865	100	1,184	1,329	2,513	160	297,402	1,859
173	Hutchinson	10,000	5-21	2,650	.....	1,025	1,160	2,185	180	315,000	1,750
174	Kansas City	50,000	5-21	14,275	*915	3,905	4,365	8,270	165	990,165	6,001
175	Lawrence	11,130	5-21	3,609	.....	1,155	1,498	2,653	164	358,504	2,186
176	Leavenworth	19,547	5-21	7,075	300	.....	.....	3,459	176	452,485	2,571
177	Ottawa	8,000	6-21	2,590	*300	798	947	1,745	170	232,390	1,367
178	Parsons	9,700	5-21	.....	100	828	921	1,749	160	214,320	1,339
179	Pittsburg	13,462	5-21	3,805	200	1,133	1,301	2,434	176	288,879	1,666
180	Topeka	40,000	5-21	10,770	1,000	3,187	3,541	6,728	180	945,360	5,252
181	Wichita	25,000	5-21	7,025	400	2,174	2,346	4,520	175	637,416	3,632
	KENTUCKY.										
182	Bowling Green	10,000	6-20	2,324	.....	615	661	1,276	182	188,552	1,036
183	Covington	65,000	6-20	16,675	3,627	2,128	2,208	4,336	194	639,424	3,296

*Statistics of 1897-98. a Estimated.

TABLE 10.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1898–99*—Continued.

	City.	Total population (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	KENTUCKY—cont'd.										
	Frankfort:										
184	White schools	10,000	6–21	1,562	150	493	537	1,030	177	118,484	669
185	Colored schools*		6–20	909	50	241	281	522	195	64,155	326
186	Henderson*	12,000	6–20	3,011	300	884	898	1,782	200	201,040	1,005
187	Hopkinsville (white schools)	8,000	6–20	991	100	354	474	828	197	114,754	582
188	Lexington	31,316	6–21	9,053	1,400	.....	.....	4,843	192	634,560	3,305
189	Louisville	226,000	6–20	56,236	7,009	13,421	13,987	27,408	180	3,723,480	20,686
190	Maysville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
191	Newport	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
192	Owensboro	15,000	6–20	3,231	550	994	1,040	2,034	178	271,643	1,526
193	Paducah	21,000	6–20	4,994	150	1,338	1,535	2,873	185	358,757	1,934
	LOUISIANA.										
194	Baton Rouge	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
195	New Orleans	.....	.....	.....	*7,066	14,784	15,986	30,770	169	3,691,805	21,845
196	Shreveport	15,000	6–18	2,699	.....	704	682	1,386	180	191,880	1,066
	MAINE.										
197	Auburn	14,000	4–21	4,304	200	1,400	1,200	2,600	180	346,500	1,925
198	Augusta*	12,000	4–21	3,111	260	.....	.....	1,538	175	207,725	1,187
199	Bangor	25,000	5–21	6,111	800	1,464	1,681	3,145	174	559,800	3,110
200	Bath	10,000	4–21	2,525	0	883	968	1,851	170	269,590	1,527
201	Biddeford	18,000	4–21	5,158	1,500	.....	.....	1,518	170	179,180	1,132
202	Calais	8,500	4–21	2,678	52	642	950	1,592	170	204,000	1,200
203	Lewiston	22,668	5–21	7,645	1,778	.....	.....	2,870	176	348,079	1,972
204	Portland*	40,000	4–21	11,265	1,500	3,497	2,786	6,283	183	855,525	4,675
205	Rockland*	8,000	4–21	2,172	25	669	781	1,450	155	183,365	1,183
206	Waterville	.....	4–21	3,140	400	611	652	1,263	163	154,433	947
	MARYLAND.										
207	Annapolis*	.....	.....	.....	.....	.....	.....	1,170	200	148,600	743
208	Baltimore	600,000	6–21	.....	*16,000	39,753	39,931	79,684	196	10,492,076	53,531
209	Cumberland*	.....	.....	.....	.....	.....	.....	2,430	180	273,960	1,522
210	Frederick	9,000	6–21	2,500	.....	709	820	1,529	192	193,980	1,015
211	Hagerstown	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	MASSACHUSETTS.										
212	Adams	9,213	5–14	1,961	*75	.....	.....	2,261	185	303,915	1,742
213	Amesbury	9,986	5–15	1,668	541	681	701	1,382	195	179,361	989
214	Arlington	8,000	5–14	.....	207	701	776	1,477	191	e225,762	e1,182
215	Attleboro	9,000	5–15	1,703	400	1,097	1,048	2,145	195	290,573	1,490
216	Beverley*	11,802	5–15	2,031	30	.....	.....	2,145	200	242,900	1,723
217	Boston	525,987	5–15	83,097	12,681	44,927	42,977	87,904	200	15,374,600	76,873
218	Brockton	35,000	5–15	6,281	768	.....	.....	6,917	185	1,021,755	5,523
219	Brookline	17,000	5–15	2,803	163	1,796	1,716	3,512	198	553,014	2,793
220	Cambridge	89,276	8–14	8,391	2,637	.....	.....	15,026	209	2,395,600	11,978
221	Chelsea	33,000	5–15	5,966	826	2,826	2,756	5,582	200	885,200	4,426
222	Chicopee	19,000	5–15	2,877	*731	1,382	1,328	2,710	198	372,952	1,883
223	Clinton	13,000	5–15	2,327	352	1,080	1,092	2,172	193	348,172	1,804
224	Danvers	8,500	8–15	1,398	*17	.....	.....	1,689	190	242,630	1,277
225	Dedham	8,000	7–14	885	15	732	815	1,547	188	218,584	1,168
226	Everett	21,897	5–15	4,175	0	2,511	2,634	5,145	186	759,010	4,070
227	Fall River	97,517	5–15	20,100	4,601	8,441	7,989	16,430	195	2,230,605	11,439
228	Fitchburg	30,000	5–15	5,527	1,500	.....	.....	4,357	*183	b638,121	3,487
229	Framingham	11,000	5–15	1,883	0	1,108	1,150	2,258	a172	322,828	1,816

*Statistics of 1897–98. *a* The High School was in session 182 days. *b* Estimated.

TABLE 10.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1898-99*—Continued.

	City.	Total population (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	MASSACHUSETTS—continued.										
230	Gardner	10,000	5-15	1,861	0	944	986	1,930	176	283,201	1,609
231	Gloucester	29,000	8-14	2,583	325	2,305	2,377	4,682	190	760,570	4,003
232	Greenfield	8,000	5-15	1,284	21	847	873	1,720	200	252,400	1,262
233	Haverhill	36,000	5-15	5,903	*1,660	-------	-------	5,529	187	808,401	4,323
234	Holyoke	44,982	5-15	9,232	3,551	-------	-------	5,400	200	a 864,000	a 4,320
235	Hydepark*	14,000	5-15	2,190	675	793	789	1,582	188	280,496	1,492
236	Lawrence	58,000	5-15	10,085	2,300	-------	-------	8,649	195	1,255,020	6,436
237	Leominster*	-------	5-15	1,505	0	-------	-------	1,971	192	282,826	1,473
238	Lowell	90,000	5-15	12,989	5,378	7,047	6,740	13,787	184	1,851,776	10,064
239	Lynn	65,000	5-15	10,543	*1,000	5,203	5,353	10,556	189	1,615,761	8,549
240	Malden	32,000	8-14	3,231	964	3,071	3,163	6,234	191	937,277	4,894
241	Marblehead*	-------	5-15	976	0	-------	-------	1,357	200	214,200	1,071
242	Marlboro	15,000	5-15	3,287	613	1,387	1,475	2,862	180	441,360	2,452
243	Medford	16,167	8-14	1,882	25	1,903	1,927	3,830	197	537,416	2,728
244	Melrose	-------	5-15	2,188	0	1,503	1,514	3,044	195	448,080	2,344
245	Milford	9,500	5-15	1,281	250	-------	-------	1,515	172	251,113	1,320
246	Natick	10,000	8-14	985	5	952	1,050	2,002	a 178	325,918	1,641
247	New Bedford	60,000	5-15	11,109	2,519	4,672	4,712	9,384	190	1,343,490	6,966
248	Newburyport	14,552	5-15	-------	613	-------	-------	1,892	200	292,800	1,464
249	Newton	28,000	5-15	5,259	762	2,873	2,965	5,838	190	871,150	4,585
250	North Adams	22,000	5-15	4,134	1,365	1,883	2,086	3,969	187	547,536	2,928
251	Northampton	18,000	5-15	2,902	300	1,328	1,367	2,695	c 195	395,954	2,201
252	Peabody	10,700	5-15	1,980	421	865	1,031	1,896	192	294,528	1,534
253	Pittsfield	22,151	5-15	4,118	177	2,295	2,336	4,631	189	660,638	3,519
254	Plymouth	7,957	5-15	1,374	7	876	851	1,727	192	254,860	1,324
255	Quincy	24,058	5-15	4,745	225	2,703	2,597	5,300	177	736,270	4,148
256	Revere	10,000	5-15	1,970	0	1,047	1,234	2,281	178	302,778	1,701
257	Salem	36,000	5-15	6,805	2,140	2,620	2,227	4,847	205	784,125	3,825
258	Somerville	57,500	8-14	5,943	1,454	5,684	5,893	11,577	182	1,576,070	8,636
259	Southbridge	8,250	5-15	-------	786	607	694	1,301	185	169,833	918
260	Spencer	8,000	5-15	1,744	350	672	732	1,404	a 180	242,269	1,218
261	Springfield	55,000	5-15	9,202	1,408	5,634	5,225	10,859	190	1,660,980	8,742
262	Taunton	28,000	8-14	2,994	569	2,424	2,234	4,658	c 190	683,430	3,917
263	Wakefield	9,000	5-15	1,620	*20	-------	-------	1,999	182	281,190	1,545
264	Waltham	23,000	8-14	2,110	1,240	1,493	1,575	3,068	181	469,341	2,599
265	Watertown	8,000	5-15	1,360	400	686	669	1,355	188	184,509	981
266	Westfield	11,000	5-15	1,987	324	1,156	1,138	2,294	193	324,626	1,682
267	West Springfield	8,000	7-14	1,089	*0	858	898	1,756	d 180	228,092	1,258
268	Weymouth	11,650	5-15	1,913	0	1,170	1,245	2,415	190	366,700	1,930
269	Woburn	14,176	5-15	3,198	321	1,563	1,354	2,917	188	455,524	2,423
270	Worcester	105,000	5-15	19,256	2,886	10,897	10,487	21,384	*182	2,928,400	16,200
	MICHIGAN.										
271	Adrian	9,541	5-20	2,519	355	907	849	1,756	191	248,296	1,325
272	Alpena	12,500	5-20	4,489	1,500	987	989	1,976	194	291,576	1,503
273	Ann Arbor	12,500	5-21	3,063	250	1,279	1,110	2,389	190	375,098	1,974
274	Battlecreek*	20,000	5-20	-------	-------	1,425	1,600	3,025	193	465,516	2,412
275	Bay City	33,000	5-20	9,653	2,500	2,509	2,727	5,236	197	748,561	3,800
276	Cheboygan	8,500	5-20	2,230	400	772	672	1,444	195	188,521	967
277	Detroit	325,000	5-20	77,118	15,078	19,462	18,035	37,497	191	5,534,798	28,978
278	Escanaba	8,500	5-20	2,500	*800	706	734	1,444	191	191,191	1,001
279	Flint	14,000	5-20	2,944	230	1,057	1,043	2,100	188	374,301	1,991
280	Grand Rapids	100,000	5-20	26,380	3,024	11,340	11,507	22,847	194	2,369,516	12,214
281	Holland	9,000	5-20	2,458	*0	986	981	1,967	193	254,374	1,318
282	Iron Mountain	10,000	5-20	2,732	0	1,172	1,086	2,258	180	324,663	1,836

* Statistics of 1897-98.
a Estimated.
b The high school was in session 195 days.
c The high school was in session 200 days.
d The high school was in session 194 days.

TABLE 10.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1898–99*—Continued.

	City.	Total population (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	MICHIGAN—cont'd.										
283	Ironwood	12,000	5-20	2,714	500	1,200	1,091	2,291	200	378,000	1,890
284	Ishpeming*	------	------	------	------	------	------	3,027	200	443,200	2,216
285	Jackson	28,000	5-20	5,719	800	1,828	1,914	3,742	200	597,926	2,990
286	Kalamazoo	24,000	5-20	5,740	*800	1,911	1,974	3,885	183	590,870	3,220
287	Lansing	20,000	5-20	4,223	*350	1,488	1,648	3,136	191	a 449,232	a 2,352
288	Ludington	9,000	------	------	250	928	885	1,813	176	253,154	1,406
289	Manistee	15,000	5-20	4,723	700	1,705	1,628	3,333	193	507,980	2,632
290	Marquette	10,000	5-20	2,826	400	1,020	950	1,970	187	253,572	1,356
291	Menominee	14,000	5-21	4,100	300	1,470	1,525	2,995	188	437,476	2,327
292	Muskegon	25,000	5-20	6,644	800	2,519	2,474	4,993	180	637,740	3,543
293	Owosso	12,000	5-21	2,350	------	1,050	1,000	2,050	179	283,535	1,584
294	Port Huron	20,000	5-20	5,702	900	*1,800	*1,689	*3,489	176	a 474,496	*2,696
	Saginaw:										
295	East Side	32,000	5-20	8,288	------	2,886	2,846	5,732	189	785,295	4,155
296	West Side*	------	5-20	5,335	400	1,801	1,849	3,650	200	684,000	3,420
297	Sault Ste. Marie	8,500	5-21	2,123	250	------	------	1,702	190	268,470	1,413
298	Traverse City	10,000	5-20	2,153	200	870	962	1,832	175	238,633	1,352
299	West Bay City*	14,000	5-20	4,170	250	1,368	1,385	2,753	193	386,212	2,141
	MINNESOTA.										
300	Brainerd	10,000	6-21	1,803	20	900	903	1,803	179	288,008	1,606
301	Duluth	60,000	------	------	------	------	------	9,695	180	1,361,435	7,564
302	Faribault	8,500	5-21	2,000	400	678	642	1,320	180	178,673	994
303	Mankato*	------	------	------	------	------	------	1,824	180	251,460	1,397
304	Minneapolis	200,000	5-21	------	*3,000	17,198	17,665	34,863	190	5,157,740	27,146
305	Red Wing	8,000	5-21	2,000	100	892	837	1,729	180	259,333	1,441
306	St. Cloud	9,127	5-21	3,023	1,152	629	586	1,215	174	180,462	1,007
307	St. Paul	180,000	------	------	12,000	11,844	12,500	24,344	190	3,615,904	19,010
308	Stillwater	15,000	6-19	------	------	840	925	1,765	180	a 254,160	a 1,412
309	Winona	25,000	5-21	4,714	1,401	1,666	1,647	3,313	190	577,567	3,065
	MISSISSIPPI.										
310	Greenville	10,000	5-21	2,764	200	575	643	1,218	178	129,042	768
311	Jackson	------	------	------	------	------	------	------	------	------	------
312	Meridian	17,000	5-21	------	700	713	891	1,604	170	224,859	1,342
313	Natchez	------	------	------	------	------	------	------	------	------	------
314	Vicksburg	------	------	------	------	------	------	------	------	------	------
	MISSOURI.										
315	Carthage	10,000	6-20	------	50	982	1,164	2,146	180	280,260	1,557
316	Chillicothe	10,000	6-20	1,895	100	711	782	1,193	178	193,443	1,074
317	Hannibal	15,000	6-20	4,313	300	1,168	1,377	2,545	177	324,433	1,790
318	Independence	10,000	6-20	3,445	100	883	867	1,750	175	205,275	1,173
319	Jefferson City*	9,000	6-20	2,630	450	560	580	1,140	180	161,100	895
320	Joplin	20,000	6-20	4,663	40	2,012	2,111	4,123	176	479,568	2,698
321	Kansas City	180,000	6-20	48,806	------	13,197	14,117	27,314	180	3,412,440	18,958
322	Moberly	11,000	6-20	3,984	300	814	955	1,769	179	232,112	1,297
323	Nevada	11,000	6-20	2,433	*120	922	1,000	1,922	176	245,476	1,395
324	St. Charles*	------	------	2,025	*500	------	------	616	200	107,000	535
325	St. Joseph	71,000	6-20	28,764	1,200	4,178	4,577	8,755	180	1,083,060	6,017
326	St. Louis	651,821	6-20	159,978	26,000	37,340	38,904	76,244	194	10,671,164	55,006
327	Sedalia	22,000	6-21	4,794	250	1,718	1,838	3,556	180	483,300	2,685
328	Springfield	30,000	5-20	------	800	2,551	2,605	5,156	160	527,581	3,315
329	Webb City	8,000	6-20	2,009	50	766	882	1,648	178	200,962	1,129

* Statistics of 1897–98. *a* Estimated.

TABLE 10.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1898–99*—Continued.

	City.	Total population (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	MONTANA.										
330	Butte	.....	6-21	8,447	1,324	3,030	3,132	6,162	190	869,820	4,578
331	Greatfalls	12,000	6-21	1,960	15	840	909	1,749	180	238,081	1,323
332	Helena	15,000	6-21	2,981	*150	1,091	1,187	2,278	163	283,032	1,736
	NEBRASKA.										
333	Beatrice	13,000	5-21	2,575	*50	1,210	1,219	2,429	175	266,309	1,602
334	Fremont	.....	5-21	.....	*200	988	984	1,972	184	233,728	1,439
335	Grand Island	9,000	5-21	2,504	225	908	977	1,885	178	257,644	1,448
336	Hastings	13,500	5-21	2,566	150	824	970	1,794	175	227,990	1,341
337	Kearney	8,000	5-21	2,833	40	735	856	1,591	174	185,593	1,065
338	Lincoln	50,000	5-21	11,111	*1,000	3,251	3,327	6,578	176	846,736	4,811
339	Nebraska City	12,000	6-21	2,525	100	693	854	1,547	172	193,503	1,055
340	Omaha	140,000	5-21	32,673	*3,500	9,212	9,428	18,640	184	2,502,108	13,598
341	Plattsmouth	9,500	5-21	2,260	200	649	698	1,347	176	163,172	927
342	South Omaha*	14,000	5-21	4,064	150	1,558	1,617	3,175	180	369,773	2,054
	NEW HAMPSHIRE.										
343	Concord (Union school district)	18,000	5-16	.....	*315	1,289	1,328	2,617	185	374,449	2,024
344	Dover	12,779	5-16	2,040	*600	1,001	941	1,942	179	242,903	1,357
345	Keene	9,000	5-16	1,518	125	768	786	1,554	180	216,000	1,200
346	Laconia	12,000	5-16	1,282	4	634	648	1,282	160	*a*153,760	*a*961
347	Manchester*	.....	.....	.....	5,000	2,981	2,847	5,828	185	687,275	3,715
348	Nashua	25,000	5-16	5,085	1,390	1,872	1,823	*3,695	172	413,144	2,402
349	Portsmouth	10,000	6-16	1,146	300	.....	.....	1,569	190	215,650	1,135
350	Rochester	8,000	.....	.....	350	631	639	1,270	180	175,320	974
	NEW JERSEY.										
351	Atlantic City*	23,000	5-18	4,450	250	1,724	1,667	3,391	177	415,529	2,355
352	Bayonne	27,000	5-18	8,881	2,000	2,396	2,449	4,843	192	603,087	3,218
353	Bridgeton*	.....	.....	.....	100	1,274	1,366	2,640	200	344,758	1,826
354	Camden*	65,500	5-18	15,514	1,031	5,886	6,055	11,941	201	1,418,879	7,131
355	Elizabeth	50,000	5-20	12,000	3,000	3,000	3,400	6,400	190	1,121,000	5,900
356	Hackensack	8,500	5-18	1,870	250	953	909	1,862	197	249,183	1,305
357	Harrison*	10,000	5-18	3,300	1,000	420	380	890	180	126,000	709
358	Hoboken	54,000	5-18	21,586	1,938	4,330	4,386	8,716	198	1,282,655	6,478
359	Jersey City	200,000	5-18	60,554	.....	16,401	16,405	32,806	191	4,015,554	21,008
360	Longbranch	.....	.....	.....	.....	1,326	1,273	2,599	188	335,771	1,932
361	Millville	11,000	5-18	2,845	99	1,000	1,137	2,137	210	281,480	1,388
362	Morristown	11,000	.....	.....	.....	647	748	1,395	191	206,280	1,079
363	Newark	250,000	5-18	60,453	3,965	18,071	18,640	36,711	193	4,819,576	24,972
364	New Brunswick	8,000	.....	.....	.....	1,465	1,410	2,875	182	387,660	2,130
365	Orange	25,000	5-18	5,669	2,021	1,369	1,423	2,792	190	356,127	1,874
366	Passaic	25,000	5-18	5,987	600	*1,783	*1,832	*3,615	191	473,207	2,477
367	Paterson	110,000	5-18	28,783	*4,000	7,839	7,649	15,488	199	2,265,416	11,384
368	Perth Amboy	15,500	5-20	3,550	250	1,367	1,329	2,696	187	358,604	1,830
369	Phillipsburg	10,500	5-18	2,558	250	871	938	1,809	200	277,880	1,397
370	Plainfield	13,000	5-18	3,500	700	1,234	1,219	2,453	189	333,807	1,784
371	Rahway	9,000	5-20	1,900	*200	738	719	1,457	187	188,505	1,006
372	Town of Union	18,000	5-18	4,356	500	1,567	1,533	3,100	192	431,286	2,249
373	Trenton*	.....	.....	.....	.....	4,628	4,496	9,124	188	1,294,059	6,837
	NEW MEXICO.										
374	Albuquerque*	12,000	5-21	1,800	900	650	750	1,400	167	*b*171,676	*b*1,028

* Statistics of 1897–98. *a* Approximately. *b* Estimated.

TABLE 10.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1898–99*—Continued.

	City.	Total population (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	NEW YORK.										
375	Albany	100,000	4–18	.....	4,539	6,747	6,597	13,344	181	1,923,110	10,643
376	Amsterdam	23,000	5–18	4,800	850	1,368	1,343	2,711	193	432,922	2,243
377	Auburn	28,500	5–18	5,524	1,200	1,882	1,956	3,838	184	568,744	3,091
378	Batavia	9,000	5–18	2,100	350	770	856	1,626	188	207,657	1,076
379	Binghamton	45,000	5–18	7,067	171	3,395	3,501	6,896	195	1,080,899	5,667
380	Buffalo	393,600	4–18	74,167	19,610	29,311	28,424	57,735	191	7,864,998	41,178
381	Cohoes*	25,000	5–18	5,920	1,706	1,499	1,561	3,060	195	423,489	2,172
382	Corning	9,000	5–18	1,990	650	589	563	1,152	191	157,355	824
383	Cortland	10,000	4–18	1,800	533	567	520	1,087	196	172,356	888
384	Dunkirk	13,000	5–21	3,529	792	822	849	1,671	184	252,955	1,374
385	Elmira	45,000	5–18	.....	900	2,667	2,662	5,329	191	841,843	4,408
386	Geneva	12,000	5–18	2,422	590	730	810	1,540	187	216,099	1,166
387	Glens Falls	12,000	5–18	2,000	500	766	840	1,606	186	213,900	1,150
388	Gloversville	15,000	5–18	3,331	95	1,580	1,677	3,257	194	481,447	2,481
389	Hornellsville	13,000	5–18	2,477	424	1,062	1,042	2,104	189	281,502	1,489
390	Hudson	10,000	5–18	2,213	376	687	727	1,414	194	209,159	1,078
391	Ithaca	12,000	5–18	2,267	392	906	948	1,854	191	295,261	1,546
392	Jamestown	25,000	5–18	4,781	259	2,123	2,133	4,256	189	638,172	3,376
393	Johnstown	12,000	.....	2,007	*0	.....	.....	1,857	*194	*a*266,556	1,374
	Kingston:										
394	District No. 1	13,500	5–18	3,175	273	1,224	1,199	2,423	191	340,557	1,739
395	District No. 2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
396	District No. 3	.....	5–18	.....	215	381	377	758	191	71,905	370
397	District No. 4	26,000	5–18	836	120	224	232	456	190	56,313	289
398	Lansingburg	12,016	5–18	2,717	412	1,109	1,064	2,173	186	311,010	1,632
399	Little Falls	10,000	5–18	2,028	539	689	614	1,303	193	198,811	1,039
400	Lockport*	18,000	5–18	3,680	775	1,642	1,584	3,226	194	477,866	2,474
401	Middletown	14,000	5–18	2,868	222	1,140	1,121	2,261	191	324,174	1,722
402	Mount Vernon	20,000	5–18	3,794	529	1,889	1,891	3,780	193	530,223	2,747
403	Newburg	25,000	5–18	5,697	1,194	2,008	2,083	4,091	190	596,909	3,141
404	New Rochelle	15,000	5–18	3,171	591	1,312	1,255	2,567	187	346,775	1,854
405	New York	3,550,053	5–18	733,416	89,837	249,771	244,559	494,330	193	69,322,468	358,897
406	Niagara Falls	20,000	5–18	3,649	584	1,480	1,481	2,961	194	427,596	2,204
407	North Tonawanda	10,000	5–18	2,638	402	1,026	979	2,005	194	274,000	1,442
408	Ogdensburg*	15,000	5–18	3,396	570	1,299	1,157	2,456	192	330,757	1,817
409	Olean*	10,350	6–18	2,720	350	1,124	1,215	2,339	191	342,231	1,792
410	Oswego*	25,000	5–18	5,392	1,131	1,970	1,951	3,921	194	609,743	3,143
	Peekskill:										
411	District No. 7 (Drum Hill)	10,500	6–18	1,145	50	499	490	989	199	120,650	606
412	District No. 8 (Oak Side)	.....	5–18	832	32	411	358	769	190	111,564	572
413	Plattsburg	9,733	5–18	2,912	345	999	803	1,802	177	229,343	1,231
414	Port Chester*	8,500	5–18	2,300	344	699	673	1,372	192	172,800	900
415	Port Jervis	10,000	5–18	2,054	135	905	994	1,959	192	294,057	1,531
416	Poughkeepsie	25,000	5–21	.....	.....	.....	.....	3,589	195	492,753	2,601
417	Rensselaer	10,000	4–18	2,000	618	677	638	1,315	195	178,320	946
418	Rochester	175,000	5–18	44,484	9,000	11,465	11,479	22,944	194	3,499,372	18,038
419	Rome*	15,000	5–18	2,778	350	991	957	1,948	188	328,198	1,774
420	Saratoga Springs	14,000	5–18	2,445	39	1,019	1,529	2,548	189	384,182	1,920
421	Schenectady*	25,000	5–18	5,452	1,200	1,640	1,675	3,315	185	443,809	2,460
422	Sing Sing	8,500	5–18	1,531	*184	569	590	1,159	186	156,592	842
423	Syracuse	126,783	5–21	28,000	*2,600	9,200	9,389	18,589	195	2,922,465	14,987
424	Tonawanda	8,000	5–18	2,250	275	932	939	1,871	195	254,547	1,305
425	Troy	65,000	5–18	11,045	3,000	3,642	3,264	6,906	183	978,835	5,483
426	Utica	60,340	5–18	11,950	2,665	4,330	4,252	8,582	190	1,225,991	6,448
427	Watertown*	20,000	5–18	3,990	70	1,750	1,943	3,693	191	526,998	2,887
428	Watervliet	15,000	5–18	3,089	1,098	783	727	1,510	191	165,753	867
429	Yonkers	43,000	8–16	5,296	2,253	3,383	3,240	6,623	185	927,499	5,013

* Statistics of 1897–98.

a Estimated.

TABLE 10.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1898-99*—Continued.

	City.	Total population (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	NORTH CAROLINA.										
430	Asheville	15,000	6-21	3,700	400	1,050	1,150	2,200	171	256,500	1,500
431	Charlotte*	------	------	------	------	------	------	2,254	------	a 264,960	1,472
432	Durham*	12,000	6-21	------	30	570	670	1,240	188	169,200	900
433	Newbern	------	------	------	------	------	------	------	------	------	------
434	Raleigh	------	------	------	------	------	------	------	------	------	------
435	Wilmington	------	------	------	------	------	------	------	------	------	------
436	Winston	------	------	------	------	------	------	------	------	------	------
	NORTH DAKOTA.										
437	Fargo*	10,000	6-20	------	------	780	838	1,618	------	215,832	1,189
438	Grand Forks	10,000	5-21	2,135	------	802	866	1,668	190	241,490	1,271
	OHIO.										
439	Akron*	30,000	------	10,115	------	------	------	8,926	200	968,200	4,941
440	Alliance	9,000	6-21	2,174	111	795	880	1,675	186	345,900	1,322
441	Ashtabula	9,000	6-21	2,244	150	783	767	1,550	186	253,890	1,365
442	Bellaire	10,000	------	------	*343	861	894	1,755	175	216,125	1,235
443	Cambridge	9,000	6-21	2,041	------	819	844	1,663	172	233,771	1,359
444	Canton	43,000	6-21	8,665	*550	2,822	2,876	5,698	184	923,496	5,019
445	Chillicothe	17,000	6-21	3,869	------	1,100	1,090	2,190	*190	a 332,880	a 1,752
446	Cincinnati	415,000	6-21	109,242	22,840	22,878	21,914	44,792	200	7,198,400	35,992
447	Circleville	9,000	6-21	2,200	180	792	778	1,570	*200	a 236,400	1,182
448	Cleveland	------	6-21	99,890	------	b 28,294	b 28,066	b 56,360	184	b 8,080,176	b 43,914
449	Columbus*	130,552	6-21	32,638	3,897	8,627	8,852	17,479	180	2,569,410	14,274
450	Dayton	92,000	6-21	22,163	------	6,318	6,521	12,839	174	1,885,286	10,815
451	Defiance	9,000	6-21	2,470	450	590	650	1,240	173	165,734	958
452	Delaware	10,000	6-21	2,250	244	770	789	1,559	185	219,240	1,186
453	East Liverpool	18,000	6-21	4,920	480	1,414	1,405	2,819	180	a 350,820	*1,949
454	Elyria	------	6-21	2,263	380	713	755	1,468	193	241,057	1,249
455	Findlay*	20,000	------	5,149	------	------	------	3,645	180	514,440	2,858
456	Fostoria	9,500	6-21	2,607	250	751	790	1,541	*180	a 210,240	1,168
457	Fremont	9,000	6-21	2,341	450	734	770	1,504	175	206,675	1,181
458	Hamilton	25,000	6-21	6,977	1,200	1,758	1,766	3,524	170	492,252	2,896
459	Ironton	13,000	6-21	3,969	*300	1,153	1,181	2,334	173	338,873	1,901
460	Lancaster	9,000	6-21	------	250	613	634	1,247	185	205,720	1,112
461	Lima*	18,000	------	5,867	------	------	------	3,639	190	568,100	2,990
462	Lorain	14,000	6-21	2,913	368	1,116	1,186	2,302	187	323,510	1,730
463	Mansfield	18,000	6-21	4,185	275	1,634	1,797	3,431	176	475,200	2,700
464	Marietta*	14,000	6-21	3,082	190	1,102	1,189	2,291	186	326,244	1,754
465	Marion*	10,000	------	3,056	------	------	------	2,143	180	312,300	1,735
466	Martins Ferry	8,000	6-21	2,397	160	727	797	1,524	180	221,400	1,230
467	Massillon	15,000	6-21	3,798	572	1,011	1,034	2,045	194	317,190	1,635
468	Middletown*	10,000	------	2,605	------	------	------	1,579	200	248,000	1,240
469	Newark	20,000	6-21	4,554	398	1,471	1,611	3,082	186	448,465	2,411
470	Piqua	14,000	6-21	3,700	500	938	950	1,888	180	285,920	1,678
471	Portsmouth*	14,000	------	4,434	------	------	------	2,634	190	361,000	1,900
472	Salem	9,000	6-21	1,955	------	758	791	1,549	180	234,900	1,305
473	Sandusky	25,000	6-21	5,876	1,400	1,410	1,461	2,871	196	490,980	2,505
474	Springfield	36,000	6-21	9,226	1,345	3,071	3,222	6,293	191	942,203	4,933
475	Steubenville	15,000	6-21	4,556	600	1,065	1,030	2,195	193	323,372	1,621
476	Tiffin	15,000	6-21	3,293	600	805	808	1,613	183	140,279	1,313
477	Toledo	151,000	6-21	34,669	4,681	9,757	9,783	19,540	194	3,084,600	15,900
478	Warren	12,000	6-21	2,709	------	830	779	1,709	185	260,295	1,407
479	Wellston	9,000	6-21	2,547	------	977	1,022	1,999	160	214,240	1,339
480	Xenia	10,000	6-21	1,959	150	718	747	1,465	181	206,352	1,140
481	Youngstown	------	6-21	11,538	2,000	3,499	3,454	6,953	185	1,043,400	5,640
482	Zanesville	25,000	6-21	6,000	5,000	1,928	1,943	3,871	185	596,995	3,227

a Estimated. * Statistics of 1897-98. *b* Does not include kindergarten.

TABLE 10.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1898–99*—Continued.

	City.	Total population (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	OKLAHOMA.										
483	Oklahoma City	12,000	6–21	2,100	100	772	799	1,571	-----	155,577	878
	OREGON.										
484	Astoria	8,000	6–21	1,809	100	406	523	929	170	136,000	800
485	Portland *	90,000	4–20	20,298	1,300	6,087	5,806	11,893	191	*a*1,757,964	9,204
486	Salem	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
	PENNSYLVANIA.										
487	Allegheny	115,000	6–21	21,000	2,400	10,029	10,092	20,121	209	3,173,000	15,865
488	Allentown	35,000	6–21	8,000	455	2,516	2,419	4,935	194	898,201	4,618
489	Altoona	38,000	6–21	-----	1,800	3,256	3,237	6,493	180	883,080	4,906
490	Beaverfalls	12,000	6–21	2,000	200	941	1,019	1,960	180	270,000	1,500
491	Braddock	15,000	6–21	2,850	775	1,048	990	2,038	180	262,936	1,468
492	Bradford	19,800	-----	-----	300	-----	-----	2,840	180	442,800	2,460
493	Butler	12,000	6–21	2,600	400	1,083	1,225	2,308	180	319,883	1,781
494	Carbondale	-----	-----	-----	154	1,237	1,370	2,607	195	391,950	2,010
495	Carlisle	10,000	6–16	1,725	*20	698	719	1,417	190	228,000	1,200
496	Chambersburg	9,000	6–21	1,800	100	802	839	1,641	180	229,300	1,275
497	Chester	35,000	-----	-----	500	2,658	2,740	5,398	199	735,703	3,697
498	Columbia	14,000	6–21	3,500	450	989	1,027	2,016	180	284,760	1,582
499	Connellsville	-----	-----	-----	200	627	657	1,284	180	176,590	981
500	Danville	8,000	6–21	2,000	200	602	649	1,251	180	173,437	964
501	Dubois	-----	-----	-----	400	777	911	1,688	160	189,440	1,184
502	Dunmore	14,000	6–21	2,600	25	1,100	1,200	2,300	195	402,350	1,985
503	Easton	18,000	6–21	3,992	50	1,474	1,444	2,918	197	450,760	2,280
504	Erie	56,000	6–21	16,500	3,000	3,653	3,701	7,354	194	1,059,471	5,461
505	Greensburg	8,000	6–16	1,472	205	711	761	1,472	180	211,500	1,175
506	Harrisburg	50,000	6–21	-----	700	4,485	4,675	9,160	190	1,237,298	6,586
507	Hazleton	16,000	6–21	3,600	300	1,307	1,432	2,739	180	388,800	2,160
508	Homestead	-----	-----	-----	15	1,150	1,049	2,199	180	271,620	1,509
509	Johnstown	-----	-----	-----	2,000	2,572	2,831	5,403	180	785,700	4,365
510	Lancaster	40,000	-----	-----	500	2,881	2,961	5,842	200	912,400	4,562
511	Lebanon	18,000	-----	-----	*350	1,463	1,414	2,877	180	377,640	2,098
512	Lockhaven	8,000	6–21	1,700	250	693	788	1,481	180	196,200	1,090
513	McKeesport	35,000	6–21	6,351	1,200	2,820	2,990	5,810	180	773,820	4,299
514	Mahanoy City	13,500	6–16	2,800	300	1,050	1,200	2,250	180	312,882	1,738
515	Meadville	10,500	-----	-----	*150	901	1,002	1,903	180	292,860	1,627
516	Mount Carmel	14,000	6–20	-----	700	1,003	1,066	2,069	179	248,989	1,391
517	Nanticoke	15,000	6–16	3,400	1,100	1,016	1,101	2,117	180	250,609	1,401
518	New Brighton	-----	-----	-----	20	675	758	1,433	180	197,280	1,096
519	Newcastle	-----	-----	-----	500	2,432	2,444	4,876	180	615,420	3,419
520	Norristown	25,000	6–21	3,800	420	1,586	1,646	3,232	199	458,098	2,302
521	Oil City	-----	-----	-----	600	1,175	1,296	2,471	180	324,960	1,822
522	Philadelphia	1,250,000	6–21	250,630	78,240	89,143	90,013	179,156	*b* 180	22,701,329	128,285
523	Phœnixville	9,000	6–21	1,800	400	583	574	1,157	190	163,400	860
524	Pittsburg	325,000	-----	45,000	-----	21,500	23,500	45,000	200	7,100,000	35,500
525	Pittson	13,000	6–21	3,053	750	755	954	1,709	180	216,000	1,200
526	Plymouth	24,500	6–21	2,600	300	886	1,062	1,948	180	245,367	1,366
527	Pottstown	15,000	6–21	2,700	35	1,327	1,358	2,685	200	411,200	2,056
528	Pottsville	-----	-----	-----	500	1,516	1,472	2,988	200	451,400	2,257
529	Reading	85,000	8–21	18,764	2,000	6,351	6,035	12,388	191	1,896,057	9,927
530	Scranton	-----	-----	-----	6,200	6,954	7,950	14,004	200	2,242,600	11,213
531	Shamokin	20,000	6–21	6,000	1,350	1,809	1,845	3,654	180	474,660	2,637
532	Sharon	10,000	-----	-----	300	707	831	1,638	180	243,180	1,351
533	Shenandoah	20,000	6–21	4,038	400	1,532	1,691	3,223	200	459,600	2,298
534	South Bethlehem	13,000	6–21	2,800	900	905	921	1,826	200	*309,400	*1,547

* Statistics of 1897–98. *a* Estimated.

b The higher schools were in session 188 days, and kindergartens 197 half days.

TABLE 10.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1898-99*—Continued.

	City.	Total population (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	PENNSYLVANIA—continued.										
535	Steelton	12,000	.....	.....	250	957	933	1,890	180	299,582	1,647
536	Sunbury	10,000	6-21	2,300	.....	1,063	1,084	2,147	180	313,920	1,744
537	Tamaqua	8,000	6-21	1,800	.....	742	761	1,503	200	246,200	1,086
538	Titusville	10,000	6-16	2,000	300	749	780	1,529	185	220,150	1,190
539	Uniontown	9,500	6-21	1,750	125	826	835	1,661	180	219,240	1,218
540	Warren	8,500	6-21	.....	.....	794	842	1,636	180	252,900	1,405
541	Westchester	10,000	6-16	2,106	360	772	827	1,599	200	245,600	1,228
542	Wilkesbarre	55,000	.....	.....	1,500	3,704	3,926	7,630	186	1,302,930	7,005
543	Wilkinsburg	18,000	6-21	3,500	400	956	1,073	2,029	180	228,444	1,549
544	Williamsport	35,000	6-16	6,500	700	2,556	2,771	5,327	180	761,040	4,228
545	York	28,000	6-16	5,400	600	2,227	2,175	4,402	180	588,137	3,267
	RHODE ISLAND.										
546	Central Falls	.....	.....	.....	.....	1,428	1,293	2,721	194	294,369	1,593
547	Cranston	12,000	5-15	1,918	36	.....	.....	1,864	190	a277,210	*1,459
548	Cumberland	9,900	5-15	1,926	418	720	709	1,429	194	178,345	917
549	East Providence*	.....	.....	2,394	105	1,016	1,166	2,182	190	320,150	1,685
550	Johnston*	11,203	5-16	2,643	42	1,273	1,198	2,471	200	358,000	1,790
551	Newport	21,537	5-15	4,358	1,186	1,618	1,633	3,251	192	474,048	2,469
552	Pawtucket	35,000	7-15	7,237	2,137	3,068	2,953	6,021	194	720,516	3,714
553	Providence	167,332	5-15	30,497	4,526	15,500	14,979	30,479	177	3,413,804	19,283
554	Westerly	8,000	5-15	1,500	15	750	768	1,578	190	242,880	1,278
555	Woonsocket	27,000	5-15	6,088	2,000	1,868	1,716	3,584	185	433,943	2,376
	SOUTH CAROLINA.										
556	Charleston	65,000	6-21	8,426	*825	3,294	4,780	8,074	180	1,334,340	7,413
557	Columbia	24,000	6-21	4,000	550	1,083	1,300	2,383	173	281,985	1,630
558	Greenville	12,000	.....	.....	*500	791	915	1,706	160	187,520	1,172
559	Spartanburg	13,000	6-18	2,600	565	991	1,006	1,997	177	213,639	1,270
	SOUTH DAKOTA.										
560	Sioux Falls	14,000	6-20	2,598	200	975	1,079	2,054	180	282,240	1,568
	TENNESSEE.										
561	Chattanooga	.....	6-21	8,308	500	2,163	2,444	4,607	173	518,388	3,000
562	Clarksville	12,000	6-21	3,634	200	713	799	1,512	200	172,066	861
563	Jackson	18,000	6-21	4,800	500	953	1,047	2,000	180	288,000	1,600
564	Knoxville	46,484	6-21	14,272	*500	2,447	2,548	4,995	189	705,915	3,730
565	Memphis	60,000	6-21	.....	3,000	3,190	3,856	7,046	175	771,294	4,405
566	Nashville	108,864	6-21	25,554	750	5,497	6,339	11,836	186	1,693,809	9,349
	TEXAS.										
567	Austin	30,246	8-16	3,989	.....	1,767	1,906	3,673	180	478,800	2,660
568	Corsicana*	10,800	7-18	2,202	100	727	726	1,453	156	165,432	1,060
569	Dallas	55,000	8-17	5,725	.....	2,849	3,379	6,228	176	772,692	4,397
570	Denison	15,500	8-16	2,841	278	1,074	1,147	2,221	180	262,373	1,457
571	El Paso	20,000	8-17	2,180	400	865	866	1,731	171	193,230	1,130
572	Fort Worth	40,000	7-21	.....	300	1,986	2,306	4,292	180	567,224	3,152
573	Gainesville	12,000	7-19	1,751	100	774	977	1,751	176	225,992	1,280
574	Galveston	64,773	7-19	9,362	*100	2,787	3,058	5,845	172	715,843	4,162
575	Houston	60,000	8-17	7,050	552	3,023	3,475	6,498	175	800,300	4,573
576	Laredo	14,000	8-17	2,922	700	798	644	1,442	*165	a148,995	903
577	Marshall	12,000	8-17	2,143	750	593	576	1,169	160	89,513	559
578	Palestine	10,000	8-17	1,533	.....	680	726	1,406	150	138,032	920
579	Paris*	15,573	6-18	3,059	125	920	1,156	2,076	160	212,942	1,330

*Statistics of 1897-98. a Estimated.

TABLE 10.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1898–99*—Continued.

	City.	Total population (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	TEXAS—continued.										
580	San Antonio	------	------	------	*4,000	3,412	3,676	7,088	177	889,987	5,028
581	Sherman*	15,000	8–17	2,236	500	834	1,026	1,800	171	231,611	1,339
582	Temple	9,000	7–18	1,600	150	615	812	1,427	179	171,709	959
583	Tyler	11,000	8–17	1,729	------	625	835	1,460	166	176,790	1,065
584	Waco	33,552	7–21	5,500	500	------	------	3,774	180	438,120	2,434
	UTAH.										
585	Ogden	20,000	6–18	5,220	292	2,149	2,663	4,212	176	613,352	3,502
586	Provo City	8,000	6–18	2,081	502	814	769	1,583	165	184,554	1,131
587	Salt Lake City	65,000	6–18	13,200	380	5,985	6,306	12,291	175	1,710,748	9,797
	VERMONT.										
588	Barre	8,500	5–21	1,956	25	715	731	1,446	176	*a*170,544	*969
589	Burlington*	18,500	5–21	5,111	1,524	1,433	1,209	2,642	*b*182	342,870	1,877
590	Rutland	13,500	5,21	2,486	585	701	910	1,611	194	*a*265,974	*1,371
	VIRGINIA.										
591	Alexandria	17,000	5–21	4,800	500	928	964	1,892	198	272,052	1,374
592	Danville	19,000	5–21	5,223	520	1,169	1,327	2,496	175	303,625	1,735
593	Lynchburg	19,000	5–21	6,772	250	1,300	1,674	2,974	193	441,198	2,286
594	Manchester*	12,000	------	3,669	------	635	760	1,395	-----	*a*162,900	905
595	Newport News	20,000	8–20	2,000	500	------	------	1,086	180	166,140	923
596	Norfolk	60,000	5–21	15,000	------	1,688	1,655	3,343	198	530,046	2,677
597	Petersburg	25,000	5–21	------	500	1,471	1,806	3,277	180	446,400	2,480
598	Portsmouth	15,000	5–21	4,318	500	912	1,115	2,027	187	293,525	1,575
599	Richmond	100,000	5–21	23,933	2,500	5,333	6,605	11,938	180	1,738,620	9,659
600	Roanoke	25,000	5–21	5,500	700	1,741	2,009	3,750	173	361,857	2,098
	WASHINGTON.										
601	Seattle	80,000	5–21	11,625	758	5,104	4,493	9,597	171	1,241,460	7,260
602	Spokane	40,000	5–21	6,091	450	2,793	3,011	5,804	176	687,104	3,904
603	Tocoma	50,000	5–21	8,360	*600	3,266	3,322	6,588	187	978,994	5,235
604	Walla Walla	10,000	5–21	2,359	196	1,034	1,126	2,160	196	217,584	1,090
	WEST VIRGINIA.										
605	Huntington	17,000	6–21	3,150	125	987	1,153	2,140	160	296,960	1,856
606	Martinsburg	10,000	6–21	2,375	150	627	640	1,267	189	175,581	929
607	Parkersburg	17,051	6–21	4,017	200	1,449	1,609	3,058	180	387,160	2,123
608	Wheeling	38,000	6–21	10,615	1,500	3,282	3,327	6,609	190	695,210	3,659
	WISCONSIN.										
609	Appleton	15,000	4–20	5,134	1,446	1,309	1,284	2,603	175	351,832	1,954
610	Ashland	13,000	4–20	3,488	800	955	1,021	1,986	183	298,825	1,557
611	Beloit	10,000	4–20	2,915	30	979	1,074	2,053	186	268,465	1,561
612	Chippewa	10,000	4–20	3,015	980	696	698	1,394	180	200,891	1,158
613	Eau Claire	20,000	4–20	6,645	342	2,106	2,071	4,177	180	590,050	3,532
614	Fond du Lac	14,000	4–20	5,052	393	1,232	1,267	2,499	179	340,901	2,241
615	Green Bay	24,000	4–20	6,165	476	1,926	1,908	3,834	184	488,593	2,656
616	Janesville	14,000	4–20	4,283	*234	1,212	1,325	2,537	177	349,578	1,850
617	Kenosha	11,164	4–20	3,907	755	720	758	1,478	182	216,704	1,109
618	La Crosse	33,000	4–20	10,133	1,100	2,714	2,819	5,533	192	836,810	4,362
619	Madison	18,000	4–20	5,388	1,000	1,483	1,410	2,893	185	437,737	2,376
620	Manitowoc	11,500	4–20	3,723	165	1,089	1,027	3,115	200	329,148	1,667

* Statistics of 1897–98. *a* Estimated.
b High school was in session one hundred and ninety-nine days.

TABLE 10.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1898-99*—Continued.

	City.	Total population (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	WISCONSIN—cont'd.										
621	Marinette	16,000	4–20	5,513	416	1,844	1,766	3,610	178	476,930	2,750
622	Merrill	10,000	4–20	3,154	603	.....	.....	*1,822	177	237,357	1,341
623	Milwaukee	261,007	4–20	93,638	.....	20,727	20,089	40,816	194	5,974,424	30,796
624	Oshkosh	32,126	4–20	8,612	1,292	2,264	2,331	4,595	196	657,280	3,329
625	Racine	28,000	4–20	8,591	958	2,420	2,546	4,966	200	839,186	4,223
626	Sheboygan	23,000	.....	.....	*1,200	1,852	1,973	3,825	193	585,532	3,007
627	Stevens Point	10,500	4–20	3,946	710	870	805	1,675	188	250,249	1,341
628	Superior	30,000	4–20	6,688	492	2,832	2,872	5,704	180	702,180	3,901
629	Watertown	10,000	4–20	3,786	920	565	632	1,197	196	187,395	961
630	Waukesha	8,000	4–20	.....	*229	772	748	1,520	189	218,932	1,158
631	Wausau	12,000	4–20	4,254	*435	1,366	1,396	2,762	173	351,748	1,997
	WYOMING.										
632	Cheyenne	10,000	.....	.....	200	577	571	1,148	172	141,436	831

*Statistics of 1897-98.

TABLE 11.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1898-99.*

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	ALABAMA.												
1	Anniston	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	Birmingham	7	1	8	3	75	78	None.	0	0	7	3,068	$200,000
3	Huntsville	2	0	2	2	13	15	None.	....	....	3	*650	10,000
4	Mobile* (city and county)	1	0	1	27	156	183	None.	0	0	91	7,000	225,000
5	Montgomery	1	0	1	4	50	54	.....	....	....	7	2,100	125,000
6	Selma	2	1	3	0	19	19	None.	....	....	3	900	30,000
	ARKANSAS.												
7	Fort Smith	1	0	1	10	44	54	None.	0	0	8	2,600	500,000
8	Hot Springs	1	0	1	5	27	32	None.	0	0	6	2,260	50,000
9	Little Rock	3	1	4	11	70	81	None.	0	0	15	4,688	320,757
10	Pinebluff	2	0	2	9	24	33	None.	0	0	7	1,645	65,000
	CALIFORNIA.												
11	Alameda	8	2	10	4	62	66	None.	0	1	8	3,031	186,300
12	Berkeley	1	1	2	10	56	66	None.	0	....	11	3,000	100,000

*Statistics of 1897-98.

TABLE 11.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1898–99*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	CALIFORNIA—c't'd.												
13	Fresno*	2	0	2	9	33	42	7 to 10 inc.	0	0	5	1,500	$170,500
14	Los Angeles	14	11	25	43	412	455	6 to 9	39	----	53	18,220	1,183,426
15	Oakland	13	4	17	18	205	223	8 and 9	1	2	19	11,090	1,000,000
16	Pasadena	1	3	4	8	49	57	None.	0	0	7	2,725	150,000
17	Sacramento	4	1	5	6	114	120	None.	6	1	15	4,100	310,000
18	San Bernardino	1	0	1	8	32	40	None.	0	0	12	1,601	63,900
19	San Diego	5	4	9	4	70	74	3 to 8	6	0	16	3,663	142,000
20	San Francisco	18	71	89	53	928	981	----------	----	11	78	40,574	5,620,200
21	San Jose	1	2	3	10	96	106	None.	4	1	11	3,862	244,450
22	Santa Cruz	1	0	1	6	35	41	None.	1	----	8	1,709	150,000
23	Stockton	3	2	5	12	47	59	9 to 12	----	1	12	2,606	313,611
	COLORADO.												
24	Colorado Springs	4	6	10	5	68	73	----------	----	----	10	3,500	405,500
25	Cripplecreek	2	2	4	3	23	26	None.	0	0	4	1,500	50,000
	Denver:												
26	District No. 1	4	4	8	24	260	284	1 to 12	20	----	22	10,666	1,756,423
27	District No. 2	4	0	4	12	110	122	----------	5	0	16	6,012	700,000
28	District No. 7	1	0	1	0	20	20	----------	1	1	4	811	125,000
29	District No. 17	6	2	8	10	71	81	----------	----	----	7	3,772	500,000
30	Leadville	1	0	1	6	34	40	----------	----	----	5	1,519	100,000
	Pueblo:												
31	District No. 1	1	0	1	5	61	66	----------	----	----	8	1,977	250,000
32	District No. 20*	1	1	2	3	50	53	6 to 10	1	1	12	2,156	195,700
33	Trinidad	1	1	2	3	24	27	----------	----	----	5	1,340	81,100
	CONNECTICUT.												
34	Ansonia	1	2	3	0	52	52	None.	----	----	6	2,608	*110,000
35	Bridgeport	5	8	13	4	187	191	----------	0	2	20	9,450	830,390
36	Bristol	1	3	4	4	43	47	5 to 8	3	0	12	1,995	104,800
37	Danbury*	2	1	2	4	66	70	None.	----	1	19	3,311	201,647
38	Greenwich	----	----	----	4	44	48	----------	2	0	*20	*2,001	*255,700
39	Hartford	6	3	9	42	273	315	8 and 9	13	2	22	10,255	*1,705,000
	Manchester:												
40	Town schools*	4	0	4	1	22	23	None.	----	----	8	*891	35,000
41	District No. 9	1	8	9	1	13	14	1 to 8	1	0	1	1,200	100,000
42	Meriden	1	0	1	9	99	108	----------	----	1	19	4,488	218,650
43	Middletown	1	2	3	1	29	30	----------	0	0	4	1,340	147,500
44	Naugatuck	3	2	5	4	52	56	7 to 9 and high school.	2	----	11	2,310	225,000
45	New Britain	4	2	6	4	94	98	8 and 9	8	2	11	3,500	400,000
46	New Haven	12	7	19	32	396	428	4 to 7	12	5	47	15,947	1,505,000
47	New London	2	2	4	2	60	62	6 to 8	2	0	6	2,562	350,000
48	Norwalk	4	0	4	9	67	76	----------	5	2	13	3,496	180,000
49	Norwich*	2	0	2	9	96	105	----------	----	2	23	4,161	341,600
50	Stamford	1	0	1	14	83	97	4 to 8 and high school.	2	1	20	3,700	292,000
51	Torrington	2	3	5	4	45	49	----------	----	----	10	1,759	210,000
52	Vernon*	1	0	1	3	39	42	----------	----	----	11	1,612	126,900
53	Wallingford*	2	1	3	1	35	36	None.	----	2	5	1,375	37,459
54	Waterbury	5	15	20	5	135	140	----------	0	1	19	6,503	649,237
55	Windham	2	1	3	3	38	41	----------	3	----	*12	*1,416	115,386
	DELAWARE.												
56	Wilmington	2	3	5	5	237	242	----------	0	0	29	11,086	675,505
	DIST. OF COLUMBIA.												
	Washington:												
57	First 8 divisions. *a*	16	27	43	87	695	783	3 through high school.	10	12	93	*42,347	3,500,000
58	Ninth to 11th divisions. *b*	9	18	27	46	262	308	7, 8, and high schools	6	7	27		1,500,000

* Statistics of 1897–98. *a* Principally white schools. *b* Colored schools.

TABLE 11.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1898-99*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	FLORIDA.												
59	Jacksonville	3	2	5	7	84	91		0	0	12	4,339	$64,720
60	Key West	----	----	----	5	26	31		----	----	12	2,340	----------
61	Pensacola	1	0	1	6	33	39		----	----	11	2,200	49,360
62	Tampa	1	1	2	2	24	26		----	----	8	1,800	12,000
	GEORGIA.												
63	Americus	1	0	1	3	28	31		----	----	3	1,500	*25,000
64	Athens	1	0	1	4	31	35		----	----	6	1,600	30,000
65	Atlanta	7	18	25	5	185	190		----	3	22	*10,550	500,000
66	Augusta	6	1	7	3	90	93	None.	6	0	13	6,000	*175,000
67	Brunswick	1	0	1	3	14	17	None.	----	----	3	1,200	25,000
68	Columbus	2	0	2	9	47	56		0	1	9	2,500	100,000
69	Macon (Bibb County).	2	2	4	14	138	152		----	----	51	7,500	208,350
70	Rome	1	0	1	2	26	28		0	0	5	1,200	26,000
71	Savannah	1	0	1	28	146	174	None.	----	----	*10	*6,000	385,000
	ILLINOIS.												
72	Alton*	1	1	2	4	34	38		----	----	7	1,724	117,000
	Aurora:												
73	District No. 4 (west).	1	1	2	3	24	27		----	----	3	1,400	96,107
74	District No. 5 (east).	2	4	6	3	58	61		----	----	8	2,713	220,000
75	Austin*	5	5	10	2	48	50		0	0	7	2,160	250,000
76	Belleville	2	0	2	15	48	63		----	----	7	3,188	155,975
77	Bloomington	4	2	6	5	86	91		----	----	13	4,200	350,000
78	Cairo	1	1	2	4	40	44		0	0	11	2,026	152,639
79	Canton	2	1	3	2	37	39		----	----	8	1,707	103,272
80	Champaign*	2	1	3	5	30	35	High school.	----	----	5	1,600	100,000
81	Chicago	146	134	280	308	4,947	5,255	High school and grammar grades	84	37	320	229,298	22,361,100
82	Danville	1	1	2	10	58	68		0	0	8	3,000	247,000
83	Decatur	2	2	4	7	78	85		0	0	11	4,200	254,000
84	Dixon	2	1	3	4	36	40		1	----	5	1,406	65,000
	East St. Louis:												
85	District No. 1	2	1	3	7	50	57		----	----	5	2,500	175,000
86	District No. 2, T. 2 N., R. 9 W.	1	0	1	3	16	19		----	----	4	806	57,350
87	District No. 2, T. 2 N., R. 10 W.	0	0	0	1	3	4		----	----	1	250	30,000
88	Elgin	1	3	4	*5	*93	*98	None.	----	----	14	4,635	331,700
	Evanston:												
89	District No. 1	1	0	1	0	50	50	None.	2	----	6	1,560	240,000
90	District No. 2 (south).	1	0	1	0	26	26	None.	----	----	2	960	130,000
91	District No. 3 (north).	0	1	1	0	7	7	None.	----	----	1	325	20,000
92	Freeport	1	1	2	2	45	47	None.	0	0	7	2,500	161,350
93	Galesburg	2	1	3	7	68	75	9 to 11	----	----	9	3,500	300,000
94	Jacksonville	2	4	6	3	53	56	None.	1	----	7	2,373	165,000
95	Joliet	1	3	4	9	121	130	None.	0	0	20	6,000	415,000
96	Kankakee	1	0	1	1	41	42	None.	0	0	8	1,725	53,000
97	Kewanee	1	0	1	4	37	41	None.	0	0	5	1,650	100,000
98	Lasalle	----	----	----	----	----	----	----------	----	----	----	----------	----------
99	Lincoln	----	----	----	----	----	----	----------	----	----	----	----------	----------
100	Mattoon	1	1	2	2	34	36	None.	----	----	7	1,757	78,000
101	Moline*	1	6	7	8	66	74	7, 8, 9, and 10	0	0	9	3,300	353,300
102	Monmouth	2	1	3	1	32	33	None.	----	----	5	1,600	100,000
103	Oak Park	1	0	1	10	46	56	----------	0	1	9	2,000	300,000
104	Ottawa	2	0	2	4	31	35	None.	0	0	6	1,771	80,000
105	Pekin	----	----	----	----	----	----	----------	----	----	----	----------	----------
106	Peoria	10	11	21	8	179	187	None.	----	----	15	8,120	873,000
107	Quincy	4	2	6	8	99	107	None.	0	2	14	4,400	290,000
108	Rockford	1	1	2	5	132	137	7, 8, and high.	0	1	17	5,538	376,300

*Statistics of 1897-98.

TABLE 11.—*Statistics of supervising officers teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1898–99*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	ILLINOIS—cont'd.												
109	Rock Island	2	1	3	6	71	77	None.	0	0	10	3,708	$320,000
110	Springfield	1	2	3	14	110	124	7 to 9	0	0	15	5,247	375,000
	Sterling:												
111	District No. 3	2	1	3	1	16	17	None.	0	0	3	750	50,000
112	District No. 8	1	1	2	0	10	10	None.	....	....	2	425	56,310
113	Streator	1	1	2	0	50	50	None.	....	....	10	2,500	122,000
	INDIANA.												
114	Anderson	1	3	4	9	67	76	None.	....	....	10	3,670	250,000
115	Bloomington	1	0	1	4	26	30	None.	....	....	4	1,325	61,000
116	Brazil	1	0	1	7	19	26	None.	0	0	4	1,531	*98,550
117	Columbus	2	0	2	8	27	35	None.	0	0	7	1,700	100,000
118	Crawfordsville	1	2	3	3	34	37	None.	....	....	4	1,680	117,000
119	Elkhart	2	2	4	6	54	60	None.	....	....	9	2,700	180,000
120	Evansville	9	8	17	27	186	213	None.	0	4	21	9,700	*607,000
121	Fort Wayne	2	9	11	5	132	137	----------	....	....	10	5,860	431,000
122	Frankfort	1	1	2	7	31	38	----------	....	....	5	2,000	100,000
123	Goshen	1	1	2	5	37	42	None.	....	....	8	1,600	111,500
124	Hammond	1	1	2	2	36	38	None.	4	0	6	1,645	152,000
125	Huntington	1	1	2	7	37	44	None.	0	0	6	2,666	175,000
126	Indianapolis	7	14	21	69	537	606	----------	1	1	56	----------	2,393,355
127	Jeffersonville	1	0	1	8	39	47	None.	....	....	4	1,980	70,000
128	Kokomo	1	0	1	11	41	52	None.	0	0	8	2,000	141,376
129	Lafayette	8	2	10	7	64	71	None.	....	....	9	2,876	291,500
130	Laporte	1	0	1	6	32	38	All grades.	3	0	6	1,400	117,000
131	Logansport	2	0	2	9	53	62	None.	....	....	9	2,650	235,000
132	Madison	----	----	----	----	----	----	----------	....	....	----	----------	----------
133	Marion	1	1	2	13	62	75	None.	....	....	12	3,400	207,000
134	Michigan City*	2	1	8	3	33	36	----------	....	....	7	1,644	----------
135	Muncie	----	----	----	----	----	----	None.	....	....	----	----------	167,500
136	New Albany	1	0	1	12	60	72	None.	....	....	14	*3,800	210,000
137	Peru	1	1	2	8	35	43	----------	2	1	5	1,900	*100,000
138	Richmond	3	1	4	8	75	83	None.	3	....	10	3,016	320,000
139	Shelbyville	1	0	1	8	28	36	None.	....	....	6	1,300	125,000
140	South Bend	----	----	----	----	----	----	----------	....	....	----	----------	----------
141	Terre Haute	1	3	4	28	147	175	None.	17	0	20	6,910	494,471
142	Valparaiso*	1	1	2	4	22	26	None.	1	....	4	1,321	67,500
143	Vincennes	2	0	2	7	28	35	----------	1	0	6	1,600	110,600
144	Wabash	1	1	2	2	41	43	None.	....	....	6	1,950	175,000
145	Washington	2	0	2	11	23	34	None.	....	....	4	*1,600	120,000
	IOWA.												
146	Boone	1	0	1	2	46	48	----------	....	....	7	2,101	125,000
147	Burlington	9	6	15	5	97	102	None.	4	0	12	4,500	216,500
148	Cedar Rapids	1	2	3	3	124	127	----------	11	1	16	4,844	*314,425
149	Clinton	3	5	8	2	79	81	None.	....	....	13	3,700	----------
150	Council Bluffs	2	9	11	4	102	106	----------	6	1	18	4,866	290,000
151	Creston	1	0	1	5	36	41	None.	3	....	9	1,800	125,000
152	Davenport	13	3	16	5	129	134	9 and high.	0	0	13	5,900	437,900
	Des Moines:												
153	Capital Park	1	2	3	1	19	20	Primary.	....	....	4	600	404,000
154	East Side	2	2	4	2	95	97	None.	....	....	10	3,600	296,500
155	North Side	2	7	9	1	35	36	None.	4	....	5	1,350	100,000
156	West Side*	1	5	6	9	121	130	----------	11	....	12	4,384	*550,000
157	Dubuque	2	1	3	17	114	131	----------	4	0	19	5,232	360,000
158	Fort Dodge	1	0	1	3	35	33	None.	0	0	7	1,600	160,000
159	Fort Madison	1	0	1	3	27	30	None.	0	0	5	1,500	100,000
160	Iowa City	1	2	3	4	38	42	5 to 12	....	....	8	1,650	95,100
161	Keokuk*	----	----	----	----	----	----	None.	....	....	----	----------	----------
162	Marshalltown	1	0	1	4	54	58	----------	7	0	7	*2,400	400,000
163	Muscatine	2	1	3	2	54	56	None.	0	0	9	2,450	200,000
164	Oskaloosa*	----	----	----	----	----	43	----------	....	....	----	----------	----------
165	Ottumwa	3	2	5	0	98	98	----------	....	....	9	3,560	300,000
166	Sioux City	5	5	10	8	127	135	None.	0	0	23	6,054	750,000
	Waterloo:												
167	East Side*	----	----	----	----	----	35	----------	....	....	----	----------	----------
168	West Side*	2	1	3	1	21	22	----------	....	....	3	----------	----------

* Statistics of 1897–98.

TABLE 11.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1898-99*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	KANSAS.												
169	Arkansas City	1	0	1	0	32	32	.....	.....	.....	6	1,900	$100,000
170	Atchison	1	0	1	2	40	42	.....	.....	.....	8	2,347	155,000
171	Emporia	2	0	2	7	37	44	None.	.....	.....	9	2,250	115,000
172	Fort Scott	1	0	1	7	40	47	None.	.....	.....	11	2,400	*112,000
173	Hutchinson	1	0	1	5	35	40	None.	.....	.....	7	2,300	115,000
174	Kansas City	2	1	3	29	120	149	None.	0	0	23	.....	450,000
175	Lawrence	1	1	2	9	42	51	.....	.....	.....	8	2,511	175,000
176	Leavenworth	0	1	1	4	61	65	None.	.....	.....	10	2,841	112,436
177	Ottawa	1	0	1	5	25	30	None.	.....	.....	4	1,750	45,000
178	Parsons	1	0	1	3	30	33	None.	.....	.....	5	1,700	125,000
179	Pittsburg	1	0	1	5	35	40	1	.....	.....	5	2,340	95,000
180	Topeka	1	0	1	19	112	131	None.	0	0	21	6,500	450,000
181	Wichita	2	1	3	8	79	87	.....	.....	.....	17	4,850	200,000
	KENTUCKY.												
182	Bowling Green	1	0	1	4	22	26	None.	0	0	3	1,278	35,000
183	Covington	5	1	6	5	88	93	None.	5	2	7	4,044	215,659
	Frankfort:												
184	White schools	1	0	1	1	22	23	High school and 7 and 8.	1	0	1	1,250	44,800
185	Colored schools*	1	0	1	1	11	12	.....	1	1	1	600	12,000
186	Henderson	1	0	1	5	41	46	None.	.....	.....	7	1,800	81,000
187	Hopkinsville	1	0	1	0	19	19	None.	.....	.....	2	760	28,000
188	Lexington	9	6	15	3	75	78	Primary.	5	.....	8	3,400	120,785
189	Louisville	21	20	41	40	513	553	High school	0	10	63	30,181	1,130,085
190	Maysville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
191	Newport	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
192	Owensboro	1	2	3	11	30	41	None.	.....	.....	6	2,100	110,000
193	Paducah	1	2	3	10	42	52	None.	0	0	9	2,675	150,000
	LOUISIANA.												
194	Baton Rouge	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
195	New Orleans	1	7	8	23	660	683	None.	13	0	*66	*23,383	1,500,000
196	Shreveport	2	0	2	7	23	30	None.	.....	.....	8	1,750	100,000
	MAINE.												
197	Auburn	3	2	5	8	65	73	.....	.....	1	33	2,820	200,000
198	Augusta*	2	1	3	4	39	43	.....	.....	.....	25	3,104	100,750
199	Bangor	0	4	4	9	99	108	None.	4	0	24	4,200	500,000
200	Bath	1	1	2	4	38	42	None.	.....	.....	15	1,700	100,000
201	Biddeford	2	1	3	4	39	43	None.	1	1	22	1,707	160,000
202	Calais	1	2	3	5	37	42	None.	0	0	13	1,758	48,000
203	Lewiston	3	3	6	3	71	74	6 to 10	1	2	22	4,000	236,200
204	Portland*	6	4	10	13	150	163	7, 8, and 9	6	1	18	6,169	500,000
205	Rockland*	1	1	2	4	33	37	.....	.....	.....	8	1,500	80,400
206	Waterville	1	2	3	2	43	45	None.	.....	2	8	1,500	71,500
	MARYLAND.												
207	Annapolis*	.....	.....	.....	7	13	20	.....	.....	.....	2	.....	.....
208	Baltimore	6	55	61	153	1,641	1,794	6 to 11	0	16	135	74,031	3,000,000
209	Cumberland*	.....	.....	.....	6	32	38	.....	.....	.....	10	.....	.....
210	Frederick	1	0	1	7	24	31	None.	.....	.....	5	1,550	36,000
211	Hagerstown	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	MASSACHUSETTS.												
212	Adams	2	2	4	4	43	47	.....	.....	.....	9	2,226	150,000
213	Amesbury	0	0	0	2	34	36	None.	.....	.....	17	1,200	75,000
214	Arlington	1	0	1	2	34	36	7 to 10	.....	.....	5	2,056	209,505
215	Attleboro	1	3	4	4	48	52	None	.....	3	17	1,950	.....
216	Beverly*	2	0	2	3	52	55	.....	.....	1	12	.....	.....
217	Boston	18	10	28	214	1,590	1,804	4 to 9	69	18	216	80,060	15,000,000
218	Brockton	3	2	5	15	164	179	High school	.....	3	27	6,980	436,450

* Statistics of 1897-98.

TABLE 11.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1898–99*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	MASSACHUSETTS—continued.												
219	Brookline	4	2	6	8	112	120	All grammar grades but one.	11	2	16	3,935	$1,037,369
220	Cambridge	4	10	14	24	340	364	High school.	11	7	38	14,706	1,469,875
221	Chelsea	3	0	3	6	116	122	----------	----	1	12	5,757	595,560
222	Chicopee	1	0	1	4	58	62	None.	0	4	13	2,649	200,000
223	Clinton	2	1	3	3	50	53	----------	0	1	14	2,462	199,806
224	Danvers	0	0	0	3	33	36	None.	----	----	*11	*1,800	103,000
225	Dedham	3	3	6	3	37	40	5 to 9 and high school.	1	----	8	1,500	175,000
226	Everett	2	3	5	8	120	128	5 to 8	0	5	15	5,409	395,947
227	Fall River	2	5	7	23	342	365	High school.	3	18	50	15,217	1,220,050
228	Fitchburg	4	2	6	11	107	118	9 to 12	0	3	23	4,870	594,686
229	Framingham	2	1	3	3	58	61	----------	----	1	17	2,586	155,800
230	Gardner	1	0	1	4	43	47	High school.	0	1	10	2,020	89,550
231	Gloucester	4	3	7	3	107	110	None.	0	0	21	4,800	375,600
232	Greenfield	2	3	5	2	35	37	2 to high school inc.	2	1	15	1,570	140,000
233	Haverhill	5	7	12	0	139	139	5 to 12	1	4	40	.....	*533,000
234	Holyoke	11	7	18	----	------	160	High school and 6 to 9	5	6	19	.....	.....
235	Hydepark*	4	2	6	8	43	51	----------	----	2	9	2,000	170,300
236	Lawrence	9	5	14	5	198	203	High school.	0	4	30	8,492	754,000
237	Leominster*	1	2	3	4	42	46	----------	----	----	9	.....	.....
238	Lowell	3	3	6	17	226	243	High school.	12	13	52	13,510	1,591,500
239	Lynn	2	3	5	17	222	239	High school.	0	8	44	10,900	1,525,000
240	Malden	3	2	5	13	155	168	High and 9	3	2	18	5,500	825,733
241	Marblehead*	1	0	1	2	32	34	----------	----	----	----	.....	.....
242	Marlboro	1	2	3	2	72	74	None.	0	1	12	2,930	267,105
243	Medford	2	0	2	11	82	93	5 to 9	4	1	18	.....	525,400
244	Melrose*	4	0	4	8	67	75	----------	----	----	14	*2,140	*190,000
245	Milford	1	0	1	1	41	42	None.	0	0	16	1,600	75,000
246	Natick	2	2	4	4	44	48	5 to 7	0	1	11	2,290	*75,000
247	New Bedford	6	5	11	5	190	195	7 to 9	3	5	25	8,856	904,192
248	Newburyport	1	0	1	4	41	45	None.	0	1	13	1,966	99,284
249	Newton	1	0	1	17	161	178	8 and 9	12	2	26	6,415	916,700
250	North Adams	3	6	9	5	78	83	8 and 9	3	14	12	3,276	400,000
251	Northampton	2	4	6	5	78	83	5 to 7	3	5	20	3,150	279,800
252	Peabody	1	3	4	3	48	51	----------	2	2	8	2,000	120,000
253	Pittsfield	4	1	5	9	101	110	----------	0	4	24	4,640	500,000
254	Plymouth	1	0	1	4	43	47	None.	0	0	27	1,600	110,000
255	Quincy	1	2	3	11	106	117	None.	0	3	12	5,047	468,400
256	Revere	3	2	5	3	48	51	None.	3	0	8	2,236	200,000
257	Salem	3	1	4	13	122	135	Grammar.	8	5	23	5,531	468,000
258	Somerville	4	4	8	20	225	245	High school.	5	5	26	10,400	1,028,441
259	Southbridge	1	1	2	2	31	33	5 and 6	0	4	10	1,295	93,300
260	Spencer	1	0	1	3	39	42	None.	0	4	15	1,700	130,500
261	Springfield	10	12	22	9	266	275	4 to 9	7	7	35	10,115	1,500,000
262	Taunton	1	0	1	13	109	122	None.	0	6	32	5,487	413,000
263	Wakefield	1	0	1	1	44	45	5 to 9	0	0	10	.....	.....
264	Waltham	3	2	5	9	71	80	6, 9, and high school.	0	3	14	3,133	353,399
265	Watertown	3	4	7	3	31	34	5 to 7	1	----	8	1,450	176,000
266	Westfield	2	1	3	5	53	58	----------	1	1	17	2,200	250,000
267	West Springfield	2	2	4	2	41	43	----------	3	0	12	1,300	135,000
268	Weymouth	2	0	2	10	45	55	None.	0	0	20	2,560	196,500
269	Woburn	2	1	3	5	61	66	----------	0	1	14	3,172	242,574
270	Worcester	15	6	21	55	469	524	9 grade and high school.	12	15	66	20,930	2,296,346
	MICHIGAN.												
271	Adrian	1	2	3	3	34	37	None.	----	----	6	1,723	147,000
272	Alpena	1	1	2	2	34	36	None.	----	----	9	1,632	80,125
273	Ann Arbor	1	2	3	8	56	64	None.	0	0	7	2,015	272,000
274	Battlecreek*	2	2	4	3	68	71	----------	----	----	9	2,946	225,000
275	Bay City	2	6	8	6	105	111	8 to 11	0	0	11	4,884	285,000
276	Cheboygan	1	0	1	2	23	25	0	0	0	6	1,200	50,000

*Statistics of 1897–98.

TABLE 11.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1898-99*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	MICHIGAN—cont'd.												
277	Detroit	21	46	67	31	734	765	None.	10	17	66	34,456	$3,175,250
278	Escanaba	1	0	1	3	23	26	None.	0	----	7	1,200	75,000
279	Flint	1	1	2	7	56	63	6 to 12	----	1	9	2,500	250,000
280	Grand Rapids	9	29	38	23	343	366	----------	9	0	34	16,000	2,020,000
281	Holland	1	1	2	1	35	36	None.	2	----	5	1,721	85,000
282	Iron Mountain	1	0	1	3	40	43	None.	0	0	5	2,027	117,500
283	Ironwood	1	2	3	2	45	47	None.	4	----	8	2,400	150,000
284	Ishpeming*	2	0	2	4	45	49	High school.	----	----	----------	----------	120,000
285	Jackson	1	2	3	9	78	87	None.	----	----	16	3,674	175,000
286	Kalamazoo	1	0	1	3	86	89	5 to 10	3	----	10	3,700	500,000
287	Lansing	1	2	3	4	75	79	None.	----	----	14	3,080	161,000
288	Ludington	1	0	1	2	39	41	None.	----	----	6	1,750	100,000
289	Manistee	3	1	4	3	73	76	None.	----	1	9	3,200	120,750
290	Marquette	1	2	3	3	34	37	None.	----	----	8	*1,783	200,000
291	Menominee	2	0	2	4	52	56	7 and 8 and high school.	5	0	9	2,300	015,000
292	Muskegon	3	1	4	5	97	102	All grades.	8	----	22	3,500	400,000
293	Owosso	1	1	2	6	36	42	----------	----	----	4	1,996	125,000
294	Port Huron	1	0	1	3	70	73	----------	0	0	14	3,540	223,000
	Saginaw:												
295	East side	1	0	1	11	122	133	None.	0	0	14	5,443	421,909
296	West side*	2	2	4	5	70	85	----------	----	----	12	4,000	232,811
297	Sault Ste. Marie	1	2	3	4	30	34	None.	0	0	7	1,425	95,000
298	Traverse City	1	0	1	2	39	41	None.	4	----	5	1,768	150,000
299	West Bay City*	1	0	1	5	55	60	----------	----	----	8	2,589	150,000
	MINNESOTA.												
300	Brainard	1	0	1	2	34	36	None.	0	0	6	1,670	156,000
301	Duluth	----	----	----	11	234	245	----------	21	0	31	----------	1,800,593
302	Faribault	2	1	3	1	29	30	None.	0	0	7	1,400	90,000
303	Mankato	1	0	1	3	38	41	----------	----	----	5	----------	120,000
304	Minneapolis	7	48	55	8	719	727	High schools	0	0	59	35,000	2,500,000
305	Red King	1	1	2	1	39	40	None.	0	0	5	1,800	80,000
306	St. Cloud*	1	2	3	2	27	29	1 to 8.	0	0	6	1,100	85,000
307	St. Paul	12	26	38	29	505	534	High school.	27	----	46	20,000	2,575,125
308	Stillwater	1	0	1	2	49	51	High school.	0	0	7	2,550	172,000
309	Winona	1	2	3	5	85	90	----------	7	2	9	4,000	----------
	MISSISSIPPI.												
310	Greenville	1	2	3	2	23	25	None.	0	0	5	1,025	30,000
311	Jackson	----	----	----	----	----	----	----------	----	----	----	----------	----------
312	Meridian	3	3	6	5	38	43	None.	----	----	5	1,450	55,000
313	Natchez	----	----	----	----	----	----	----------	----	----	----	----------	----------
314	Vicksburg	----	----	----	----	----	----	----------	----	----	----	----------	----------
	MISSOURI.												
315	Carthage	2	1	3	9	34	43	7, 8, and high school.	----	----	8	2,140	110,000
316	Chillicothe	1	0	1	6	20	26	None.	----	----	6	1,374	70,000
317	Hannibal	3	1	4	2	59	61	None.	----	----	10	2,712	110,780
318	Independence	1	1	2	2	26	28	None.	0	0	4	1,600	110,000
319	Jefferson City*	1	1	2	5	17	22	----------	----	----	5	----------	25,000
320	Joplin	1	1	2	12	56	68	None.	----	----	10	4,000	130,000
321	Kansas City	1	0	1	68	439	507	High school.	8	----	43	24,470	2,231,000
322	Moberly	1	1	2	9	26	35	High school.	0	0	5	1,836	85,000
323	Nevada	1	0	1	4	31	35	None.	----	----	8	1,800	75,000
324	St. Charles*	----	----	----	----	----	----	----------	----	----	2	750	40,000
325	St. Joseph	1	0	1	13	159	172	None	0	0	23	8,250	625,000
326	St. Louis	69	54	123	29	1,518	1,547	High school, 7 and 8 of some schools	106	8	125	71,892	5,373,642
327	Sedalia	1	1	2	7	61	68	None.	----	----	10	3,420	175,000
328	Springfield	1	1	2	7	65	72	None.	0	0	11	4,760	200,000
329	Webb City	1	0	1	2	22	24	None.	----	----	3	1,200	50,000

*Statistics of 1897-98.

TABLE 11.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1898–99*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	MONTANA.												
330	Butte	7	2	9	1	139	140	----	----	----	17	6,670	$467,170
331	Greatfalls	1	2	3	5	36	41	None.	0	0	10	1,655	225,000
332	Helena	1	4	5	2	41	43	None.	----	----	10	2,249	450,000
	NEBRASKA.												
333	Beatrice	1	0	1	9	33	42	None.	----	----	9	1,700	150,000
334	Fremont	1	8	9	1	40	41	None.	----	----	8	1,925	129,500
335	Grand Island	1	2	3	4	34	38	None.	----	----	5	1,805	150,000
336	Hastings	1	2	3	2	32	34	None.	----	----	6	1,450	110,000
337	Kearney	1	0	1	2	25	27	None.	0	0	7	1,200	300,000
338	Lincoln	2	0	2	17	132	149	None.	14	----	18	5,800	433,920
339	Nebraska City	2	0	2	3	28	31	None.	0	0	7	----	----
340	Omaha	2	16	18	3	373	376	9 to 12.	27	6	40	16,201	1,668,200
341	Plattsmouth	1	0	1	1	25	26	None.	0	0	9	1,200	80,000
342	South Omaha*	1	2	3	3	56	59	----	----	----	9	2,700	212,000
	NEW HAMPSHIRE.												
343	Concord	1	0	1	5	61	66	7 to 9 and high school.	5	0	16	2,550	325,000
344	Dover	1	0	1	6	36	42	None.	----	----	13	1,589	137,300
345	Keene	1	2	3	3	34	37	None.	----	1	13	----	159,500
346	Laconia	1	0	1	2	35	37	None.	----	----	10	1,325	80,000
347	Manchester*	----	----	----	14	108	122	----	----	----	24	----	745,000
348	Nashua	4	6	10	2	87	89	1 to 6	2	----	21	3,500	308,433
349	Portsmouth	6	4	10	5	37	42	4 to 5	4	0	9	1,600	100,000
350	Rochester	1	1	2	1	34	35	----	----	----	13	----	91,000
	NEW JERSEY.												
351	Atlantic City*	2	2	4	3	64	67	9 to 12	----	----	6	3,000	200,000
352	Bayonne	7	2	9	0	117	117	----	----	1	7	3,840	310,000
353	Bridgeton*	----	----	----	2	47	49	----	----	----	6	2,460	120,000
354	Camden*	4	0	4	6	235	241	High school.	0	0	21	9,791	*517,869
355	Elizabeth	7	8	15	20	124	144	----	1	----	11	*5,489	*312,000
356	Hackensack	1	0	1	6	37	43	Grammar.	4	----	5	1,648	94,000
357	Harrison*	0	0	0	2	15	17	----	0	2	2	800	40,000
358	Hoboken	8	4	12	1	181	182	6 to 9	7	1	12	7,945	*371,500
359	Jersey City	18	28	46	2	534	536	None.	2	7	30	23,627	1,575,044
360	Longbranch	1	3	4	4	45	49	None.	0	0	10	2,673	249,300
361	Millville	1	0	1	4	44	48	None.	0	0	8	2,592	*90,000
362	Morristown	1	0	1	1	22	33	----	----	----	3	1,488	125,000
363	Newark	34	13	47	21	680	701	5 to 8 and high school.	37	11	57	33,337	2,262,875
364	New Brunswick	1	1	2	3	58	61	None.	----	1	7	*2,895	*163,000
365	Orange	7	5	12	4	49	53	All grades.	5	----	5	2,695	260,000
366	Passaic	2	2	4	4	77	81	3 to 8	6	1	8	3,600	225,000
367	Paterson	21	5	26	20	296	316	7, 8, and high school.	18	5	23	13,189	*692,500
368	Perth Amboy	1	0	1	3	42	45	None.	0	0	6	*1,781	110,000
369	Phillipsburg	1	0	1	5	35	40	2 to 6	0	0	6	1,722	100,000
370	Plainfield	2	4	6	0	59	59	None.	5	0	8	2,750	*233,000
371	Rahway	1	0	1	4	28	32	None.	----	----	4	1,746	115,000
372	Town of Union	5	1	6	4	45	49	3 to 10	2	3	3	2,444	145,000
373	Trenton*	----	----	----	7	187	194	----	----	----	24	7,905	505,952
	NEW MEXICO.												
374	Albuquerque*	----	----	----	3	27	30	----	----	----	15	----	150,000
	NEW YORK.												
375	Albany	15	7	22	11	277	288	High school	20	3	21	13,003	1,187,000
376	Amsterdam	2	0	2	9	51	60	None.	0	0	10	2,993	125,000
377	Auburn	2	5	7	4	107	111	None.	----	----	15	4,237	400,000
378	Batavia	1	0	1	0	55	55	8	0	0	7	1,600	200,000
379	Binghamton	2	2	4	13	184	197	9 to 12	13	----	17	7,659	421,945

*Statistics of 1897–98.

TABLE 11.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1898-99*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	NEW YORK—cont'd.												
380	Buffalo	60	27	87	14	1,133	1,147	8 and 9	11	13	83	54,616	$3,462,899
381	Cohoes*	----	----	----	7	74	81	----------	----	----	11	2,560	179,000
382	Corning	2	0	2	0	26	26	Primary.	0	0	2	1,399	125,000
383	Cortland	1	2	3	0	22	22	None.	0	----	4	1,150	60,000
384	Dunkirk	1	1	2	3	52	55	None.	0	0	10	2,153	180,000
385	Elmira	7	5	12	0	144	144	None.	0	0	13	6,789	600,000
386	Geneva	1	1	2	3	47	50	None.	4	0	5	1,304	121,500
387	Glens Falls	1	2	3	0	37	37	5 to 8	2	0	4	1,384	110,000
388	Gloversville	1	0	1	1	63	64	None.	5	0	9	3,400	151,843
389	Hornellsville	2	5	7	0	48	48	None.	1	0	5	2,150	125,000
390	Hudson	1	1	2	0	30	30	None.	0	0	3	1,528	80,000
391	Ithaca	3	1	4	5	46	51	5 to 8	0	0	7	2,130	170,000
392	Jamestown	1	1	2	4	111	115	All grades.	9	0	12	4,012	324,326
393	Johnstown	1	0	1	2	37	39	None.	0	0	5	2,300	*131,126
	Kingston:												
394	Kingston school district.	1	2	3	7	36	43	None.	----	----	6	2,201	208,500
395	District No. 2	----	----	----	----	----	----	----------	----	----	----	----------	----------
396	District No. 3	----	----	----	1	11	12	None.	0	0	1	500	27,150
397	District No. 4	1	0	1	0	8	8	----------	----	----	1	375	18,760
398	Lansingburg	1	0	1	1	66	67	None.	5	0	5	2,225	138,800
399	Littlefalls	1	0	1	4	28	32	None.	----	----	4	1,385	105,000
400	Lockport*	----	----	----	4	70	74	----------	----	----	10	----------	317,000
401	Middletown	1	2	3	4	46	50	None.	0	0	6	1,987	153,000
402	Mount Vernon	5	1	6	1	75	76	None.	3	1	8	3,718	415,000
403	Newburg	1	0	1	8	96	104	8 to 11	0	0	6	3,642	349,176
404	New Rochelle	2	8	10	3	70	73	None.	5	1	7	2,500	276,382
405	New York	230	473	703	674	8,631	9,305	El'm'nt'ry and high school.	101	61	425	407,423	46,421,766
406	Niagara Falls	4	2	6	3	77	80	None.	5	1	9	3,079	197,293
407	North Tonawanda	3	1	4	4	47	51	None.	4	0	6	1,750	200,000
408	Ogdensburg*	----	----	----	4	50	54	----------	----	----	8	----------	137,000
409	Olean*	2	1	3	1	45	46	----------	6	0	6	2,400	185,000
410	Oswego*	1	0	1	3	84	87	----------	----	----	15	4,000	205,800
	Peekskill:												
411	District No. 7 (Drum Hill).	1	1	2	0	17	17	None.	1	0	3	760	46,501
412	District No. 8 (Oak Side).	1	0	1	1	14	15	None.	0	0	1	700	60,000
413	Plattsburg	1	2	3	1	40	41	None.	0	0	9	1,700	72,300
414	Port Chester	2	1	3	0	30	30	Primary.	3	0	6	1,400	80,000
415	Port Jervis	1	2	3	2	40	42	----------	----	----	5	1,875	100,000
416	Poughkeepsie	2	2	4	3	76	79	None.	----	----	14	3,300	100,000
417	Rensselaer	2	0	2	1	30	31	None.	1	0	2	1,346	69,800
418	Rochester	1	5	6	24	735	759	4 to 7	20	2	46	21,507	1,345,000
419	Rome*	3	3	6	1	43	44	----------	----	----	7	2,500	256,000
420	Saratoga Springs	1	0	1	5	55	60	None.	5	1	6	3,025	250,000
421	Schenectady*	1	0	1	1	65	66	----------	2	0	7	2,900	175,000
422	Sing Sing	1	0	1	0	28	28	None.	2	----	3	1,031	76,600
423	Syracuse	5	3	8	18	411	429	7 and 8	15	4	35	18,605	1,254,500
424	Tonawanda	1	2	3	1	36	37	None.	----	----	5	1,500	110,000
425	Troy	5	2	7	14	185	199	None.	3	----	21	8,521	*563,671
426	Utica	3	4	7	12	202	214	5 to 8.	12	1	23	8,018	629,600
427	Watertown*	2	1	3	4	97	101	----------	----	2	10	4,000	200,000
428	Watervliet	1	2	3	0	33	33	----------	----	----	9	1,700	100,000
429	Yonkers	2	5	7	5	141	146	1 to 6 and high sch'l.	7	3	15	5,812	*727,939
	NORTH CAROLINA.												
430	Asheville	1	1	2	3	29	32	None.	----	----	4	1,500	70,000
431	Charlotte*	----	----	----	----	----	40	----------	----	----	----	----------	----------
432	Durham*	2	1	3	3	21	24	6 to 10	----	----	2	----------	50,000
433	Newbern	----	----	----	----	----	----	----------	----	----	----	----------	----------
434	Raleigh	----	----	----	----	----	----	----------	----	----	----	----------	----------
435	Wilmington	----	----	----	----	----	----	----------	----	----	----	----------	----------
436	Winston	----	----	----	----	----	----	----------	----	----	----	----------	----------

*Statistics of 1897-98.

TABLE 11.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1898-99*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	NORTH DAKOTA.												
437	Fargo*	1	2	3	1	31	32	----------	0	0	5	1,465	$125,000
438	Grand Forks	1	2	3	1	36	37	----------	----	----	3	1,735	125,000
	OHIO.												
439	Akron*	6	7	13	9	120	129	----------	----	----	12	--------	750,000
440	Alliance	3	0	3	7	30	37	None.	0	0	6	1,650	138,500
441	Ashtabula	1	0	1	5	34	39	None.	0	0	7	1,650	110,000
442	Bellaire	1	0	1	5	33	38	----------	0	0	8	1,706	75,000
443	Cambridge	1	0	1	3	32	35	None.	0	0	4	1,706	120,000
444	Canton	4	1	5	15	115	130	----------	2	----	15	6,284	545,000
445	Chillicothe	6	2	8	8	53	61	None.	----	----	*5	--------	100,000
446	Cincinnati	59	11	70	79	761	840	None.	----	5	64	45,000	3,000,000
447	Circleville	1	0	1	3	36	39	----------	0	0	4	1,600	136,000
448	Cleveland	11	55	66	66	a1,077	a1,143	In all grades	13	32	64	--------	4,619,676
449	Columbus*	11	18	29	25	394	419	----------	----	4	37	17,600	2,347,277
450	Dayton	15	10	25	28	325	353	----------	12	4	30	13,509	1,351,660
451	Defiance	1	0	1	1	30	31	None.	----	----	4	1,375	80,000
452	Delaware	1	1	2	4	35	39	None.	----	----	8	1,900	150,000
453	East Liverpool	1	0	1	4	50	54	None.	0	0	11	3,000	200,000
454	Elyria	3	2	5	2	35	37	1 to 6.	----	----	6	1,525	85,000
455	Findlay*	1	0	1	9	67	76	----------	----	----	13	--------	236,000
456	Fostoria	1	1	2	6	34	40	None.	1	----	6	1,600	*90,000
457	Fremont	1	0	1	5	32	37	None.	3	0	3	1,500	80,000
458	Hamilton	2	0	2	13	74	87	None.	----	----	9	4,600	255,000
459	Ironton	1	0	1	6	45	51	None.	----	----	6	2,431	120,000
460	Lancaster	1	2	3	4	33	37	None.	----	----	4	1,500	100,000
461	Lima*	3	7	10	2	80	82	----------	----	----	9	--------	295,000
462	Lorain	3	0	3	3	44	47	----------	----	----	4	2,330	104,000
463	Mansfield	2	2	4	3	76	79	None.	4	1	9	3,724	300,000
464	Marietta*	1	0	1	7	42	49	----------	----	----	8	2,300	95,000
465	Marion*	1	0	1	0	45	45	----------	----	----	8	--------	144,460
466	Martins Ferry	1	0	1	5	28	33	None.	0	0	3	1,470	100,000
467	Massillon	3	1	4	5	37	42	None.	0	0	7	2,232	165,000
468	Middletown*	1	0	1	6	36	42	----------	----	----	4	1,500	175,000
469	Newark	1	0	1	3	68	71	None.	----	----	12	3,948	195,000
470	Piqua	2	1	3	2	44	46	None.	0	0	7	2,615	225,000
471	Portsmouth*	1	0	1	3	57	60	----------	----	----	10	--------	205,000
472	Salem	2	1	3	2	28	30	----------	----	----	4	1,600	125,000
473	Sandusky	3	1	4	2	72	74	None.	----	1	8	3,200	----------
474	Springfield	3	2	5	24	119	143	None.	----	----	16	6,895	450,000
475	Steubenville	1	0	1	4	47	51	None.	----	1	6	2,288	151,000
476	Tiffin	----	----	----	3	34	37	None.	----	----	6	1,800	200,000
477	Toledo	12	14	26	22	373	395	5 to 12	0	1	38	20,499	1,203,000
478	Warren	1	0	1	4	36	40	None.	----	----	10	1,800	168,000
479	Wellston	2	0	2	9	23	32	None.	0	----	7	1,587	50,000
480	Xenia	1	0	1	4	40	44	None.	0	1	6	2,004	127,000
481	Youngstown	1	1	2	16	123	139	High school.	----	3	23	7,000	750,000
482	Zanesville	1	0	1	5	88	93	----------	----	----	17	3,900	*250,000
	OKLAHOMA.												
483	Oklahoma City	3	1	4	3	24	27	None.	----	----	4	1,300	75,000
	OREGON.												
484	Astoria	1	0	1	4	24	28	None.	----	----	5	1,220	60,000
485	Portland*	14	5	19	17	245	262	----------	----	----	28	12,700	1,075,000
486	Salem	----	----	----	----	----	----	----------	----	----	----	--------	----------
	PENNSYLVANIA.												
487	Allegheny	23	3	26	13	354	367	In grammar grades.	10	13	27	16,000	2,122,918
488	Allentown	1	2	3	25	88	113	None.	0	2	14	5,600	659,533
489	Altoona	1	2	3	19	133	152	None.	----	----	12	7,350	500,000
490	Beaverfalls	1	0	1	1	42	43	None.	1	----	5	2,000	135,000
491	Braddock	----	----	----	3	38	41	None.	----	----	5	1,902	187,000

* Statistics of 1897-98.

a Does not include kindergarten.

TABLE 11.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1898-99*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	PENNSYLVANIA—continued.												
492	Bradford	1	0	1	8	54	62	None.	0	0	8	2,900	$250,000
493	Butler	2	3	5	2	43	45	None.	----	----	4	2,200	160,000
494	Carbondale	1	0	1	7	46	53	----------	----	----	10	2,666	178,000
495	Carlisle	1	0	1	12	22	34	----------	----	----	8	1,760	125,000
496	Chambersburg	1	0	1	7	28	35	None.	0	0	7	1,880	75,000
497	Chester	1	0	1	8	118	126	None.	0	0	21	5,267	300,000
498	Columbia	1	0	1	41	3	44	None.	1	----	6	2,280	76,300
499	Connellsville	1	0	1	3	22	25	----------	----	----	3	1,250	45,000
500	Danville	1	0	1	4	23	27	----------	----	----	5	1,380	100,000
501	Dubois	1	0	1	5	28	33	----------	----	----	5	1,600	80,000
502	Dunmore	1	0	1	6	38	44	None.	1	4	9	2,280	150,000
503	Easton	1	0	1	17	56	73	None.	0	0	12	3,360	427,800
504	Erie	3	15	18	6	182	188	None.	0	4	17	7,466	869,300
505	Greensburg	2	1	3	3	24	27	None.	----	----	4	1,418	325,000
506	Harrisburg	4	1	5	28	158	186	None.	0	0	25	9,689	748,984
507	Hazleton	1	0	1	9	43	52	4	----	----	8	2,816	200,000
508	Homestead	----	----	----	2	41	43	4 to high school, inc.	----	----	4	1,800	----------
509	Johnstown	*1	*2	*3	16	99	115	----------	----	----	18	5,650	400,000
510	Lancaster	1	0	1	12	107	119	None.	0	5	18	6,000	453,200
511	Lebanon	*1	*0	*1	6	55	61	----------	----	----	11	2,600	*250,000
512	Lockhaven	1	0	1	6	24	30	None.	0	0	4	1,600	118,207
513	McKeesport	11	0	11	19	101	120	None.	----	2	11	5,265	424,000
514	Mahanoy City	1	0	1	5	37	42	None.	0	5	6	2,250	112,000
515	Meadville	1	3	4	1	48	49	1 to 7	----	----	4	2,300	175,000
516	Mount Carmel	1	1	2	7	31	38	None.	0	4	6	2,216	100,000
517	Nanticoke	*1	*0	*1	10	34	44	----------	----	6	7	1,930	108,407
518	New Brighton	1	0	1	0	34	34	----------	----	----	4	1,600	130,000
519	Newcastle	----	----	----	12	84	96	----------	----	----	11	4,700	----------
520	Norristown	1	0	1	8	67	75	3 to 7, and high school.	----	----	9	3,500	245,000
521	Oil City	----	----	----	4	47	51	----------	----	----	9	1,800	----------
522	Philadelphia	60	94	154	133	3,184	3,317	3, 5, and 2 high schools.	142	96	325	----------	12,087,516
523	Phœnixville	1	0	1	1	27	28	None.	0	0	4	1,400	60,000
524	Pittsburg	32	24	56	0	856	856	Grammar grades.	20	0	77	35,000	3,500,000
525	Pittston	2	1	3	0	33	33	None.	0	8	6	1,800	85,000
526	Plymouth	1	0	1	6	25	31	None.	0	7	6	2,100	60,000
527	Pottstown	1	0	1	13	48	61	None.	0	0	21	3,200	178,842
528	Pottsville	----	----	----	7	53	60	----------	----	----	10	3,000	----------
529	Reading	2	5	7	8	260	268	None.	0	5	41	13,600	846,500
530	Scranton	----	----	----	28	275	303	----------	----	----	37	14,328	100,000
531	Shamokin	1	1	2	15	61	76	In elementary schools.	----	----	8	3,500	300,000
532	Sharon	1	0	1	3	32	35	----------	0	----	6	1,750	65,000
533	Shenandoah	1	2	3	9	49	58	----------	----	12	10	3,340	130,000
534	South Bethlehem	1	2	3	10	36	46	----------	----	----	6	1,948	192,000
535	Steelton	1	0	1	16	23	39	None.	----	----	7	2,090	151,000
536	Sunbury	1	0	1	10	30	40	None.	1	0	7	2,466	85,000
537	Tamaqua	1	0	1	2	22	24	----------	----	----	4	1,200	125,000
538	Titusville	1	0	1	2	40	42	None.	0	0	5	1,750	97,867
539	Uniontown	1	1	2	0	26	26	None.	----	----	3	1,400	110,000
540	Warren	1	2	3	6	34	40	----------	----	----	6	1,800	215,181
541	West Chester	2	1	3	5	31	36	High school.	----	----	3	1,403	150,000
542	Wilkesbarre	2	1	3	30	142	172	None.	----	----	20	10,234	575,000
543	Wilkinsburg	1	0	1	2	42	44	----------	----	----	3	2,200	250,000
544	Williamsport	1	1	2	18	94	112	None.	0	0	15	5,846	350,000
545	York	1	0	1	19	80	99	None.	----	----	14	4,750	436,550
	RHODE ISLAND.												
546	Central Falls	1	3	4	2	48	50	None.	0	0	9	2,145	169,000
547	Cranston	1	2	3	8	50	58	None.	4	0	16	2,000	175,000
548	Cumberland	1	1	2	5	32	37	None.	0	4	14	1,374	63,000

*Statistics of 1897-98.

TABLE 11.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1898–99*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	RHODE ISLAND—continued.												
549	East Providence*	1	2	3	3	50	53	.....	----	----	17	.....	.....
550	Johnston*	2	3	5	4	61	65	.....	----	3	19	2,477	$150,000
551	Newport	1	0	1	10	77	87	All grades and high school.	4	2	13	3,119	434,435
552	Pawtucket	7	4	11	6	124	130	None.	4	7	29	5,384	556,882
553	Providence	3	12	15	60	605	665	Normal and high schools.	16	25	97	26,350	2,705,809
554	Westerly	2	0	2	6	39	45	None.	0	----	16	1,360	125,000
555	Woonsocket	1	2	3	4	92	96	7 to 9	1	6	24	3,440	269,463
	SOUTH CAROLINA.												
556	Charleston	6	6	12	6	90	96	None.	0	0	6	7,213	150,000
557	Columbia	1	0	1	6	32	38	None.	0	0	5	1,875	44,000
558	Greenville	1	0	1	4	23	27	None.	----	----	4	1,500	32,000
559	Spartanburg	3	2	5	2	23	25	None.	0	0	5	2,400	35,000
	SOUTH DAKOTA.												
560	Sioux Falls	1	1	2	3	45	48	Some in all grades.	0	0	9	2,000	260,000
	TENNESSEE.												
561	Chattanooga	5	2	7	5	81	86	None.	----	----	6	.....	*500,000
562	Clarksville	1	0	1	3	21	24	None.	----	----	2	950	*39,960
563	Jackson	1	0	1	3	29	32	None.	----	----	3	2,000	53,000
564	Knoxville	7	0	7	15	69	84	None.	0	0	13	3,600	180,000
565	Memphis	1	0	1	13	118	131	None.	0	1	14	6,585	450,000
566	Nashville	20	1	21	21	177	198	None.	0	0	18	9,237	464,753
	TEXAS.												
567	Austin	2	1	3	15	66	81	9 to 11	----	----	12	3,379	122,370
568	Corsicana*	1	0	1	7	24	31	.....	----	----	5	1,200	80,000
569	Dallas	2	1	3	22	90	112	.....	----	----	15	5,486	293,395
570	Denison	1	1	2	2	41	43	None.	----	----	9	1,976	185,910
571	El Paso	1	0	1	4	29	33	.....	1	----	6	1,343	*74,440
572	Fort Worth	2	0	2	24	58	82	None.	0	0	13	4,500	238,760
573	Gainesville	1	0	1	4	28	32	None.	----	----	5	1,532	118,688
574	Galveston	1	0	1	22	90	112	None.	0	0	10	5,092	556,670
575	Houston	3	1	4	30	84	114	None.	0	0	15	5,604	436,389
576	Laredo	2	0	2	4	26	30	None.	----	----	14	1,200	13,100
577	Marshall	1	0	1	4	12	16	None.	0	0	6	900	34,204
578	Palestine	1	0	1	9	17	26	.....	----	----	5	733	62,100
579	Paris*	1	0	1	4	43	47	.....	----	----	6	1,200	70,050
580	San Antonio	1	0	1	36	85	121	None.	0	0	19	6,327	319,790
581	Sherman*	1	0	1	3	32	35	.....	----	----	4	.....	85,000
582	Temple	1	0	1	5	20	25	None.	0	0	5	1,440	72,000
583	Tyler	1	0	1	7	23	30	.....	----	----	5	1,500	50,600
584	Waco	1	0	1	14	52	66	None.	0	0	11	3,281	283,000
	UTAH.												
585	Ogden	3	1	4	20	71	91	None.	0	0	17	4,050	341,706
586	Provo City	2	0	2	11	16	27	None.	0	0	7	1,300	82,028
587	Salt Lake City	14	4	18	32	230	262	None.	0	0	25	12,383	1,073,471
	VERMONT.												
588	Barre	1	0	1	1	30	31	.....	----	----	6	1,350	90,000
589	Burlington*	2	1	3	1	64	65	.....	----	----	12	.....	209,700
590	Rutland	2	4	6	2	44	46	None.	0	0	9	2,101	179,000

*Statistics of 1897–98.

TABLE 11.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1898–99*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	VIRGINIA.												
591	Alexandria	1	0	1	9	24	33	None.	....	....	5	1,150	$37,000
592	Danville	2	0	2	7	45	52	None.	0	0	5	2,500	47,000
593	Lynchburg	4	2	6	9	52	61	.....	....	....	8	3,100	100,000
594	Manchester*	1	0	1	5	18	23	.....	....	....	....	.....	.....
595	Newport News	1	0	1	3	24	27	None.	0	1	3	1,000	100,000
596	Norfolk	2	3	5	7	58	65	None.	....	....	11	3,500	200,000
597	Petersburg	1	0	1	28	24	52	None.	0	0	9	3,150	75,000
598	Portsmouth	1	0	1	4	33	37	None.	0	0	4	1,771	47,000
599	Richmond	19	0	19	8	230	238	None.	0	0	19	11,487	442,500
600	Roanoke	9	0	9	8	45	53	None.	0	0	8	3,600	35,000
	WASHINGTON.												
601	Seattle	12	2	14	15	186	201	High school.	1	0	20	8,200	725,000
602	Spokane	1	1	2	10	114	124	9 to 12	4	0	17	5,170	656,530
603	Tacoma	9	6	15	8	145	153	None.	0	0	17	6,250	811,923
604	Walla Walla	2	2	4	3	20	23	None.	0	2	4	1,400	175,000
	WEST VIRGINIA.												
605	Huntington	1	2	3	3	49	52	None.	0	0	6	2,025	175,000
606	Martinsburg	1	0	1	11	18	29	None.	0	0	7	1,497	*40,940
607	Parkersburg	3	0	3	13	48	61	None.	0	0	14	*2,850	196,900
608	Wheeling	6	4	10	8	130	138	None.	0	0	12	6,300	374,000
	WISCONSIN.												
609	Appleton	4	2	6	7	63	70	High school	4	0	10	3,700	981,690
610	Ashland	1	1	2	3	39	42	None.	0	0	10	1,800	130,000
611	Beloit	1	2	3	3	44	47	None.	3	....	8	1,800	140,000
612	Chippewa Falls	1	1	2	5	29	34	None.	0	0	8	1,328	98,000
613	Eau Claire	1	1	2	11	83	94	7,8, and high school.	0	0	14	4,000	160,780
614	Fond du Lac	2	2	4	5	50	55	.....	....	....	10	2,300	103,700
615	Green Bay	1	1	2	3	69	72	None.	0	0	12	3,500	183,334
616	Janesville	1	0	1	6	49	55	High school	0	0	8	2,246	202,500
617	Kenosha	2	1	3	4	30	34	None.	0	0	7	1,500	102,000
618	La Crosse	2	2	4	9	113	122	High school	....	....	21	5,071	217,750
619	Madison	2	2	4	2	51	53	None.	2	0	9	2,717	220,000
620	Manitowoc	3	0	3	4	36	40	None.	2	0	5	*1,961	123,000
621	Marinette	1	0	1	7	54	61	None.	5	0	6	*2,530	136,730
622	Merrill	1	0	1	7	28	35	.....	0	0	6	2,000	50,000
623	Milwaukee	41	11	52	53	757	810	In 2 high schools.	43	0	a78	38,748	2,942,890
624	Oshkosh	7	2	9	15	119	134	All grades.	9	2	12	3,500	250,000
625	Racine	1	0	1	13	93	106	.....	8	0	13	4,767	355,000
626	Sheboygan	6	1	7	14	88	102	None.	6	....	14	4,000	185,000
627	Stevens Point	1	2	3	4	43	47	None.	4	0	12	1,896	108,000
628	Superior	4	8	12	9	121	130	None.	9	0	17	5,600	375,000
629	Watertown	1	0	1	3	25	28	None.	0	0	5	1,200	75,000
630	Waukesha	1	0	1	4	27	31	None.	0	0	6	1,500	100,000
631	Wausau	1	2	3	6	48	54	None.	5	0	10	*2,300	190,000
	WYOMING.												
632	Cheyenne	1	0	1	1	26	27	None.	....	....	5	1,000	134,753

*Statistics of 1897–98.
a Includes barracks (or temporary buildings), annexes, and rented buildings.

TABLE 12.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1898–99.*

	City.	Receipts for the school year 1898–99.					Amount available for use during the year.[a]
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	ALABAMA.						
1	Anniston						
2	Birmingham	$6,771	$13,652	$10,898	$6,673	$37,994	$38,764
3	Huntsville	2,039	3,282			5,321	5,321
4	Mobile*						76,644
5	Montgomery	5,325	24,486		268	30,079	30,079
6	Selma*	2,900	10,000		4,000	16,900	
	ARKANSAS.						
7	Fort Smith	28,519			24,552	53,071	71,581
8	Hot Springs	3,476	19,000	400	300	23,176	23,176
9	Little Rock	10,412	[b] 47,337		1,279	59,028	67,599
10	Pinebluff					24,325	24,325
	CALIFORNIA.						
11	Alameda	32,881	27,595	22,672	165	83,313	99,557
12	Berkeley	26,668	26,000	19,007	541	72,216	88,594
13	Fresno*	13,563	25,914	9,551	1,365	50,393	51,775
14	Los Angeles	207,354	97,088	114,805	1,948	451,195	498,209
15	Oakland	129,865	52,539	93,724	1,595	277,723	283,643
16	Pasadena	23,385	18,700	16,337	552	58,974	75,763
17	Sacramento	43,795	43,460	29,080		116,335	123,333
18	San Bernardino	14,369	3,802	27,616	802	46,589	48,856
19	San Diego	26,973	33,961	18,395		79,329	83,252
20	San Francisco	674,689	519,874		103,651	1,298,214	1,298,214
21	San Jose	46,059	19,748	29,186	1,030	96,023	100,059
22	Santa Cruz						
23	Stockton	25,566	32,346	20,403	1,662	79,977	103,381
	COLORADO.						
24	Colorado Springs	13,960	94,773		14,063	122,796	146,888
25	Cripple Creek	6,000		30,000		36,000	36,000
	Denver:						
26	District No. 1		302,226	105,035	3,792	411,053	444,515
27	District No. 2	6,000	[c] 89,211	53,549	1,451	150,211	185,807
28	District No. 7		16,000	8,952		24,952	25,073
29	District No. 17	38,780	66,591		2,108	107,479	111,263
30	Leadville			34,422	177	34,599	55,998
	Pueblo:						
31	District No. 1	18,533		38,539	35,877	92,954	99,911
32	District No. 20*	15,281	36,115		427	51,823	75,543
33	Trinidad	3,961		24,041		28,002	28,002
	CONNECTICUT.						
34	Ansonia	6,665	28,335			35,000	35,000
35	Bridgeport	35,037	122,039		431	157,507	157,751
36	Bristol	4,463	27,179	9,287	844	41,773	46,773
37	Danbury*	10,628	42,759	2,933	2,281	58,601	67,101
38	Greenwich	5,686	19,191			24,877	
39	Hartford	32,695	393,000	141,191	31,900	598,786	738,900
	Manchester:						
40	Town schools*	2,340	11,260	[c] 4,620	234		
41	District No. 9	2,783	17,674		365	20,822	20,980
42	Meriden	14,893	61,918			76,811	76,811
43	Middletown	4,264	22,803	6,000	2,698	35,765	45,483
44	Naugatuck						
45	New Britain		86,128		3,228	89,356	89,356
46	New Haven		383,530			383,530	393,429
47	New London	7,202	32,661		3,202	43,065	43,065
48	Norwalk	10,163	38,544	15,918		64,625	79,000
49	Norwich*	11,804	[d] 13,503	[c] 51,548	6,623	83,478	83,478
50	Stamford	10,252	107,245			117,497	117,497
51	Tarrington	6,385	22,023	10,000			
52	Vernon	4,165	[d] 18,828	[c] 2,069	1,543	26,605	26,605
53	Wallingford*						
54	Waterbury	22,538	147,997		231	170,766	314,164
55	Windham	4,529	35,000		2,878	42,407	42,407

* Statistics of 1897–98.
[a] Includes balances brought forward, receipts from loans, etc.
[b] Special local tax.
[c] District tax.
[d] Town taxes.

TABLE 13.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1898-99*—Continued.

	City.	Receipts for the school year 1898-99.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	DELAWARE.						
56	Wilmington	$21,944	$167,657	$772	$17,366	$207,734	$229,362
	DIST. OF COLUMBIA.						
	Washington:						
57	First 8 divisions						
58	Ninth to 11th divisions						
	FLORIDA.						
59	Jacksonville	8,122		45,920	3,571	57,613	57,613
60	Key West	2,532		9,650	24	12,206	12,206
61	Pensacola	2,500		16,347		18,847	18,847
62	Tampa	6,209		30,343	14,474	51,026	54,747
	GEORGIA.						
63	Americus	4,274	11,733		161	16,168	17,781
64	Athens	8,283	10,353		229	18,865	18,865
65	Atlanta	44,080	98,265				142,345
66	Augusta	36,745		45,711	12,230	94,686	94,686
67	Brunswick	9,514	1,000	1,800		12,314	17,314
68	Columbus	11,641	18,221			29,862	45,862
69	Macon	28,773		50,000	2,190	80,963	80,963
70	Rome	6,000	8,500		500	15,000	15,000
71	Savannah	36,188		85,000	100	121,288	121,288
	ILLINOIS.						
72	Alton*	3,101	25,706	3,006	353	32,256	43,170
	Aurora:						
73	District No. 4 (west)	1,072	25,320		851	27,243	32,014
74	District No. 5 (east)	3,700	53,000	500		57,200	67,650
75	Austin*	1,553	82,695		4,043	88,296	96,633
76	Belleville	3,545	48,332		406	52,284	78,674
77	Bloomington	5,952	82,450		968	89,370	112,661
78	Cairo	2,110		58,357	109	40,576	43,570
79	Canton	1,665		27,420	555	29,640	51,221
80	Champaign*	1,672		22,889	141	24,702	41,400
81	Chicago	299,392	7,117,922		491,945	7,909,559	9,026,120
82	Danville	2,515		50,116	947	53,578	78,061
83	Decatur	4,947	69,261		7,331	81,539	111,798
84	Dixon						
	East St. Louis:						
85	District No. 1	3,174			2,113		
86	District No. 2, T. 2 N., R 9 W*	5,242		4,449	53	9,744	10,247
87	District No. 2, T. 2 N., R. 10 W	225	7,554			7,779	8,370
88	Elgin	3,385	86,939		70	90,994	162,733
	Evanston:						
89	District No. 1		67,068		758		142,826
90	District No. 2 (south)	425	(30,681)		73	31,179	31,179
91	District No. 3 (north)	257	8,937			9,194	11,820
92	Freeport	2,189	51,460		810	54,459	60,554
93	Galesburg	3,414	43,000		419	46,833	75,295
94	Jacksonville	2,616	45,827	20,000		68,443	82,497
95	Joliet	7,177	109,845		907	117,930	175,663
96	Kankakee	2,293	30,726	334	488	33,841	36,153
97	Kewanee	1,200	22,500	500	750	24,950	36,950
98	Lasalle						
99	Lincoln						
100	Mattoon	2,824		22,692	658	26,174	26,174
101	Moline*	1,771	0	75,711	2,039	79,521	102,231
102	Monmouth					21,000	25,261
103	Oak Park	1,031	76,074		5,379	82,484	87,722
104	Ottawa	2,500	29,000		185	31,685	41,685
105	Pekin						
106	Peoria	10,881	220,238		3,962	235,081	365,308
107	Quincy	7,963	75,388		300	83,651	84,651

*Statistics of 1897-98.

TABLE 12.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1898-99*—Continued.

	City.	Receipts for the school year 1898-99.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	ILLINOIS—continued.						
108	Rockford	$5,200	$8,689	$95,595	----------	$109,484	$258,199
109	Rock Island	3,403	66,732	----------	696	70,831	178,048
110	Springfield	7,046	86,381	----------	1,141	94,568	118,452
	Sterling:						
111	District No. 3	993	8,439	3,044	283	12,759	15,736
112	District No. 8	594	8,041	----------	30	8,665	9,378
113	Streator	3,427	33,887	583	----------	37,897	52,152
	INDIANA.						
114	Anderson	15,600	53,091	----------	1,812	70,503	148,910
115	Bloomington	5,540	13,672	----------	691	19,903	30,102
116	Brazil	6,927	----------	1,635	----------	8,562	20,815
117	Columbus*	6,078	----------	21,328	1,317	28,723	32,799
118	Crawfordsville	4,929	----------	19,780	1,181	25,890	----------
119	Elkhart	13,770	36,199	----------	127	50,096	55,155
120	Evansville	44,488	66,448	70,548	754	182,238	182,238
121	Fort Wayne	54,365	73,318	----------	547	128,230	205,630
122	Frankfort	6,174	20,798	1,030	----------	28,002	32,840
123	Goshen	----------	16,791	----------	12,134	----------	28,925
124	Hammond	----------	----------	----------	----------	40,816	65,882
125	Huntington	----------	----------	----------	----------	50,099	63,773
126	Indianapolis	117,934	508,777	44,043	28,805	699,559	995,318
127	Jeffersonville	----------	----------	----------	6,543	33,125	----------
128	Kokomo	8,285	40,559	----------	3,451	52,295	70,103
129	Lafayette	17,243	----------	59,456	----------	76,700	116,521
130	Laporte	8,558	23,847	3,152	----------	35,557	39,083
131	Logansport	7,678	6,275	23,825	2,710	40,488	61,511
132	Madison	----------	----------	----------	----------	----------	----------
133	Marion	----------	----------	----------	----------	59,809	87,019
134	Michigan City*	----------	----------	----------	----------	25,619	55,443
135	Muncie	14,918	25,775	24,411	----------	65,104	112,004
136	New Albany	15,784	22,031	----------	----------	51,675	72,606
137	Peru	----------	----------	----------	----------	----------	----------
138	Richmond	13,335	39,274	----------	7,000	59,609	84,116
139	Shelbyville	6,461	18,175	----------	394	25,030	25,030
140	South Bend	----------	----------	----------	----------	----------	----------
141	Terre Haute	37,827	6,089	103,351	681	147,948	172,366
142	Valparaiso	----------	----------	----------	----------	----------	----------
143	Vincennes	10,270	19,801	----------	3,033	33,104	48,092
144	Wabash	9,650	17,128	----------	335	27,113	35,974
145	Washington	----------	----------	----------	----------	----------	----------
	IOWA.						
146	Boone	----------	----------	----------	----------	----------	----------
147	Burlington	8,080	----------	88,707	9,747	106,534	163,604
148	Cedar Rapids	9,152	----------	90,000	600	99,752	108,152
149	Clinton	6,199	59,397	----------	359	65,955	110,172
150	Council Bluffs	9,075	----------	72,734	2,364	84,173	198,036
151	Creston	2,537	----------	28,867	1,051	32,455	37,000
152	Davenport	10,371	----------	133,784	----------	----------	149,743
	Des Moines:						
153	Capital Park	----------	----------	----------	----------	12,000	14,000
154	East Side	7,888	60,678	----------	857	69,423	75,142
155	North Side	2,635	----------	30,331	1,819	34,785	55,996
156	West Side*	12,522	115,868	5,842	----------	134,232	181,369
157	Dubuque	12,747	----------	101,500	239	114,486	114,820
158	Fort Dodge	2,500	27,000	----------	450	29,950	----------
159	Fort Madison	3,433	17,425	----------	121	20,979	56,079
160	Iowa City	3,393	----------	31,555	193	35,121	37,654
161	Keokuk	----------	----------	----------	----------	----------	----------
162	Marshalltown	3,499	45,719	----------	----------	49,218	----------
163	Muscatine	4,669	----------	38,262	1,999	44,930	45,063
164	Oskaloosa	----------	----------	----------	----------	----------	----------
165	Ottumwa	----------	----------	----------	----------	----------	60,000
166	Sioux City	11,291	79,848	----------	2,356	93,495	141,698
	Waterloo:						
167	East Side	----------	----------	----------	----------	----------	----------
168	West Side*	1,510	17,796	----------	105	19,411	19,411

*Statistics of 1897-98.

TABLE 12.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1898-99*—Continued.

	City.	Receipts for the school year 1898-99.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	KANSAS.						
169	Arkansas City						
170	Atchison	$3,957		$22,993	$1,190	$28,140	$40,621
171	Emporia	2,571	$30,055		791	33,417	35,831
172	Fort Scott	4,000	18,944	885	1,229	25,058	29,611
173	Hutchinson	2,100	19,000		325	21,425	22,425
174	Kansas City	11,000	103,292			114,292	191,054
175	Lawrence	3,649		26,009	1,307	30,965	31,080
176	Leavenworth	6,179	52,762		1,885	60,826	62,826
177	Ottawa	1,104	6,203	2,200	8,214	17,721	32,921
178	Parsons	2,169	16,541		31	18,741	18,742
179	Pittsburg	3,324	23,541	3,000		29,865	29,865
180	Topeka	9,045	96,147		7,072	112,264	135,168
181	Wichita	6,365	58,369			64,725	65,195
	KENTUCKY.						
182	Bowling Green	5,322	10,072		221	15,615	16,942
183	Covington	39,079	64,913		552	104,544	108,044
	Frankfort:						
184	White schools	5,767	5,945			17,987	19,786
185	Colored schools*	2,190	2,000		633	4,823	4,823
186	Henderson	6,689	28,724		47	35,460	40,335
187	Hopkinsville						
188	Lexington	20,929	41,011		906	62,846	86,171
189	Louisville	129,343	494,267		9,585	633,195	685,063
190	Maysville						
191	Newport					52,269	
192	Owensboro	7,593	34,954	320	7,515	50,382	50,382
193	Paducah	11,762	32,868		236	44,866	57,147
	LOUISIANA.						
194	Baton Rouge						
195	New Orleans	43,000	110,000	15,000	230,000	398,000	398,000
196	Shreveport					16,000	16,000
	MAINE.						
197	Auburn	10,300	28,500		328	39,128	39,128
198	Augusta*	7,699	8,422		10,544	26,665	33,169
199	Bangor	15,012	49,655	250	496	66,413	66,413
200	Bath	6,453	21,050		92		27,595
201	Biddeford	12,761	18,300		250	31,311	31,311
202	Calais	7,358	11,200				18,558
203	Lewiston	19,524	28,000		255	47,779	47,779
204	Portland*	27,427	127,772			155,199	155,199
205	Rockland*	6,168	15,300		21	21,488	22,017
206	Waterville	6,942	15,376		109	22,427	22,980
	MARYLAND.						
207	Annapolis						
208	Baltimore	261,764	1,117,085		5,804	1,384,653	
209	Cumberland						
210	Frederick						
211	Hagerstown						
	MASSACHUSETTS.						
212	Adams		37,362			37,362	37,362
213	Amesbury		22,000		85	22,085	22,085
214	Arlington						
215	Attleboro		25,500		1,395	26,895	
216	Beverly*		46,000		410	46,410	46,410
217	Boston						3,362,487
218	Brockton	122,000			1,740	123,740	
219	Brookline		160,138			162,553	162,553
220	Cambridge		524,661		2,284	526,945	526,945
221	Chelsea		130,075		5,720	135,795	135,810
222	Chicopee		52,952			52,952	64,953
223	Clinton		51,306				51,306

*Statistics of 1897-98.

TABLE 12.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1898-99*—Continued.

	City.	Receipts for the school year 1898-99.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	MASSACHUSETTS—continued.						
224	Danvers	----------	$35,650	----------	$1,398	$37,048	$43,575
225	Dedham	----------	----------	----------	----------	----------	----------
226	Everett	----------	141,438	----------	272	141,710	226,685
227	Fall River	----------	215,737	----------	----------	----------	374,270
228	Fitchburg	----------	133,170	----------	226	133,396	133,396
229	Framingham	----------	53,027	$1,205	269	54,501	54,501
230	Gardner	----------	43,920	----------	----------	43,920	61,093
231	Gloucester	----------	83,693	----------	----------	----------	----------
232	Greenfield	----------	40,391	0	1,283	41,674	41,674
233	Haverhill	----------	----------	----------	----------	----------	121,448
234	Holyoke	----------	----------	----------	----------	----------	196,488
235	Hydepark *	----------	44,500	----------	----------	----------	46,940
236	Lawrence	----------	166,928	----------	220	167,148	167,148
237	Leominster *	----------	80,750	----------	829	81,579	82,681
238	Lowell	----------	355,804	----------	5,164	360,968	396,571
239	Lynn	----------	236,977	----------	----------	236,977	236,977
240	Malden	----------	199,017	----------	378	199,395	258,950
241	Marblehead	----------	18,857	----------	----------	----------	----------
242	Marlboro	----------	55,200	----------	1,224	56,424	92,924
243	Medford	----------	95,075	----------	----------	95,075	----------
244	Melrose *	----------	----------	----------	----------	----------	76,570
245	Milford	----------	29,100	----------	70	29,170	29,170
246	Natick	----------	36,475	----------	339	36,814	----------
247	New Bedford	----------	249,203	----------	1,340	250,543	253,521
248	Newburyport	----------	31,000	----------	949	31,949	31,949
249	Newton *	----------	159,129	----------	2,199	161,328	161,328
250	North Adams	----------	70,000	700	----------	70,700	139,706
251	Northampton	----------	54,253	984	752	55,989	55,989
252	Peabody	----------	36,200	654	----------	36,854	36,854
253	Pittsfield	----------	128,890	----------	----------	128,890	128,890
254	Plymouth	----------	42,092	----------	26	42,118	42,159
255	Quincy	----------	95,000	----------	40	----------	95,040
256	Revere	----------	75,077	----------	----------	75,077	75,077
257	Salem	----------	127,048	1,603	1,251	129,902	129,902
258	Somerville	----------	304,722	----------	----------	304,722	304,722
259	Southbridge	----------	----------	----------	----------	----------	43,897
260	Spencer	----------	28,788	453	----------	29,241	29,241
261	Springfield	----------	656,932	----------	1,751	668,683	668,683
262	Taunton	----------	133,133	----------	2,172	135,305	135,305
263	Wakefield	----------	----------	----------	----------	36,750	----------
264	Waltham	----------	84,051	----------	----------	85,022	85,022
265	Watertown	----------	----------	----------	----------	----------	----------
266	Westfield	----------	----------	----------	----------	66,166	95,163
267	West Springfield	----------	29,800	----------	2,829	32,620	32,620
268	Weymouth	----------	39,000	----------	1,275	40,275	50,721
269	Woburn	----------	58,975	----------	----------	58,975	58,975
270	Worcester	----------	515,132	1,734	----------	516,866	516,866
	MICHIGAN.						
271	Adrian	$3,788	22,367	653	1,346	28,154	30,202
272	Alpena	6,648	16,436	1,054	----------	24,138	28,777
273	Ann Arbor	4,033	42,189	1,141	6,523	53,886	77,207
274	Battlecreek *	----------	55,185	5,781	1,072	62,038	71,289
275	Bay City	13,707	81,365	----------	867	95,939	100,027
276	Cheboygan	----------	----------	----------	----------	----------	----------
277	Detroit	113,572	750,620	----------	12,034	876,226	965,033
278	Escanaba	3,478	12,069	8,347	9	23,903	26,364
279	Flint	4,162	47,359	6,747	----------	58,268	74,859
280	Grand Rapids	38,349	245,940	----------	31,646	315,935	390,446
281	Holland	3,675	20,500	----------	66	24,241	29,686
282	Iron Mountain	3,874	33,789	----------	326	37,989	48,479
283	Ironwood	4,314	37,294	1,883	----------	43,496	76,258
284	Ishpeming *	----------	----------	----------	----------	----------	----------
285	Jackson	15,625	56,373	----------	877	72,875	92,159
286	Kalamazoo	8,363	69,652	----------	1,596	79,611	84,312
287	Lansing	7,469	38,200	6,420	1,206	53,295	82,032
288	Ludington	3,792	23,029	----------	427	27,248	29,535
289	Manistee	7,404	46,037	110	980	54,551	71,020
290	Marquette	4,337	29,412	----------	4	33,753	33,971
291	Menominee	8,237	38,644	----------	223	47,104	51,074

* Statistics of 1897-98.

TABLE 12.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1898-99*—Continued.

	City.	Receipts for the school year 1898-99.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	MICHIGAN—continued.						
292	Muskegon	$9,701	$42,133	$729	$19,959	$72,522	$97,478
293	Owosso	3,468	27,136	----	823	31,427	32,927
294	Port Huron	8,680	35,174	----	1,569	45,423	45,423
	Saginaw:						
295	East Side*	11,801	95,276	116	3,842	110,935	110,935
296	West Side*	8,670	46,458	271	1,986	57,385	68,631
297	Sault Ste. Marie	3,258	33,658	----	----	36,896	59,606
298	Traverse City	2,773	25,030	----	1,006	28,809	43,569
299	West Bay City*	6,208	37,330	----	----	----	47,378
	MINNESOTA.						
300	Brainerd	5,561	----	14,423	783	20,772	41,452
301	Duluth	27,335	----	217,695	5,597	250,627	430,728
302	Faribault	4,357	20,453	2,365	366	27,541	46,394
303	Mankato*	----	----	----	----	----	----
304	Minneapolis	95,935	543,072	----	15,320	654,327	1,007,369
305	Red Wing	5,144	22,123	1,976	1,231	30,474	30,571
306	St. Cloud	4,032	22,803	----	----	26,835	61,135
307	St. Paul	----	----	----	----	420,060	420,060
308	Stillwater	10,078	38,535	538	----	49,151	50,211
309	Winona	13,064	51,182	6,577	606	71,429	93,843
	MISSISSIPPI.						
310	Greenville	----	----	----	----	----	----
311	Jackson	----	----	----	----	----	----
312	Meridian	5,926	14,700	225	225	21,076	25,076
313	Natchez	----	----	----	----	----	----
314	Vicksburg	----	----	----	----	----	----
	MISSOURI.						
315	Carthage	----	----	----	----	33,123	38,443
316	Chillicothe	5,417	8,890	4,855	----	19,161	22,650
317	Hannibal	7,103	----	31,663	1,091	39,857	40,202
318	Independence	5,059	14,944	603	787	21,393	49,023
319	Jefferson City*	3,963	----	----	----	15,890	19,365
320	Joplin	7,960	34,147	----	319	42,417	51,188
321	Kansas City	72,581	----	450,279	13,940	536,800	545,988
322	Moberly	4,495	14,255	5,359	419	24,528	28,441
323	Nevada	3,142	18,223	----	321	21,691	25,450
324	St. Charles*	----	----	----	----	----	18,372
325	St. Joseph	23,866	----	118,483	6,849	149,198	198,412
326	St. Louis	147,776	1,378,765	185,677	90,042	1,802,260	2,118,454
327	Sedalia	5,701	----	49,929	5,334	60,964	97,666
328	Springfield	----	----	50,259	3,866	54,125	89,889
329	Webb City	----	----	16,521	----	16,521	25,263
	MONTANA.						
330	Butte*	7,089	209,679	----	7,430	215,198	258,426
331	Greatfalls	1,650	40,878	15,800	1,104	59,432	75,349
332	Helena	2,504	----	54,466	155	57,125	67,528
	NEBRASKA.						
333	Beatrice	----	15,925	*a* 9,541	6,836	32,302	35,004
334	Fremont	3,560	14,451	7,250	----	32,198	32,198
335	Grand Island	3,505	15,928	2,848	9,316	31,597	32,399
336	Hastings	3,412	----	11,507	22,373	37,292	37,292
337	Kearney	3,683	----	14,700	98	18,481	19,034
338	Lincoln	14,902	43,543	61,285	661	120,391	120,391
339	Nebraska City	----	----	----	----	----	----
340	Omaha	51,090	108,116	----	259,630	418,836	418,836
341	Plattsmouth	3,200	10,285	----	3,000	16,485	16,485
342	South Omaha*	6,840	(30,240)		39,467	76,547	92,001
	NEW HAMPSHIRE.						
343	Concord	30,385	12,615	----	6,206	49,206	51,195
344	Dover	1,063	32,718	814	795	35,390	35,390

* Statistics of 1897-98.

a Includes State apportionment.

TABLE 12.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1898–99*—Continued.

	City.	Receipts for the school year 1898-99.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	NEW HAMPSHIRE—continued.						
345	Keene	$874	$25,845	.....	$1,809	$28,528	$62,649
346	Laconio	.....	.....	.....	.....	.....	.....
347	Manchester*	3,512	108,911	.....	597	.....	113,020
348	Nashua	30,310	30,000	.....	4,002	64,312	64,333
349	Portsmouth	.....	.....	.....	.....	.....	34,326
350	Rochester	.....	.....	.....	.....	.....	.....
	NEW JERSEY.						
351	Atlantic City*	21,847	33,000	.....	16,546	71,393	71,393
352	Bayonne	39,685	73,000	.....	.....	112,685	210,090
353	Bridgeton*	13,526	13,544	.....	167	27,237	27,237
354	Camden*	.....	.....	.....	.....	.....	.....
355	Elizabeth	.....	.....	.....	.....	140,000	.....
356	Hackensack	.....	.....	.....	.....	.....	.....
357	Harrison*	11,000	5,000	.....	.....	.....	16,000
358	Hoboken	87,431	76,070	.....	689	164,190	168,549
359	Jersey City	260,893	507,483	.....	6,736	775,115	992,924
360	Longbranch	21,238	41,450	.....	.....	62,688	115,421
361	Millville	26,500	.....	.....	54	26,554	29,495
362	Morristown	.....	.....	.....	.....	39,548	50,046
363	Newark	390,312	347,088	.....	933	738,333	1,172,075
364	New Brunswick	22,609	26,499	.....	600	49,708	49,747
365	Orange	37,032	19,500	$1,132	.....	57,664	117,664
366	Passaic	*a* 28,399	40,001	.....	.....	68,400	125,290
367	Paterson	123,522	119,000	.....	1,229	243,761	320,862
368	Perth Amboy	13,977	15,000	.....	.....	28,977	65,984
369	Phillipsburg	13,684	16,672	.....	321	30,677	33,059
370	Plainfield	21,579	47,643	.....	1,775	70,997	99,558
371	Rahway	10,127	11,700	.....	1,534	23,361	23,361
372	Town of Union	18,452	23,550	.....	1,227	43,229	48,737
373	Trenton*	94,906	43,291	.....	2,717	140,914	109,205
	NEW MEXICO.						
374	Albuquerque*	.....	.....	.....	.....	.....	.....
	NEW YORK.						
375	Albany	41,747	251,159	.....	5,759	298,647	402,791
376	Amsterdam	9,635	43,300	.....	12,339	65,274	76,995
377	Auburn	14,761	75,000	.....	1,942	91,703	104,543
378	Batavia	5,943	25,098	.....	7,273	38,314	41,571
379	Binghamton	25,227	116,451	.....	4,052	145,730	145,730
380	Buffalo	147,299	1,153,743	.....	12,972	1,314,005	1,856,227
381	Cohoes*	10,781	37,923	.....	.....	48,704	48,925
382	Corning	5,244	22,015	.....	740	27,999	28,880
383	Cortland	4,251	13,860	.....	455	18,506	20,460
384	Dunkirk	7,080	35,000	.....	702	42,782	67,479
385	Elmira	18,818	87,000	.....	6,955	112,773	112,773
386	Geneva	7,643	29,334	.....	429	37,406	49,793
387	Glens Falls	6,585	.....	22,721	.....	30,354	35,208
388	Gloversville	9,567	39,575	.....	612	49,754	58,727
389	Hornellsville	7,789	34,178	.....	1,323	43,290	59,996
390	Hudson	4,936	12,000	.....	2,074	19,010	28,770
391	Ithaca	8,916	37,552	.....	4,757	51,225	55,386
392	Jamestown	14,131	69,375	.....	3,219	86,725	86,725
393	Johnstown*	5,874	27,957	0	205	34,036	36,926
	Kingston:						
394	Kingston school district	7,785	34,419	.....	969	43,173	45,673
395	District No. 2	.....	.....	.....	.....	.....	.....
396	District No. 3	.....	15,012	.....	.....	15,012	15,012
397	District No. 4*	1,101	.....	6,311	30	7,442	7,895
398	Lansingburg	8,541	39,689	.....	39	48,269	53,176
399	Little Falls	4,922	28,168	861	1,037	34,988	103,754
400	Lockport*	10,945	40,000	.....	26,331	77,276	87,041
401	Middletown	7,049	44,546	.....	2,728	54,323	81,912
402	Mount Vernon	9,962	88,728	.....	2,535	101,225	236,551
403	Newburg	12,439	65,828	.....	3,109	81,376	112,942
404	New Rochelle	9,045	62,465	.....	738	72,248	136,586
405	New York	1,219,049	10,933,152	.....	1,740	12,153,941	15,316,865

*Statistics of 1897-98.

a Including county taxes.

TABLE 12.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1898-99*—Continued.

	City.	Receipts for the school year 1898-99.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total	
	1	2	3	4	5	6	7
	NEW YORK—continued.						
406	Niagara Falls	$8,977			$1,149	$71,226	$81,634
407	North Tonawanda	6,086	$30,779		705	37,570	42,687
408	Ogdensburg*	7,985	13,007		48,079	69,072	72,726
409	Olean*	6,991	39,250		1,844	48,085	59,863
410	Oswego*	11,962	55,000	0	1,108	68,070	68,070
	Peekskill:						
411	District No. 7 (Drum Hill)	2,368	16,341		564	19,273	19,479
412	District No. 8 (Oakside)	1,700	12,000			13,700	
413	Plattsburg					29,638	31,680
414	Port Chester	4,633	31,210		305	36,148	39,341
415	Port Jervis	7,765	24,689		301	32,755	59,926
416	Poughkeepsie	12,761	56,440		1,475	70,675	100,803
417	Rensselaer	4,503	24,693		1,800	30,996	30,996
418	Rochester	87,209	598,300		1,889	687,398	974,933
419	Rome*	6,836	24,766		2,295	33,898	33,898
420	Saratoga Springs	9,063	44,744	$447		54,259	82,391
421	Schenectady*	10,000	32,000		1,670	43,670	43,670
422	Sing Sing	4,396	23,758		509	28,663	33,920
423	Syracuse	51,390	283,602		10,867	345,859	623,748
424	Tonawanda	6,355	29,301		90	35,746	76,395
425	Troy	29,400	132,138		1,482	163,030	167,240
426	Utica	26,893	125,000		10,248	162,141	299,780
427	Watertown*	6,148	17,379	1,406	74	25,007	79,076
428	Watervliet	5,451	20,198			25,649	84,247
429	Yonkers	17,680	187,928		1,875	207,483	279,047
	NORTH CAROLINA.						
430	Asheville		13,250	6,330		19,580	19,580
431	Charlotte						
432	Durham						
433	Newbern						
434	Raleigh						
435	Wilmington						
436	Winston						
	NORTH DAKOTA.						
437	Fargo						
438	Grand Forks						
	OHIO.						
439	Akron*						240,712
440	Alliance						*39,692
441	Ashtabula	3,421		23,992	515	27,928	40,652
442	Bellaire	4,576	5,424	15,750	2,438	28,188	39,375
443	Cambridge	3,132	12,383	199	3,225	18,939	34,182
444	Canton	12,997	94,427	491	2,096	110,011	180,730
445	Chillicothe					37,891	55,328
446	Cincinnati	151,271	824,365		29,135	1,004,771	1,071,132
447	Circleville	3,322		22,389	908	26,619	32,366
448	Cleveland	149,835	1,159,456	15,732	a 27,203	1,352,226	a2,283,386
449	Columbus*	49,010	(421,905)		3,474	474,389	710,710
450	Dayton	34,989	317,420		4,389	356,798	672,040
451	Defiance*	3,465	18,102	525		22,092	44,462
452	Delaware	3,449		23,000	664	27,113	33,920
453	East Liverpool	7,406	36,395	69	2,699	46,569	66,469
454	Elyria*	3,288	28,374		831	32,493	44,951
455	Findlay*						96,137
456	Fostoria	4,433	25,359		109	29,901	47,114
457	Fremont	3,512	23,677	281	61	27,531	27,665
458	Hamilton	13,016	64,651			79,049	100,902
459	Ironton	6,244	25,712		155	32,112	44,349
460	Lancaster	1,576	10,893	362		12,831	24,564
461	Lima*						116,109
462	Lorain	4,370	28,555		243	33,168	65,332
463	Mansfield	6,278	60,266		1,331	67,875	117,820
464	Marietta*	5,023	34,285		374	39,682	39,682
465	Marion*						54,612
466	Martins Ferry	3,412				26,040	33,259

* Statistics of 1897-98.

a Including sinking fund.

TABLE 12.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1898-99*—Continued.

	City.	Receipts for the school year 1898-99.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	OHIO—continued.						
467	Massillon	$5,697	$32,264	.....	$370	$38,331	$59,296
468	Middletown *	.....	.....	.....	.....	.....	56,465
469	Newark	6,831	42,670	.....	1,272	50,773	76,561
470	Piqua	6,081	37,099	.....	69	43,240	65,119
471	Portsmouth *	.....	.....	.....	.....	.....	69,233
472	Salem	2,934	26,923	.....	.....	31,327	47,789
473	Sandusky	.....	.....	.....	.....	.....	* 64,102
474	Springfield	13,836	103,819	$309	457	118,421	120,881
475	Steubenville	6,892	30,009	.....	287	37,188	59,053
476	Tiffin	.....	.....	38,992	676	39,668	51,637
477	Toledo	51,875	352,544	.....	2,092	406,511	543,060
478	Warren	4,350	26,807	.....	350	31,507	71,373
479	Wellston	3,845	14,932	.....	9	18,786	18,786
480	Xenia	3,155	27,306	.....	12,343	42,804	54,610
481	Youngstown	17,307	136,854	752	381	155,294	245,750
482	Zanesville	10,034	54,110	.....	2,069	66,213	92,707
	OKLAHOMA.						
483	Oklahoma City	2,358	.....	17,125	6,000	25,483	25,483
	OREGON.						
484	Astoria	3,853	14,838	10,628	.....	29,324	29,665
485	Portland *	23,473	50,183	133,065	939	207,660	402,097
486	Salem	.....	.....	.....	.....	.....	.....
	PENNSYLVANIA.						
487	Allegheny	94,864	330,983	.....	6,146	431,993	770,785
488	Allentown	26,391	90,710	.....	1,511	118,612	131,065
489	Altoona	30,930	85,975	1,271	1,001	119,177	155,542
490	Beaverfalls	8,891	21,415	998	468	31,772	31,772
491	Braddock	10,856	34,127	.....	1,350	46,333	120,194
492	Bradford	12,721	45,565	.....	.....	58,286	107,428
493	Butler	9,843	18,937	23	216	29,019	32,276
494	Carbondale	11,666	35,367	.....	.....	.....	47,032
495	Carlisle	7,838	16,399	.....	2,275	26,512	36,255
496	Chambersburg	7,614	14,630	.....	.....	.....	21,644
497	Chester	26,472	92,970	.....	866	120,308	188,832
498	Columbia	16,319	17,369	.....	313	28,001	57,201
499	Connellsville	5,649	19,362	.....	.....	.....	53,758
500	Danville	6,775	12,261	.....	.....	.....	22,419
501	Dubois	1,012	17,332	.....	.....	.....	24,343
502	Dunmore	9,554	.....	.....	.....	.....	39,325
503	Easton	14,867	62,638	.....	23	77,528	89,672
504	Erie	39,924	146,667	1,733	7,786	196,110	244,573
505	Greensburg	5,352	23,848	.....	.....	.....	32,524
506	Harrisburg	39,325	140,024	.....	1,889	181,238	187,718
507	Hazleton	11,733	27,981	.....	1,054	40,773	45,555
508	Homestead	9,324	35,103	.....	.....	77,863	77,863
509	Johnstown	24,505	95,074	.....	.....	.....	209,898
510	Lancaster	30,800	65,350	2,635	650	99,435	114,435
511	Lebanon	14,193	35,694	.....	.....	.....	58,560
512	Lockhaven	6,822	13,760	.....	228	20,810	21,418
513	McKeesport	25,283	82,502	.....	3,348	152,900	253,275
514	Mahanoy City	10,481	17,543	.....	2,141	30,165	51,865
515	Meadville	9,231	27,718	73	1,838	38,860	41,185
516	Mount Carmel	9,483	16,725	.....	401	26,609	33,365
517	Nanticoke	10,658	25,601	281	6,232	42,772	42,772
518	New Brighton	6,009	18,936	.....	.....	.....	35,434
519	Newcastle	18,184	78,689	.....	.....	.....	142,853
520	Norristown	15,997	37,355	.....	1,075	54,427	72,452
521	Oil City	11,831	43,666	.....	.....	.....	107,813
522	Philadelphia	850,000	4,614,131	.....	.....	4,614,131	4,902,158
523	Phœnixville	6,706	9,134	.....	383	16,226	21,200
524	Pittsburg	220,868	1,018,232	.....	36,887	1,275,987	1,663,003
525	Pittston	9,842	18,548	.....	.....	28,390	33,399
526	Plymouth	8,934	10,500	.....	12	19,446	21,246
527	Pottstown	12,118	28,546	.....	825	41,489	44,704
528	Pottsville	14,912	31,701	.....	.....	.....	71,488

* Statistics of 1897-98.

TABLE 12.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1898-99*—Continued.

	City.	Receipts for the school year 1898-99.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	PENNSYLVANIA—continued.						
529	Reading	$80,437	$160,437	.....	$402	$241,440	$294,385
530	Scranton	73,374	305,487	.....	.....	.....	450,632
531	Shamokin	14,931	29,942	.....	1,948	46,821	125,381
532	Sharon	6,948	19,543	.....	.....	.....	34,967
533	Shenandoah	17,386	28,475	.....	432	46,293	56,634
534	South Bethlehem	46,310	.....	.....	147	46,457	51,748
535	Steelton	9,312	16,654	$17	1,056	27,039	27,770
536	Sunbury	7,880	23,795	.....	197	31,872	31,872
537	Tamaqua	6,067	12,140	.....	.....	.....	22,469
538	Titusville	8,571	22,447	.....	3	31,408	31,408
539	Uniontown	5,688	17,127	.....	.....	.....	27,996
540	Warren	7,014	37,338	.....	.....	.....	78,237
541	Westchester	8,398	27,045	.....	509	35,952	39,038
542	Wilkesbarre	39,027	137,975	.....	1,301	178,303	254,064
543	Wilkinsburg	8,189	40,323	.....	.....	.....	95,821
544	Williamsport	25,460	68,610	.....	1,167	95,236	104,007
545	York	24,536	51,090	.....	1,070	76,696	186,324
	RHODE ISLAND.						
546	Central Falls	5,066	35,419	.....	1,131	41,616	46,130
547	Cranston	3,395	35,000	.....	3,600	42,000	.....
548	Cumberland	3,599	20,500	782	419	25,300	42,206
549	East Providence	4,041	37,600	885	78	42,604	46,879
550	Johnston*	4,354	35,800	972	.....	41,985	42,143
551	Newport	5,810	117,000	.....	10,418	133,228	163,325
552	Pawtucket	8,828	165,882	.....	2	174,912	175,563
553	Providence	29,536	560,705	.....	60,162	650,403	880,411
554	Westerly	.....	.....	.....	.....	.....	.....
555	Woonsocket	7,833	80,300	2,598	.....	90,731	92,913
	SOUTH CAROLINA.						
556	Charleston	.....	16,376	42,953	17,288	76,617	112,720
557	Columbia	7,881	8,638	.....	1,955	18,474	31,751
558	Greenville	3,325	4,960	523	632	9,440	9,599
559	Spartanburg	.....	6,192	4,930	574	11,698	11,914
	SOUTH DAKOTA.						
560	Sioux Falls	7,717	25,218	.....	50	32,985	33,097
	TENNESSEE.						
561	Chattanooga	34,903	7,594	500	.....	43,000	43,000
562	Clarksville	.....	5,616	12,544	209	18,369	22,097
563	Jackson	.....	7,078	*a* 11,503	638	19,219	.....
564	Knoxville	.....	.....	.....	.....	55,236	55,633
565	Memphis	*b* 46,687	73,000	.....	4,990	124,677	182,607
566	Nashville	111,160	74,717	.....	.....	185,877	.....
	TEXAS.						
567	Austin	17,951	33,586	1,168	1,474	54,179	65,639
568	Corsicana*	8,718	16,349	766	764	26,597	31,854
569	Dallas	.....	.....	.....	.....	.....	.....
570	Denison	11,155	12,189	1,312	.....	24,656	31,113
571	El Paso	9,382	27,773	.....	.....	37,155	67,981
572	Fort Worth	17,361	25,476	1,500	9,923	54,260	54,260
573	Gainesville	6,652	16,314	963	449	24,378	28,678
574	Galveston	28,607	50,000	1,757	100	80,464	105,464
575	Houston	31,747	66,275	1,376	1,373	100,771	111,001
576	Laredo	13,149	.....	.....	.....	13,149	14,462
577	Marshall	9,310	.....	.....	.....	9,310	10,179
578	Palestino	.....	.....	.....	.....	.....	.....
579	Paris*	12,000	13,000	.....	.....	25,000	27,700
580	San Antonio	41,697	66,047	.....	20	107,764	129,631
581	Sherman	.....	.....	.....	.....	.....	.....
582	Temple	6,336	12,511	447	674	19,968	19,968
583	Tyler	7,600	8,000	500	.....	16,100	16,100
584	Waco	17,550	28,723	117	.....	46,390	60,450

* Statistics of 1897-98. *a* Includes State taxes. *b* Includes county taxes.

TABLE 12.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1898–99*—Continued.

	City.	Receipts for the school year 1898–99.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	UTAH.						
585	Ogden	$18,061	$55,778	$3,310	$431	$77,580	$77,580
586	Provo City	7,200	11,666	.....	1,727	20,593	23,629
587	Salt Lake City	45,672	260,498	.....	3,122	309,292	316,537
	VERMONT.						
588	Barre	.....	.....	.....	.....	.....	.....
589	Burlington*	1,997	43,300	.....	4,188	49,485	61,485
590	Rutland	1,655	35,000	1,255	1,007	38,917	39,123
	VIRGINIA.						
591	Alexandria	6,888	13,720	.....	60	20,668	20,668
592	Danville	7,496	16,515	.....	310	24,321	25,525
593	Lynchburg	10,244	25,996	.....	2,182	38,422	38,602
594	Manchester	.....	7,373	.....	.....	.....	12,639
595	Newport News	2,897	12,799	.....	2,467	18,163	68,163
596	Norfolk	14,720	137,507	.....	.....	152,227	155,213
597	Petersburg	11,003	11,467	.....	602	23,072	23,072
598	Portsmouth	6,197	27,516	.....	.....	33,713	35,273
599	Richmond	34,346	120,661	.....	2,939	157,946	160,669
600	Roanoke	6,495	15,754	.....	.....	22,249	54,677
	WASHINGTON.						
601	Seattle	76,205	.....	.....	624	201,652	321,853
602	Spokane	41,557	.....	78,532	7,309	127,398	178,744
603	Tacoma	61,431	92,815	.....	1	154,247	170,644
604	Walla Walla	16,271	15,415	.....	.....	31,686	71,871
	WEST VIRGINIA.						
605	Huntington	4,600	27,500	.....	.....	32,100	.....
606	Martinsburg	2,906	13,336	710	559	17,511	17,511
607	Parkersburg	5,044	33,825	4,706	.....	43,575	43,575
608	Wheeling	12,690	100,307	.....	9,534	122,531	131,257
	WISCONSIN.						
609	Appleton	5,492	50,755	8,500	1,781	66,528	73,585
610	Ashland	3,450	30,455	4,190	175	38,270	47,769
611	Beloit	3,393	22,656	2,520	1,111	29,680	48,684
612	Chippewa Falls	3,474	15,000	2,700	287	21,461	29,368
613	Eau Claire	8,226	52,420	5,900	614	67,160	67,160
614	Fond du Lac	7,104	27,000	5,587	2,917	42,608	42,618
615	Green Bay*	6,595	33,037	5,621	1,790	47,043	87,975
616	Janesville	4,565	25,500	3,895	4,462	38,422	38,630
617	Kenosha	3,891	27,379	.....	2,378	33,648	49,012
618	La Crosse	10,952	65,000	9,271	2,544	87,767	122,564
619	Madison	5,639	36,968	4,526	11,578	58,711	62,076
620	Manitowoc	3,911	28,389	3,760	654	36,714	.....
621	Marinette	6,928	37,560	4,762	125	49,315	50,615
622	Merrill	6,500	7,500	6,500	.....	20,500	20,500
623	Milwaukee	100,175	470,000	90,000	10,484	670,659	987,780
624	Oshkosh	11,263	62,367	.....	607	74,237	90,583
625	Racine	16,563	36,500	20,000	1,655	74,719	120,990
626	Sheboygan	9,086	64,257	7,287	.....	80,630	105,367
627	Stevens Point*	4,519	22,548	4,316	390	31,773	37,043
628	Superior	7,155	110,000	.....	7,325	124,480	186,748
629	Watertown	4,050	12,535	3,378	672	20,635	38,187
630	Waukesha	2,106	19,397	1,841	620	23,944	29,940
631	Wausau	5,303	25,000	3,742	303	34,348	68,833
	WYOMING.						
632	Cheyenne	2,208	.....	24,008	.....	26,216	27,335

* Statistics of 1897–98.

TABLE 13.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1898-99.*

	City.	Expenditures for the school year 1898-99.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	ALABAMA.					
1	Anniston	----------	----------	----------	----------	----------
2	Birmingham	----------	$30,449	$7,862	----------	$38,311
3	Huntsville	----------	4,579	742	----------	5,321
4	Mobile *	----------	59,567	14,003	----------	77,101
5	Montgomery	----------	27,210	2,869	----------	30,079
6	Selma *	----------	13,000	2,500	----------	15,500
	ARKANSAS.					
7	Fort Smith	$12,238	46,145	4,877	----------	63,260
8	Hot Springs	----------	16,000	2,200	----------	18,200
9	Little Rock	----------	50,614	17,521	$252	68,387
10	Pine Bluff	----------	16,523	2,345	----------	----------
	CALIFORNIA.					
11	Alameda	3,050	67,419	12,785	1,202	84,456
12	Berkeley	14,310	57,412	14,487	----------	86,209
13	Fresno *	1,605	36,437	12,078	----------	50,120
14	Los Angeles	4,882	352,015	90,857	----------	447,754
15	Oakland	4,698	232,956	41,526	3,754	282,934
16	Pasadena	7,711	44,256	12,223	----------	64,190
17	Sacramento	3,988	90,164	19,418	3,290	116,860
18	San Bernardino	----------	30,237	7,426	----------	37,663
19	San Diego	1,900	58,974	14,036	----------	74,910
20	San Francisco	130,939	940,820	203,388	(a)	1,275,147
21	San Jose	447	82,849	20,650	732	104,678
22	Santa Cruz	----------	30,075	----------	----------	38,972
23	Stockton	17,316	56,391	20,146	538	94,391
	COLORADO.					
24	Colorado Springs	22,830	76,256	31,400	----------	130,487
25	Cripple Creek	2,000	30,000	8,000	----------	40,000
	Denver:					
26	District No. 1	84,554	243,650	102,905	----------	431,109
27	District No. 2	4,453	103,440	44,727	----------	152,620
28	District No. 7	----------	17,240	4,555	240	22,035
29	District No. 17	----------	69,464	32,526	----------	105,892
30	Leadville	10,763	25,631	8,251	----------	44,645
	Pueblo:					
31	District No. 1	10,540	41,953	32,285	----------	84,778
32	District No. 20*	6,700	37,207	26,813	----------	70,720
33	Trinidad	----------	17,557	10,445	----------	28,002
	CONNECTICUT.					
34	Ansonia	4,148	27,275	3,577	----------	35,000
35	Bridgeport	11,386	117,302	28,624	439	157,751
36	Bristol	2,215	27,696	9,289	----------	39,200
37	Danbury *	10,995	36,431	8,574	500	56,500
38	Greenwich	----------	23,911	2,775	----------	26,686
39	Hartford	358,456	203,024	132,233	3,785	697,498
	Manchester:					
40	Town schools *	----------	10,710	3,075	----------	13,785
41	District No. 9	----------	16,205	4,775	----------	20,980
42	Meriden	----------	60,035	16,776	----------	76,811
43	Middletown	595	18,254	14,407	----------	33,256
44	Naugatuck	----------	28,606	----------	----------	28,606
45	New Britain	14,967	56,380	16,893	1,116	89,356
46	New Haven	5,000	279,670	95,512	6,789	386,971
47	New London	----------	39,391	13,990	----------	44,381
48	Norwalk	11,281	42,965	13,366	1,105	68,717
49	Norwich	17,381	55,253	20,351	----------	92,985
50	Stamford	42,500	57,772	16,667	558	117,497
51	Torrington	12,000	25,000	9,000	----------	46,000
52	Vernon *	----------	17,732	6,345	----------	24,077
53	Wallingford *	----------	20,000	----------	----------	37,459
54	Waterbury	27,849	103,490	38,488	1,557	171,384
55	Windham	2,000	20,832	11,833	----------	34,665

* Statistics of 1897-98. (a) Accounts of evening schools are not kept separate.

TABLE 13.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1898–99*—Continued.

	City.	Expenditures for the school year 1898–99.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	DELAWARE.					
56	Wilmington	$18,421	$121,311	$51,885	----------	$191,617
	DISTRICT OF COLUMBIA.					
	Washington:					
57	First eight divisions	----------	581,769	----------	----------	852,733
58	Ninth to eleventh divisions	----------	219,247	74,458	$2,412	296,117
	FLORIDA.					
59	Jacksonville	1,248	48,416	7,493	----------	57,157
60	Key West	----------	8,990	4,472	----------	13,462
61	Pensacola	2,880	12,467	3,500	----------	18,847
62	Tampa	----------	34,943	12,083	----------	47,026
	GEORGIA.					
63	Americus	792	14,887	1,413	----------	17,092
64	Athens	10	17,109	1,277	----------	18,396
65	Atlanta	5,873	*122,662	----------	----------	142,345
66	Augusta	8,464	71,936	13,657	----------	94,057
67	Brunswick	800	9,000	1,700	----------	11,500
68	Columbus	16,000	25,074	4,463	325	45,862
69	Macon	6,392	65,611	9,160	----------	81,163
70	Rome	----------	13,320	1,680	----------	15,000
71	Savannah	8,228	97,484	11,476	----------	117,188
	ILLINOIS.					
72	Alton*	10,151	19,626	6,560	----------	36,341
	Aurora:					
73	District No. 4 (west)	826	17,108	6,919	----------	24,853
74	District No. 5 (east)	12,000	37,500	15,500	----------	65,000
75	Austin*	42,000	28,815	24,570	----------	48,341
76	Belleville	2,372	36,110	11,764	----------	50,246
77	Bloomington	513	51,406	22,281	----------	74,200
78	Cairo	11,565	19,354	9,760	----------	40,679
79	Canton	1,037	19,739	7,678	----------	28,454
80	Champaign*	----------	15,346	6,193	----------	21,539
81	Chicago	1,239,562	4,937,362	1,636,571	89,538	7,903,033
82	Danville	----------	30,283	14,865	----------	45,148
83	Decatur	13,400	48,588	8,430	----------	70,423
84	Dixon	----------	18,750	----------	----------	18,750
	East St. Louis:					
85	District No. 1*	7,410	32,513	19,389	----------	59,312
86	District No. 2, T. 2 N., R. 9 W.*	887	5,241	3,221	----------	9,349
87	District No. 2, T. 2 N., R. 10 W.	----------	3,135	5,062	----------	8,197
88	Elgin	16,764	53,727	25,091	----------	95,582
	Evanston:					
89	District No. 1	49,800	37,229	17,591	----------	104,620
90	District No. 2 (south)	1,578	19,004	11,159	----------	31,741
91	District No. 3 (north)	1,051	4,650	3,531	----------	9,232
92	Freeport	1,718	27,920	11,634	----------	41,272
93	Galesburg	7,256	40,239	11,138	----------	58,613
94	Jacksonville	1,143	35,167	5,903	----------	42,213
95	Joliet	34,919	63,590	21,624	----------	120,133
96	Kankakee	2,659	19,052	7,961	----------	29,712
97	Kewanee	15,500	18,000	3,000	----------	36,500
98	Lasalle	----------	----------	----------	----------	----------
99	Lincoln	----------	----------	----------	----------	----------
100	Mattoon	----------	14,859	6,834	----------	21,693
101	Moline*	2,786	44,697	20,545	----------	68,028
102	Monmouth	9,790	16,567	5,139	----------	31,496
103	Oak Park	4,413	54,568	16,008	220	75,149
104	Ottawa	1,150	20,150	7,425	----------	28,725
105	Pekin	----------	----------	----------	----------	----------
106	Peoria	56,644	135,940	47,778	----------	240,362
107	Quincy	11,000	54,000	18,000	----------	83,000
108	Rockford	32,355	68,646	23,630	111	124,742
109	Rock Island	34,063	43,684	20,080	----------	97,827

* Statistics of 1897–98.

TABLE 13.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1898-99*—Continued.

	City.	Expenditures for the school year 1898-99.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	ILLINOIS—continued.					
110	Springfield	$19,908	$71,834	$21,252		$112,994
	Sterling:					
111	District No. 3		10,407	3,732		14,139
112	District No. 8		6,000	2,301		8,301
113	Streator		26,369	14,204		40,573
	INDIANA.					
114	Anderson	24,300	43,974	8,500		76,774
115	Bloomington	2,010	13,583	3,194		18,787
116	Brazil	297	10,814	4,865		15,976
117	Columbus*		18,243	7,787		26,030
118	Crawfordsville		22,500	3,150		25,650
119	Elkhart		33,488			54,637
120	Evansville	49,422	128,298	42,009	$567	220,296
121	Fort Wayne	29,506	77,434	21,866		128,807
122	Frankfort		19,759	5,886		25,645
123	Goshen		15,171	10,001		25,172
124	Hammond	18,986	23,001	7,899		49,886
125	Huntington	1,670	25,086	18,250		45,006
126	Indianapolis	123,271	399,928	150,025	1,208	674,432
127	Jeffersonville		24,702	4,091		28,793
128	Kokomo	2,522	26,040	17,843		46,405
129	Lafayette	4,325	45,892	13,659		63,876
130	Laporte	750	20,003	10,250		31,003
131	Logansport		31,609	16,420		48,029
132	Madison					
133	Marion	13,000	37,673	13,061		63,735
134	Michigan City*		19,795			44,501
135	Muncie	29,413	43,129	12,827		85,369
136	New Albany		32,673			39,286
137	Peru*		16,777			26,273
138	Richmond	500	50,444	5,772		56,716
139	Shelbyville		18,070	6,960		25,030
140	South Bend					
141	Terre Haute	2,504	102,378	31,801		136,683
142	Valparaiso*		14,640			20,570
143	Vincennes	4,000	17,240	2,698		23,938
144	Wabash		18,478	9,099		27,577
145	Washington					
	IOWA.					
146	Boone		23,400	2,000		*39,000
147	Burlington	32,412	61,297	19,675		113,384
148	Cedar Rapids	7,000	60,300	24,852		92,152
149	Clinton	5,698	40,376	17,489		63,563
150	Council Bluffs	750	67,824	33,145		101,719
151	Creston	1,000	18,747	9,239		28,986
152	Davenport	36,768	88,285	47,286		172,339
	Des Moines:					
153	Capitol Park	1,000	7,100	2,364		10,464
154	East Side	1,867	39,132	24,265		65,264
155	North Side	3,499	21,248	13,091		37,838
156	West Side	2,402	83,040	42,525		127,967
157	Dubuque	7,537	65,887	21,683		95,107
158	Fort Dodge		16,000	6,000		22,000
159	Fort Madison		13,395	12,296		25,691
160	Iowa City		20,616			41,718
161	Keokuk*		39,834			
162	Marshalltown	6,751	30,116	13,365		50,232
163	Muscatine		31,523	11,253		42,776
164	Oskaloosa*		23,147			
165	Ottumwa	46,000	40,997	10,000		96,997
166	Sioux City		72,478	38,745		111,223
	Waterloo:					
167	East Side*		16,249			
168	West Side*		10,482	4,822		15,304

*Statistics of 1897-98.

TABLE 13.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1898–99*—Continued.

	City.	Expenditures for the school year 1898-99.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	KANSAS.					
169	Arkansas City	----------	----------	----------	----------	----------
170	Atchison	----------	$20,039	$11,837	----------	$31,876
171	Emporia	----------	20,329	15,462	----------	35,791
172	Fort Scott	----------	18,936	5,862	----------	24,798
173	Hutchinson	----------	18,000	2,000	----------	20,000
174	Kansas City	$71,776	80,149	21,792	----------	173,717
175	Lawrence	----------	23,126	5,678	----------	29,044
176	Leavenworth	1,992	36,295	11,857	----------	50,144
177	Ottawa	12,681	12,642	6,303	----------	31,626
178	Parsons	----------	13,100	5,642	----------	18,742
179	Pittsburg	----------	15,772	6,097	----------	21,869
180	Topeka	5,825	73,216	39,680	----------	118,721
181	Wichita	200	43,378	21,617	----------	65,195
	KENTUCKY.					
182	Bowling Green	----------	13,368	1,463	----------	14,831
183	Covington	1,144	78,412	41,868	$279	121,703
	Frankfort:					
184	White schools	----------	13,839	----------	----------	17,132
185	Colored schools*	125	3,789	859	50	4,823
186	Henderson	14,000	14,900	1,783	----------	30,683
187	Hopkinsville	----------	----------	----------	----------	----------
188	Lexington	----------	51,926	14,711	----------	66,637
189	Louisville	64,881	408,237	77,603	8,344	559,065
190	Maysville	----------	----------	----------	----------	----------
191	Newport	----------	----------	----------	----------	----------
192	Owensboro	2,450	22,408	2,418	----------	27,276
193	Paducah	25,184	25,437	6,251	----------	56,872
	LOUISIANA.					
194	Baton Rouge	----------	----------	----------	----------	----------
195	New Orleans	----------	319,000	79,000	----------	398,000
196	Shreveport	35,000	16,180	----------	----------	56,180
	MAINE.					
197	Auburn	----------	33,500	5,228	400	39,128
198	Augusta*	12,169	19,089	10,574	----------	41,832
199	Bangor	6,155	46,749	13,509	----------	66,413
200	Bath	----------	20,642	6,951	----------	27,593
201	Biddeford	----------	24,567	5,920	540	31,027
202	Calais	----------	12,998	5,296	----------	18,294
203	Lewiston	----------	36,113	9,847	1,746	47,706
204	Portland*	31,190	87,755	34,781	1,473	155,199
205	Rockland*	2,723	14,747	2,247	----------	20,717
206	Waterville	1,400	18,495	8,237	----------	28,132
	MARYLAND.					
207	Annapolis*	----------	6,391	1,558	----------	7,949
208	Baltimore	----------	1,084,109	253,962	9,910	1,375,440
209	Cumberland*	----------	11,739	----------	----------	13,625
210	Frederick	4,000	10,259	2,462	----------	16,721
211	Hagerstown	----------	----------	----------	----------	----------
	MASSACHUSETTS.					
212	Adams	2,427	24,887	10,048	----------	37,362
213	Amesbury	----------	16,522	5,512	----------	22,034
214	Arlington	----------	26,728	----------	----------	63,481
215	Attleboro	----------	23,644	----------	----------	*31,720
216	Beverly*	6,160	27,332	12,708	166	46,366
217	Boston	626,516	1,952,483	642,071	81,417	3,302,487
218	Brockton	12,681	100,946	29,429	1,467	144,523
219	Brookline	31,816	95,110	36,234	1,393	162,553
220	Cambridge	174,125	268,183	79,783	4,854	526,945
221	Chelsea	19,351	84,158	28,346	1,412	133,267

*Statistics of 1897-98.

TABLE 13.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1898-99*—Continued.

	City.	Expenditures for the school year 1898-99.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	MASSACHUSETTS—continued.					
222	Chicopee	$11,102	$30,659	$15,604	$2,289	$59,054
223	Clinton	10,303	27,125	13,299	573	51,303
224	Danvers	6,527	19,723	11,056	----------	37,306
225	Dedham	----------	28,711	----------	----------	40,674
226	Everett	33,381	73,813	35,698	991	143,883
227	Fall River	102,215	192,149	68,101	11,805	374,270
228	Fitchburg	22,437	81,407	25,032	4,520	133,396
229	Framingham	6,476	31,560	15,082	870	53,988
230	Gardner	23,249	22,788	10,321	554	56,912
231	Gloucester	----------	55,743	25,950	----------	81,693
232	Greenfield	6,671	23,073	11,517	365	41,627
233	Haverhill	----------	99,690	21,710	----------	121,400
234	Holyoke	26,944	128,696	36,157	4,527	196,324
235	Hydepark*	----------	32,247	----------	----------	46,940
236	Lawrence	----------	127,778	40,888	6,331	174,997
237	Leominster*	45,000	24,067	13,611	----------	82,678
238	Lowell	61,140	198,981	104,520	18,588	383,229
239	Lynn	100	178,219	57,443	1,315	237,077
240	Malden	44,552	111,620	57,012	3,380	216,564
241	Marblehead*	----------	----------	----------	----------	*22,500
242	Marlboro	36,500	39,657	16,065	770	92,992
243	Medford	12,500	65,759	15,546	1,130	94,935
244	Melrose	----------	45,707	----------	----------	71,547
245	Milford	----------	20,100	9,070	----------	29,170
246	Natick	2,666	26,555	7,332	259	36,812
247	New Bedford	50,758	135,028	55,033	6,814	247,633
248	Newburyport	----------	24,506	----------	----------	31,704
249	Newton	8,107	138,489	37,492	860	184,947
250	North Adams	69,000	51,106	18,000	1,600	139,706
251	Northampton	----------	39,680	15,702	607	55,989
252	Peabody	----------	26,315	10,576	----------	36,889
253	Pittsfield	41,495	52,365	24,284	746	118,890
254	Plymouth	713	24,750	9,663	----------	35,126
255	Quincy	----------	73,049	20,689	1,302	95,040
256	Revere	25,344	37,278	12,455	----------	75,077
257	Salem	8,738	87,501	29,663	4,000	129,902
258	Somerville	71,257	186,413	43,433	3,619	304,722
259	Southbridge	19,323	15,112	6,396	645	41,476
260	Spencer	----------	18,491	10,507	248	29,246
261	Springfield	389,420	189,209	79,555	9,104	667,288
262	Taunton	33,150	75,334	25,079	1,742	135,305
263	Wakefield	----------	30,405	4,446	----------	34,851
264	Waltham	971	58,130	24,018	1,803	84,922
265	Watertown	----------	24,056	----------	----------	35,620
266	Westfield	22,981	37,838	16,304	199	77,322
267	West Springfield	----------	21,639	9,416	----------	31,055
268	Weymouth	600	31,411	11,895	----------	43,906
269	Woburn	5,496	42,151	10,732	596	58,975
270	Worcester	158,796	346,943	143,227	13,649	662,715
	MICHIGAN.					
271	Adrian	2,361	18,155	6,760	----------	27,276
272	Alpena	----------	14,572	9,327	----------	23,899
273	Ann Arbor	20,025	37,376	17,806	----------	75,207
274	Battlecreek*	----------	35,250	15,624	----------	50,874
275	Bay City	10,000	51,146	18,277	----------	79,423
276	Cheboygan	----------	11,320	----------	----------	32,680
277	Detroit	173,240	571,813	167,959	8,979	921,991
278	Escanaba	100	14,067	5,634	----------	19,771
279	Flint	16,125	28,303	22,996	----------	67,424
280	Grand Rapids	21,051	195,739	79,792	----------	296,582
281	Holland	----------	13,477	9,098	----------	22,575
282	Iron Mountain	5,293	21,655	12,502	----------	49,450
283	Ironwood	9,246	23,576	11,477	----------	44,299
284	Ishpeming*	----------	30,025	----------	----------	44,504
285	Jackson	22,218	45,354	14,824	----------	82,396
286	Kalamazoo	14,000	43,316	17,029	----------	74,390
287	Lansing	1,092	34,757	16,310	----------	52,159

* Statistics of 1897-98.

TABLE 13.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1898-99*—Continued.

	City.	Expenditures for the school year 1898-99.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	MICHIGAN—continued.					
288	Ludington		$16,399	$6,378		$22,777
289	Manistee	$597	35,856	19,521	$158	56,132
290	Marquette	899	21,970	9,995		32,864
291	Menominee		27,133	15,162		42,295
292	Muskegon		40,641	50,947		91,588
293	Owosso		18,841			32,422
294	Port Huron	2,472	31,691	8,760		42,923
	Saginaw:					
295	East Side	14,995	70,588	24,712		110,295
296	West Side*	8,321	37,755	14,476		60,552
297	Sault Ste. Marie	22,000	19,315	10,500		51,815
298	Traverse City	838	18,700	7,282		26,820
299	West Bay City*					
	MINNESOTA.					
300	Brainerd	196	18,020	5,331		23,547
301	Duluth		135,107	109,954		245,061
302	Faribault	19,543	16,493	6,497		42,533
303	Mankato		19,990	8,829		28,819
304	Minneapolis	82,949	530,474	114,366		727,789
305	Red Wing		20,385	7,259		27,644
306	St. Cloud	32,000	18,000	9,140		59,140
307	St. Paul	5,000	334,465	80,535		420,000
308	Stillwater		28,665	19,708		48,373
309	Winona		47,060	46,783	(*a*)	93,843
	MISSISSIPPI.					
310	Greenville		11,775			14,528
311	Jackson					
312	Meridian	(*b*)	17,440	1,195		18,635
313	Natchez					
314	Vicksburg					
	MISSOURI.					
315	Carthage		19,534	11,584		31,118
316	Chillicothe		10,452	5,362		15,814
317	Hannibal		27,047	9,170		36,217
318	Independence	25,582	15,096	4,152		44,830
319	Jefferson City*		9,520	3,743		13,263
320	Joplin	2,287	28,328	12,894		43,509
321	Kansas City	2,216	336,844	203,603		542,663
322	Moberly	1,273	14,717	7,384		23,374
323	Nevada	312	14,428	5,874		20,614
324	St. Charles*					16,794
325	St. Joseph	3,915	98,726	37,735		140,376
326	St. Louis	484,662	1,013,853	382,657	9,197	1,890,369
327	Sedalia	12,730	32,119	42,298		87,147
328	Springfield	9,863	28,805	16,057		54,725
329	Webb City	1,500	10,400	5,218		17,118
	MONTANA.					
330	Butte*	32,229	89,798	59,292		186,319
331	Greatfalls	1,689	33,445	15,625		50,759
332	Helena	184	37,185	27,233		64,602
	NEBRASKA.					
333	Beatrice	1,074	20,350	9,057		30,481
334	Fremont		18,915	11,054		29,969
335	Grand Island	1,063	19,540	8,740		29,343
336	Hastings	694	18,746	6,941		26,381
337	Kearney		12,308	7,968		20,276

*Statistics of 1897-98.

a The accounts of evening schools are not kept separate.

b One new school building was erected. The providing of school buildings does not come under the jurisdiction of the school board, but belongs to the board of aldermen and councilmen.

TABLE 13.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1898-99*—Continued.

	City.	Expenditures for the school year 1898-99.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	NEBRASKA—continued.					
338	Lincoln	$1,859	$77,192	$33,036		$112,087
339	Nebraska City*		17,228			23,187
340	Omaha	11,936	259,131	163,596	$1,505	436,168
341	Plattsmouth	300	13,983	2,340		16,623
342	South Omaha*	17,830	32,990	13,679		64,499
	NEW HAMPSHIRE.					
343	Concord		34,460	15,445		49,905
344	Dover	3,279	23,844	5,576	350	33,049
345	Keene	2,913	17,315	7,918	175	28,321
346	Laconia					
347	Manchester*	7,325	79,337	26,358		113,020
348	Nashua		43,636	21,927		64,333
349	Portsmouth		25,994	8,332		34,320
350	Rochester		15,163			21,288
	NEW JERSEY.					
351	Atlantic City*		35,086	37,181	0	62,267
352	Bayonne	98,529	73,862	19,802	2,198	194,391
353	Bridgeton*		19,911	7,049		25,960
354	Camden*	52,350	130,000	60,379	0	242,729
355	Elizabeth*		70,794			125,384
356	Hackensack		26,309			43,150
357	Harrison*		11,000	4,400	600	16,000
358	Hoboken		116,347	45,306	1,188	162,841
359	Jersey City	255,793	354,410	105,924	4,556	720,683
360	Longbranch	33,751	35,019	18,028		86,793
361	Millville		20,255	5,161	295	25,711
362	Morristown	13,059	21,078	9,340		43,477
363	Newark	344,522	518,695	171,511	34,357	1,069,685
364	New Brunswick		33,376		240	*45,165
365	Orange	24,530	37,727	17,141		79,398
366	Passaic	24,767	43,523	28,418	1,888	98,601
367	Paterson	30,085	181,000	55,668	5,726	272,479
368	Perth Amboy	37,017	22,881	9,432		69,330
369	Phillipsburg	1,606	20,318	9,064		30,988
370	Plainfield	5,917	44,175	20,957		71,049
371	Rahway	569	17,156	5,370		23,095
372	Town of Union		28,313	15,071	419	43,803
373	Trenton*		102,964	58,189	a3,300	161,153
	NEW MEXICO.					
374	Albuquerque*		20,000			
	NEW YORK.					
375	Albany	16,156	210,258	64,369	1,771	292,554
376	Amsterdam	13,193	33,023	11,833		63,549
377	Auburn	3,114	60,676	15,732		79,522
378	Batavia		14,117			36,839
379	Binghamton	10,890	97,510	32,067		140,467
380	Buffalo	285,237	793,412	250,196	9,717	1,338,562
381	Cohoes*		34,754	11,899		46,654
382	Corning		15,215	7,685		22,900
383	Cortland	2,757	12,380	4,101		19,238
384	Dunkirk	22,969	23,842	16,207		63,018
385	Elmira	1,606	72,180	27,087		100,873
386	Geneva	1,694	26,092	6,347		34,133
387	Glens Falls	758	21,707	8,825		31,290
388	Gloversville	3,748	32,545	11,912		48,205
389	Hornellsville	14,000	24,723	9,685		48,408
390	Hudson	455	15,111	2,793		18,359
391	Ithaca	4,863	30,539	11,859		47,261
392	Jamestown	2,099	53,986	24,531		80,616
393	Johnstown		*18,221			23,798

*Statistics of 1897-98.

a Included in other items reported.

TABLE 13.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1898–99*—Continued.

	City.	Expenditures for the school year 1898-99.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	NEW YORK—continued.					
	Kingston:					
394	Kingston School district	$1,477	$27,775	$12,836	----------	$42,088
395	District No. 2	----------	----------	----------	----------	----------
396	District No. 3	----------	7,955	535	----------	8,490
397	District No. 4	----------	4,825	----------	----------	11,404
398	Lansingburg	3,584	30,020	13,370	----------	46,974
399	Little Falls	56,234	18,175	7,753	----------	82,162
400	Lockport*	15,998	36,215	26,600	----------	78,813
401	Middletown	6,121	27,596	8,582	----------	42,299
402	Mount Vernon	52,852	60,201	33,247	$445	146,745
403	Newburg	24,026	58,689	30,034	----------	112,749
404	New Rochelle	43,916	46,478	28,644	569	119,607
405	New York	3,162,924	8,127,067	3,770,624	256,250	15,316,865
406	Niagara Falls	20,846	39,246	20,699	347	81,138
407	North Tonawanda	----------	22,604	----------	----------	36,779
408	Ogdensburg*	42,721	19,564	10,442	----------	72,727
409	Olean*	1,509	27,880	15,020	0	44,410
410	Oswego*	14,908	36,134	16,819	----------	67,861
	Peekskill:					
411	District No 7 (Drum Hill)	2,506	10,234	6,487	----------	19,227
412	District No. 8 (Oakside)	500	7,000	4,000	----------	11,500
413	Plattsburg	2,056	22,141	7,990	----------	32,187
414	Port Chester	1,510	22,080	7,037	----------	30,627
415	Port Jervis	21,978	22,748	8,378	----------	53,104
416	Poughkeepsie	7,527	42,033	20,484	----------	70,044
417	Rensselaer	2,290	17,645	8,289	----------	28,224
418	Rochester	105,337	396,922	110,143	1,125	613,527
419	Rome*	----------	22,304	9,586	----------	31,890
420	Saratoga Springs	10,838	36,358	8,826	425	56,447
421	Schenectady*	2,508	32,213	8,948	----------	43,670
422	Sing Sing	2,581	17,448	9,613	----------	29,642
423	Syracuse	97,108	262,560	64,116	2,977	426,761
424	Tonawanda	20,293	19,107	----------	----------	59,285
425	Troy	4,023	125,392	29,375	----------	158,790
426	Utica	90,630	112,614	35,737	854	239,835
427	Watertown*	----------	41,519	17,253	500	59,272
428	Watervliet	44,482	16,860	6,130	----------	67,472
429	Yonkers	61,657	122,817	72,397	4,509	261,390
	NORTH CAROLINA.					
430	Asheville	1,700	14,000	2,380	----------	18,080
431	Charlotte*	----------	----------	----------	----------	15,340
432	Durham*	----------	13,000	----------	----------	14,840
433	Newbern	----------	----------	----------	----------	----------
434	Raleigh	----------	----------	----------	----------	----------
435	Wilmington	----------	----------	----------	----------	----------
436	Winston	----------	----------	----------	----------	----------
	NORTH DAKOTA.					
437	Fargo*	----------	21,169	----------	----------	37,188
438	Grand Forks	----------	22,662	----------	----------	60,267
	OHIO.					
439	Akron*	40,000	84,266	----------	----------	173,901
440	Alliance*	----------	17,525	----------	----------	26,089
441	Ashtabula	1,430	19,214	5,850	----------	26,494
442	Bellaire	2,392	15,521	4,422	----------	22,335
443	Cambridge	----------	14,340	4,716	----------	19,056
444	Canton	13,357	62,781	40,120	----------	116,258
445	Chillicothe	----------	32,312	12,410	----------	45,722
446	Cincinnati	22,240	790,342	143,686	5,518	961,786
447	Circleville	----------	20,132	6,145	----------	26,277
448	Cleveland	175,980	883,077	249,897	----------	1,308,954
449	Columbus*	----------	285,936	108,114	----------	559,873
450	Dayton	111,635	218,479	89,536	1,781	421,431
451	Defiance*	----------	12,084	----------	----------	25,345
452	Delaware	----------	19,410	7,568	----------	26,978
453	East Liverpool	609	22,403	24,791	----------	47,893
454	Elyria*	1,900	17,320	----------	----------	35,342
455	Findlay*	----------	31,389	----------	----------	74,495

*Statistics of 1897–98.

TABLE 13.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1898-99*—Continued.

	City.	Expenditures for the school year 1898-99.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	OHIO—continued.					
456	Fostoria	----	$17,372	$9,976	----	$27,348
457	Fremont	----	16,613	10,398	----	27,012
458	Hamilton	$5,302	46,172	14,538	----	66,012
459	Ironton	----	21,939	6,304	----	28,243
460	Lancaster	3,372	19,495	1,432	----	24,299
461	Lima*	----	36,600	----	----	85,012
462	Lorain	12,968	19,754	6,503	----	39,225
463	Mansfield	21,664	38,801	12,859	$95	73,414
464	Marietta*	4,633	23,868	6,976	----	35,477
465	Marion*	----	19,911	----	----	35,773
466	Martins Ferry	----	15,183	8,423	----	23,606
467	Massillon	483	23,540	18,659	----	42,682
468	Middletown*	----	24,197	----	----	36,523
469	Newark	11,849	33,163	10,551	----	55,563
470	Piqua	11,325	22,974	9,083	----	43,382
471	Portsmouth	10,000	28,016	----	----	56,664
472	Salem	----	16,345	7,800	----	24,145
473	Sandusky	----	33,430	----	----	52,363
474	Springfield	----	83,252	25,050	----	108,302
475	Steubenville	----	27,645	10,195	325	38,165
476	Tiffin	----	19,945	----	----	36,596
477	Toledo	57,287	242,560	67,993	343	368,184
478	Warren	2,217	20,537	7,185	----	29,939
479	Wellston	----	10,464	4,552	----	15,016
480	Xenia	----	24,767	13,610	----	38,377
481	Youngstown	27,994	84,588	44,258	----	156,840
482	Zanesville	----	44,530	21,592	----	66,122
	OKLAHOMA.					
483	Oklahoma City	6,000	6,632	4,176	----	16,808
	OREGON.					
484	Astoria	255	22,126	6,443	----	28,824
485	Portland*	47,408	189,784	56,171	----	293,363
486	Salem	----	----	----	----	----
	PENNSYLVANIA.					
487	Allegheny	175,873	246,330	86,236	2,600	511,039
488	Allentown	22,441	55,218	41,140	450	119,249
489	Altoona	5,817	65,169	32,752	----	103,738
490	Beaverfalls	715	19,085	9,140	----	28,940
491	Braddock	33,897	22,146	14,946	----	70,989
492	Bradford	50,000	35,000	5,000	----	70,000
493	Butler	4,300	22,360	11,375	----	38,035
494	Carbondale	----	24,792	----	----	42,395
495	Carlisle	9,385	16,591	8,558	----	34,534
496	Chambersburg	----	14,705	6,299	----	21,004
497	Chester	13,136	61,333	30,165	----	104,634
498	Columbia	----	17,532	9,659	----	27,191
499	Connellsville	----	12,641	----	----	41,554
500	Danville	----	11,596	----	----	16,934
501	Dubois	----	12,641	----	----	23,818
502	Dunmore	----	22,850	----	----	49,875
503	Easton	972	44,606	25,367	----	70,945
504	Erie	41,777	86,687	73,718	495	202,677
505	Greensburg	----	17,209	----	----	25,855
506	Harrisburg	2,897	97,111	64,049	----	164,056
507	Hazleton	1,210	24,584	16,063	----	41,857
508	Homestead	----	20,704	----	----	51,055
509	Johnstown	----	53,671	----	----	162,700
510	Lancaster	7,534	64,231	36,827	(a)	108,592
511	Lebanon	----	23,036	----	----	52,298
512	Lockhaven	310	12,731	8,377	----	21,418
513	Mckeesport	39,161	63,161	34,244	----	136,567
514	Mahanoy City	19,727	20,679	10,534	400	51,340
515	Meadville	2,793	26,665	9,037	----	38,495
516	Mount Carmel	----	13,847	8,343	348	22,538
517	Nanticoke	8,819	17,645	10,259	----	36,723
518	New Brighton	----	11,178	----	----	35,249

* Statistics of 1897-98. (a) The accounts of evening schools are not reported separately.

TABLE 13.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1898–99*—Continued.

	City.	Expenditures for the school year 1898–99.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	PENNSYLVANIA—continued.					
519	Newcastle		$40,595			$122,191
520	Norristown	$12,913	39,980	$15,639		68,532
521	Oil City		25,641			68,251
522	Philadelphia	510,133	2,422,820		$61,435	3,778,059
523	Phœnixville	1,496	13,426	4,577		19,499
524	Pittsburg	232,630	641,789	321,627		1,196,046
525	Pittston	2,166	14,571	6,836	1,150	24,723
526	Plymouth	1,263	14,031	5,170	680	21,144
527	Pottstown	1,686	24,912	9,160		35,758
528	Pottsville		29,230			63,843
529	Reading	30,277	117,273	54,675	665	202,890
530	Scranton		174,052			363,232
531	Shamokin	1,944	28,691	10,251	560	41,446
532	Sharon		16,128			23,896
533	Shenandoah		28,930	16,075	1,280	46,285
534	South Bethlehem	774	24,266	16,053		41,093
535	Steelton	1,017	21,002	5,595		27,614
536	Sunbury	1,864	29,235	8,207		29,303
537	Tamaqua		11,550			22,000
538	Titusville		18,041	10,146		28,187
539	Uniontown		14,780			27,332
540	Warren		20,022			78,237
541	Westchester	932	20,860	9,406		31,198
542	Wilkesbarre	19,524	94,828	42,248	1,995	158,595
543	Wilkinsburg		23,000			40,000
544	Williamsport		56,673	23,296		79,969
545	York	93,073	40,211	22,674		155,958
	RHODE ISLAND.					
546	Central Falls	870	28,365	12,684	1,013	42,932
547	Cranston	4,100	29,758	12,639		46,497
548	Cumberland	500	18,465	5,190	846	25,001
549	East Providence	1,468	23,870	12,459	581	38,378
550	Johnston*		27,678	10,690	998	39,366
551	Newport	41,000	63,074	25,097	1,379	130,550
552	Pawtucket	1,458	82,458	33,823	3,209	126,948
553	Providence	159,147	451,833	155,594	39,986	797,560
554	Westerly		20,000			35,000
555	Woonsocket	26,479	45,473	15,662	2,684	90,298
	SOUTH CAROLINA.					
556	Charleston	3,369	53,116	3,836		60,321
557	Columbia	2,621	15,034	2,549		20,204
558	Greenville		9,089	581		9,670
559	Spartanburg	1,765	8,627	1,522		11,914
	SOUTH DAKOTA.					
560	Sioux Falls	293	27,931	5,995		34,219
	TENNESSEE.					
561	Chattanooga	142	40,254	1,931		42,327
562	Clarksville	7,200	9,878	1,476		18,554
563	Jackson	613	14,385	1,668		16,666
564	Knoxville		47,938	7,529		55,467
565	Memphis	50,116	70,387	28,844	1,542	150,889
566	Nashville	25,769	139,642	20,466		185,877
	TEXAS.					
567	Austin	799	44,007	8,055		52,861
568	Corsicana*	263	16,337	2,565		19,165
569	Dallas	1,721	76,194	7,296	0	85,211
570	Denison	4,193	20,317	2,804		27,314
571	El Paso	15,872	28,412	7,369		51,653
572	Forth Worth		49,391	4,869		54,260
573	Gainesville		20,468	6,732		27,200
574	Galveston	8,500	77,989	13,000		99,489
575	Houston	6,630	86,253	17,623		110,506
576	Laredo		12,864	1,313		14,177
577	Marshall		6,743	844		7,587
578	Palestine		11,109			13,083

*Statistics of 1897–98.

TABLE 13.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1898-99*—Continued.

	City.	Expenditures for the school year 1898-99.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	TEXAS—continued.					
579	Paris	----------	$17,500	$1,400	----------	$18,900
580	San Antonio	$9,300	66,700	20,199	----------	96,199
581	Sherman*	----------	21,505	----------	----------	24,060
582	Temple	995	14,685	3,226	----------	18,906
583	Tyler	----------	15,000	1,500	----------	16,500
584	Waco	3,000	41,884	6,086	----------	50,970
	UTAH.					
585	Ogden	10,844	39,706	26,886	----------	77,436
586	Provost City	10,210	10,140	3,072	----------	23,422
587	Salt Lake City	29,690	163,247	90,878	----------	283,815
	VERMONT.					
588	Barre	----------	12,069	----------	----------	23,945
589	Burlington*	30,361	31,057	12,375	----------	73,793
590	Rutland	----------	27,824	8,657	----------	36,481
	VIRGINIA.					
591	Alexandria	----------	17,065	3,430	----------	20,495
592	Danville	----------	19,474	3,579	----------	23,053
593	Lynchburg	2,000	32,654	5,941	----------	40,595
594	Manchester	----------	9,150	----------	----------	12,639
595	Newport News	75,000	11,500	3,600	----------	90,100
596	Norfolk	103,000	42,130	4,408	----------	149,548
597	Petersburg	----------	18,613	4,459	----------	23,072
598	Portsmouth	13,700	16,427	4,312	----------	34,439
599	Richmond	6,718	131,550	21,438	----------	159,706
600	Roanoke	26,551	22,101	6,025	----------	54,677
	WASHINGTON.					
601	Seattle	55,112	142,982	107,934	----------	306,028
602	Spokane	46,449	42,729	56,489	----------	145,667
603	Tacoma	16,150	69,201	67,979	----------	144,330
604	Walla Walla	13,689	28,670	11,053	----------	53,412
	WEST VIRGINIA.					
605	Huntington	9,875	23,800	3,250	----------	36,925
606	Martinsburg	77	11,272	5,044	----------	16,893
607	Parkersburg	4,306	28,803	7,234	----------	40,343
608	Wheeling	5,669	74,198	24,279	----------	104,146
	WISCONSIN.					
609	Appleton	3,211	36,488	17,700	----------	57,399
610	Ashland	9,443	21,126	11,378	----------	41,947
611	Beloit	16,965	20,705	7,418	----------	45,088
612	Chippewa Falls	----------	17,366	6,334	----------	23,700
613	Eau Claire	9,758	47,283	14,166	----------	71,207
614	Fond du Lac	2,832	27,839	7,249	----------	37,920
615	Green Bay	18,875	37,990	9,978	----------	66,843
616	Janesville	----------	23,838	9,388	----------	37,664
617	Kenosha	20,386	17,300	2,514	----------	40,200
618	La Crosse	1,633	65,613	21,757	----------	89,003
619	Madison	----------	34,009	15,894	----------	49,903
620	Manitowoc	2,638	22,495	13,628	----------	38,761
621	Marinette	12,520	28,526	9,399	----------	50,445
622	Merrill	----------	14,454	7,462	----------	21,914
623	Milwaukee	245,000	581,037	92,573	----------	918,610
624	Oshkosh	18,271	57,248	13,931	$360	89,810
625	Racine	30,131	54,784	14,945	----------	99,860
626	Sheboygan	30,000	48,250	13,696	----------	91,946
627	Stevens Point*	4,200	21,468	6,383	----------	32,051
628	Superior	18,174	66,005	43,117	----------	127,296
629	Watertown	12,799	13,819	4,524	----------	31,142
630	Waukesha	36,000	16,493	5,132	----------	57,625
631	Wausau	34,485	24,445	7,614	----------	66,544
	WYOMING.					
632	Cheyenne	----------	21,545	6,068	----------	27,613

* Statistics of 1897-98.

CHAPTER XXXVII.

INSTITUTIONS FOR HIGHER EDUCATION.

During the year 1898–99 the following-named institutions were reported as having suspended operations: Bailey Springs University, Bailey Springs, Ala.; Villa Ridge College for Young Ladies, Pewee Valley, Ky.; Stone College for Young Ladies, Meridian, Miss.; Kansas City Ladies' College, Independence, Mo.; Fairfield College, Fairfield, Nebr.; Granville Female College, Granville, Ohio; and Duquesne College, Pittsburg, Pa. Six institutions were transferred to the list of secondary schools, one to the list of normal schools, and one to the list of commercial schools.

CHANGES IN COURSES OF STUDY.

Arkadelphia (Ark.) Methodist College.—Course of study has been raised one year.

Throop Polytechnic Institute, Pasadena, Cal.—Established department for training teachers of domestic science.

Seminary West of the Suwanee River, Tallahassee, Fla.—Standard has been raised two years; Greek and Latin required for A. B. degree; B. S. course added; requirements for entrance to college raised.

Georgia School of Technology, Atlanta, Ga.—Established a textile department for instruction in the manufacture of cotton goods.

Bowdon (Ga.) College.—Added a school of pedagogy.

Le Grange (Ga.) Female College.—A new course of study leading to the B. L. degree.

Emory College, Oxford, Ga.—Established a department of pedagogy.

Armour Institute of Technology, Chicago, Ill.—A new course in civil engineering.

University of Notre Dame (Ind.).—Courses in history and economics, architecture, and journalism added.

Rose Polytechnic Institute, Terre Haute, Ind.—Organized a course in architectural engineering.

College of Emporia (Kans.).—Added a scientific course and a department of pedagogy.

University of Kansas, Lawrence.—A new four years' course in mining engineering.

Bethany College, Lindsborg, Kans.—College and normal courses accredited by State board of education.

Hope College, Holland, Mich.—Established a chair of pedagogy and will give a full course in this branch which will entitle students to a State certificate.

Newark (N. J.) Technical School.—Established a course in electroplating.

Irving Female College, Mechanicsburg, Pa.—A new course in sociology and economics.

Central High School, Philadelphia, Pa.—Established a department of commerce in September, 1898.

College of Charleston (S. C.)—Added department of history and economics

Fredericksburg (Va.) College.—Courses in history and English enlarged.

New buildings.

Institutions.	Purpose.	Cost.
Spring Hill (Ala.) College	Gymnasium	
Pomona College, Claremont, Cal	Science	$27,500
College of Notre Dame, San Jose, Cal	Music	15,000
Leland Stanford Junior University		150,000
Columbian University, Washington, D. C	Law	40,000
Do	Hospital	10,000
Atlanta (Ga.) Baptist College	Class rooms	7,500
Atlanta (Ga.) University	Domestic economy	8,000
Georgia School of Technology, Atlanta	Textile	18,000
North Georgia Agricultural College, Dahlonega	Dormitory	2,000
Do	Science and library	7,000
Mercer University, Macon, Ga	Gymnasium	7,000
Emory College, Oxford, Ga	Library	25,000
University of Chicago	Dormitory	75,091
Do	do	42,480
Northwestern University, Evanston, Ill	Academy	80,000
Illinois Female College, Jacksonville	General	10,000
St. Francis Solanus College, Quincy, Ill	do	25,000
Westfield (Ill.) College	do	12,000
Moores Hill (Ind.) College	Gymnasium	800
University of Notre Dame (Ind.)	do	
Do	Two dormitories	
Do	Electrical engineering laboratory.	
Iowa College, Grinnell	Gymnasium	16,000
Morningside College, Sioux City, Iowa	Recitation hall and chapel.	50,000
St. Mary's (Kans.) College	Dormitory and gymnasium.	20,000
Berea (Ky.) College	Biology	4,500
Central University, Richmond, Ky	Gymnasium	5,000
Colby College, Waterville, Me	Chemistry	30,000
St. John's College, Annapolis, Md	Library, etc	
Loyola College, Baltimore, Md	General	100,000
Western Maryland College, Westminster	Alumni hall	30,000
Do	Academy	7,000
French American College, Springfield, Mass	Dormitory	32,000
University of Michigan	Law	70,000
Do	Library (addition)	20,000
Mississippi College, Clinton	Cottage	800
Central College, Fayette, Mo	Dormitory	30,000
William Jewell College, Liberty, Mo	Power house	
Morrisville (Mo.) College	General	18,000
Cottey College for Young Ladies, Nevada, Mo		4,500
University of Montana		100,000
Dartmouth College, Hanover, N. H	Heating plant	50,000
Do	Physics	70,000
St. Bonaventure's College, Allegany, N. Y	General	60,000
Niagara University (N. Y.)	do	60,000
Syracuse (N. Y.) University	Physics	50,000
Davidson (N. C.) College	Chemistry	8,000
University of North Dakota	Heating plant	13,000
Do	Dormitory	20,000
University of Cincinnati	Biology and physics	60,000
Do	Library	60,000
Western Reserve University, Cleveland, Ohio	Biology	40,000
Do	Library (wings)	25,000
Muskingum College, New Concord, Ohio	General	14,500
Do	Gymnasium	4,500
Miami University, Oxford, Ohio	General	35,000
University of Oregon	Science	20,000
Philomath (Oreg.) College	Normal	500
Lebanon Valley College, Annville, Pa	Music	
Geneva College, Beaver Falls, Pa	Science	8,500
Wilson College, Chambersburg, Pa	Laboratory	15,000
Haverford College (Pa.)	Library (addition)	20,000
Erskine College, Due West, S. C	Dormitory	7,500
Claflin University, Orangeburg, S. C	Library	8,000
Do	Industrial	500
Do	General	10,000
Converse College, Spartanburg, S. C		15,000
Southwestern Presbyterian University, Clarksville, Tenn		11,000
Knoxville (Tenn.) College	Barn	600
Maryville (Tenn.) College	Science	11,168
Southwestern University, Galveston, Tex	General	60,000
San Antonio (Tex.) Female College	do	14,000
Washington and Lee University, Lexington, Va	Law	25,000
Marion (Va.) Female College	Dormitory	1,000
Richmond (Va.) College	do	20,000
Do	Laboratory	25,000
University of Washington	Two dormitories	60,000
Whitman College, Walla Walla, Wash	Recitations	50,000
Do	Dormitory	28,000
Lawrence University, Appleton, Wis	Science	42,000

THE DEGREE OF ASSOCIATE.

During the year 1898–99 the trustees of the University of Chicago voted to confer the title or degree of Associate upon those students who finish the work of the junior colleges (freshmen and sophomore years). The reasons which led to this action are stated as follows in the president's report for 1898–99:

From the point of view of the student, the following considerations have had influence in determining this action: (1) The fact, very generally recognized, that no important step is taken at the end of the preparatory course. The work of the freshman and sophomore years in most colleges differs little in content and in method from that of the last year of the academy or high school, except that it is somewhat more advanced; but, on the other hand, (2) at the end of the sophomore year a most important change occurs according to the organization of the larger number of institutions, for it is at this point that the student is given larger liberty of choice, and at the same time higher methods of instruction are employed. For the last two years of college work the university spirit and the university method prevail. A new era in the work of the student has begun. (3) It is evident that many students continue work in the junior and senior years of college life whose best interests would have been served by withdrawal from college. Many continue to the end, not from choice, but rather from compulsion, because of the disgrace which may attend an unfinished course. If it were regarded as respectable to stop at the close of the sophomore year, many would avail themselves of the opportunity. (4) Many students who might be courageous enough to undertake a two years' college course are not able, for lack of funds or for other reasons, to see their way clear to enter upon a four years' course. Many, still further, feel that if a professional course is to be taken, there is not time for a four years' college course. It is for this reason that, in part, our professional schools are made up so largely of noncollege students. If a student who had in view ultimately the medical or legal or pedagogical profession could make provisions to finish a course of study at the end of two years, he would be much more likely to undertake such a course than the longer four years' course. (5) On the other hand, many students who are thus led to take a two years' course would be induced at the end of that time to continue to the end of the fourth year, and in this way many students of the very highest character, at all events, would be enabled to take the entire college course by whom, under the present arrangements, such a course would be regarded as impracticable.

From the point of view of the student the following points have been considered: (1) Many academies are able to do, at least in part, the work of the freshman and sophomore years. The high schools in some States are ready to do such work, and in at least one State the university of the State recognizes the work of the freshman year when performed in approved high schools. (2) It can not be denied that until young men or young women have shown some maturity of character it is wise that they should not be sent very far away from home. If, now, the academies and high schools could so perfect their work that freshman and sophomore courses might be offered, many young people would be enabled to pursue their education at least to this higher point. (3) A large number of so-called colleges, which have not sufficient endowment to enable them properly to do the work of the junior and senior years, should limit their work to that of the freshman and sophomore years. In many cases the officers of these colleges recognize most keenly that they are not doing justice to the students in the higher classes. In reality they are defrauding the students who pay their fees in lower classes in order to obtain a meager sum of money with which to provide an entirely inadequate course of instruction for the higher class of men. These institutions, in many cases, would be disposed to limit their work to the lower field if it were made possible for them to do so. They find it necessary, however, to give a degree. If they could follow the example of a large institution and give an appropriate recognition of the work of the lower years, they would be ready to adopt such an arrangement. (4) It is a general law of educational work that in seeking a college students rarely go farther away from home than 100 miles. Ninety per cent of all the students in American colleges are to be found in colleges which are within 100 miles of home. If a fair proportion of these institutions were to limit themselves to the work of the freshman and sophomore years, at the end of this time the students who had finished this work and desired to continue would be compelled to go away from home to some distant institution, perhaps a large university, in which library and laboratory facilities might be found, which would make possible the doing of good work. If, on the one hand, the academies and high schools were elevated, and if, on the other hand, the scope of work done by many

colleges were limited and, as a result, institutions developed which would do that work thoroughly, there would come to be a recognized distinction between college and university which does not now exist.

In order, therefore, to encourage a movement in the direction thus mentioned, the proposed degree has been established. It is believed that the results will be fivefold: (1) Many students will find it convenient to give up college work at the end of the sophomore year; (2) many students who would not otherwise do so will undertake at least two years of college work; (3) the professional schools will be able to raise their standards for admission, and in any case many who desire a professional education will take the first two years of the college work; (4) many academies and high schools will be encouraged to develop higher work; (5) many colleges which have not the means to do the work of the junior and senior years will be satisfied under this arrangement to do the lower work.

RATIO OF STUDENTS TO POPULATION, 1872-1899.

The following tabular statement, giving the number of students in higher education to each 1,000,000 persons in the United States from 1872 to 1899, shows a very substantial increase for each class of students represented. As would naturally be expected, by far the greatest increase is shown in the column devoted to graduate students, the ratio having increased from 5 students in 1872 to 74 in 1899. The first column of students includes all undergraduate, collegiate, and technical students in universities and colleges for men and for both sexes, in colleges for women, Division A, and in schools of technology:

Number of students in higher education to each 1,000,000 persons from 1872 to 1898-99 (based on the number of students in the colleges of the United States).

Year.	Undergraduate collegiate and technical students.	Graduate students.	Law students.	Medical students.	Theological students.	Total.
1872	573	5	49	142	83	852
1873	739	5	52	176	93	1,065
1874	749	7	61	182	102	1,101
1875	736	8	61	196	120	1,121
1876	706	9	59	194	95	1,063
1877	701	8	61	209	86	1,065
1878	781	9	64	210	91	1,155
1879	775	10	62	231	97	1,175
1880	770	8	62	238	105	1,183
1881	755	9	63	242	93	1,162
1882-83	731	10	57	237	92	1,127
1883-84	741	14	49	230	96	1,130
1884-85	742	15	49	197	103	1,106
1885-86	687	16	53	221	110	1,087
1886-87	690	21	54	208	107	1,080
1887-88	688	22	61	231	109	1,111
1888-89	729	22	64	245	114	1,174
1889-90	850	27	72	266	112	1,327
1890-91	901	33	82	284	115	1,415
1891-92	980	39	94	284	115	1,512
1892-93	1,037	43	105	298	118	1,601
1893-94	1,087	51	107	320	113	1,678
1894-95	1,128	58	130	331	116	1,763
1895-96	1,158	62	139	346	114	1,819
1896-97	1,142	69	146	342	115	1,814
1897-98	1,193	74	163	328	117	1,875
1898-99	1,196	74	163	327	114	1,874

STATISTICAL REVIEW, 1898-99.

Students.—The total number of students reported in collegiate, graduate, and professional departments of institutions for higher education and in professional schools for the year 1898-99 was 147,164, of which number 43,913 were enrolled as professional students in law, medicine, and theology, leaving 103,251 students reported as pursuing studies in the liberal arts and applied science. The classifi-

cation of students according to the courses of study pursued is not given by all of the institutions reporting to this office. The number of undergraduates pursuing various courses, so far as reported, is as follows:

Classical courses	35,595
Other general culture courses	21,860
General science courses	9,858
Agriculture	2,593
Mechanical engineering	4,376
Civil engineering	2,550
Electrical engineering	2,320
Mining engineering	1,032
Architecture	627
Pedagogy	9,501
Business	6,698

Degrees.—The number of degrees conferred during the year was as follows:

Degrees conferred for work done.

Degrees.	On men.	On women	Degrees.	On men.	On women
A. B	4,910	1,950	E. E	58	0
B. S	2,410	500	M. L	16	19
Ph. B	857	445	Min. E	57	0
B. L	308	826	Ped. M	8	8
B. C. E	20	0	Ph. M	16	10
B. M. E	39	0	Mus. M	1	3
B. E. E	11	0	Met. E	1	0
B. E	26	0	M. C. E	2	0
B. Arch	8	0	M. M. E	7	0
B. Agr	49	5	A. C	10	0
Mus. B	10	174	Ped. D	4	1
B. Ped	30	45	Ph. D	299	26
B. O	6	1	Sc. D	6	0
B. F. A	2	0	B. L. S	0	5
B. Paint	1	28	B. H. S	0	17
B. E. M	1	0	L. A	0	1
A. M	1,046	197	L. S	0	1
M. S	178	30	Mus. D	0	1
C. E	187	0			
M. E	210	0	Total	10,794	4,293

Honorary degrees conferred.

Degrees.	Number.	Degrees.	Number.
D. D	308	A. B	7
LL. D	169	B. S	5
Ph. D	11	Ph. B	3
S. T. D	14	M. M. S	1
D. C. L	4	LL. B	1
L. H. D	10	B. L	2
Litt. D	10	M. D	2
Sc. D	7	E. E	2
Mus. D	1	M. E	2
A. M	157	M. S. Agr	1
M. S	15		
M. L	1	Total	735
Phar. D	2		

Property.—The total value of property possessed by institutions for higher education amounts to $342,888,361, a gain of about $31,000,000 over the amount for 1897–98. The endowment funds amount to $154,120,590, and the remainder represents the value of grounds, buildings, machinery, apparatus, libraries, etc., used for instruction and research.

Income.—The total income for the year, excluding benefactions, amounted to $27,739,154, derived from the following sources:

Tuition and other fees	$10,924,415
Endowment funds	6,673,389
State and municipal appropriations	4,287,102
United States Government	3,276,731
From other sources	2,577,517
Total income	27,739,154

Benefactions.—The value of gifts and bequests reported as having been received during the year amounts to $21,925,436. The amounts reported by some of the institutions are as follows:

University of California	$757,000
Leland Stanford Junior University	11,000,000
University of Chicago	786,624
Harvard University	1,544,330
Columbia University	518,667
University of Pennsylvania	510,658
Armour Institute of Technology	750,000

REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY.

According to the reports for the scholastic year 1898–99 received from the universities and colleges of the United States, the degree of doctor of philosophy was conferred during the year on 336 persons. Of this number 325 persons were granted the degree for work done under the direction of the several institutions, and the honorary degree was conferred on 11 persons. The institutions that conferred the Ph. D. degree during the year, together with the number of men and women upon whom the degree was conferred, as reported to this office, are as follows:

Ph. D. degree conferred in 1898–99 on examination.

Institutions.	On men.	On women.
University of California	2	1
University of Colorado	2	0
Yale University	28	2
Georgetown University, Washington, D. C	5	0
Illinois Wesleyan University	11	0
University of Chicago	23	8
Northwestern University, Evanston, Ill	1	0
McKendree College, Lebanon, Ill	4	0
Wheaton (Ill.) College	1	0
Taylor University, Upland, Ind	14	0
Highland (Kans.) University	1	0
University of Kansas	1	0
Kansas Wesleyan University, Salina, Kans	3	0
Johns Hopkins University	42	0
Loyola College, Baltimore, Md	1	0
New Windsor (Md.) College	1	0
Boston University	7	0
Harvard University	23	0
Clark University	4	0
University of Michigan	3	1
University of Minnesota	1	2
University of the State of Missouri	1	0
Westminster College (Mo.)	1	0
Washington University	2	0
University of Omaha	1	0
University of Nebraska	1	0
St. Peter's College, Jersey City, N. J	1	0
Princeton University	2	0
Cornell University	5	2
Columbia University	32	2
New York University	7	1
Syracuse University	1	0

Ph. D. degree conferred in 1898–99 on examination—Continued.

Institutions.	On men.	On women.
Mount Union College, Alliance, Ohio	1	0
Ohio Wesleyan University	3	0
Oxford (Ohio) College	0	1
Richmond (Ohio) College	5	0
Wittenberg College, Springfield, Ohio	1	0
University of Wooster (Ohio)	6	0
Bryn Mawr (Pa.) College	0	3
Lafayette College, Easton, Pa	3	0
Franklin and Marshall College, Lancaster, Pa	1	0
University of Pennsylvania	17	3
Brown University	3	0
American Temperance University, Harriman, Tenn	3	0
University of Virginia	3	0
Washington and Lee University, Lexington, Va	1	0
Gale College, Galesville, Wis	15	0
University of Wisconsin	5	0
Total	299	26

Honorary Ph. D. degree conferred in 1898–99.

Hanover (Ind.) College	1
Amity College, College Springs, Iowa	1
Kansas Wesleyan University, Salina, Kans	1
Rust University, Holly Springs, Miss	1
North Carolina College, Mount Pleasant, N. C	1
University of Wooster (Ohio)	1
Grove City (Pa.) College	5

The 325 degrees conferred for work done were granted by 48 different institutions in 21 States. A number of the institutions included in the foregoing list and conferring the Ph. D. degree do not provide instruction leading to that degree, but allow students to pursue the prescribed courses in absentia and to pass examinations at their homes under the supervision of a sentinel. With the exception of the institutions offering nonresident courses of study the general requirements for the Ph. D. degree may be stated as follows:

1. The candidate must have a bachelor's degree from a reputable college or university or must show that he has pursued a course of study equivalent to that for which the bachelor's degree is conferred. Each institution determines for itself as to the fitness of the candidate to become an applicant for the degree.

2. A knowledge of French and German sufficient for purposes of investigation. A reading knowledge of these languages is generally deemed to meet the requirements.

3. The pursuit of advanced study and research at some acceptable institution for not less than two years (in most cases not less than three years), the last of which must be spent in residence at the institution by which the degree is to be conferred.

4. The studies pursued must consist of one major or principal subject and, as a rule, two minor or subsidiary subjects.

5. A thesis upon some approved subject connected with the major or principal subject, which must give evidence of the candidate's ability to do original work, must be a contribution to human knowledge and must be accepted by the faculty. Some of the institutions require the thesis to be printed (or its printing guaranteed) before the degree can be conferred.

6. Examinations in all the studies pursued by the candidate.

7. The degree is given not for the mere reason of faithful study for a prescribed time or in fulfillment of a determinate programme, nor for miscellaneous studies,

but on the ground of long study and high attainment in a special branch of learning.

While the foregoing may be stated as the general requirements for the Ph. D. degree, there are, of course, some exceptions thereto. In the following pages are given the requirements (omitting minor details) for the degree as shown by the catalogues of 72 institutions. The requirements are not given in as detailed form as they appear in the catalogues, but have been condensed as much as possible.

University of California, Berkeley, Cal.—A candidate for the degree of doctor of philosophy must hold a bachelor's degree from one of the colleges of general culture of this university, or must have pursued successfully a course of study equivalent to that represented by such a degree. A knowledge of Latin equal to that admitting to the college of letters of this university, and a reading knowledge of French and German will be insisted on in all cases. A course of study must be selected by the applicant and approved by the graduate council, embracing one principal and two subsidiary subjects, and extending over a period of at least three years, one of which ordinarily must be spent in continuous residence at this university; but in cases where continuous residence is impossible, the course of study must be extended to four years, and the separate periods of residence must together amount to three academic half years. A thesis bearing on the principal subject of the course, and of such a character as to show power to prosecute independent investigation, must be presented to the graduate council for approval at least three months previous to the final examination for the degree. Special emphasis will be laid upon this last requirement, and the degree will in no case be given merely for the faithful completion of a course of study however extensive.

The division of time, study, and research among the principal and subsidiary subjects must be approved by the subcommittee in charge of the student; but, ordinarily, at least a fourth of the candidate's work should be given to each one of the subsidiary subjects.

Every candidate must present a detailed written report, signed by the instructors, of the studies actually pursued during the year, and must furnish evidence that the work has been of proper quality and scope.

The degree will not be conferred until the candidate has passed before the subcommittee in charge a special examination, public and oral, upon the studies pursued, and thereby shown distinguished attainments in the principal subject.

One hundred and fifty copies of each accepted thesis must be deposited in the university library. (Register, 1898-99.)

Leland Stanford Junior University, Stanford University, Cal.—The degree of doctor of philosophy is conferred upon graduates of this university, and upon others who have had an equivalent training elsewhere, on the satisfactory completion of at least three years of graduate work beyond the baccalaureate requirements of the department in which the degree is sought, under the following conditions:

The degree is given only on the ground of advanced scholarship and the ability to do independent work in some special line, and not for merely faithful study for a prescribed time or course, nor for miscellaneous study. Three years represent the minimum time in which the degree can be obtained, and often a longer period of study will be necessary.

Graduate work done elsewhere may be accepted in place of resident study in this university; but in no case will private study without sufficient guidance, or pursued at a distance from libraries or laboratories or other necessary facilities, be accepted as an equivalent, and no degree will be granted to any person who has not spent at least the last year of such study in residence at this university.

The course of study shall embrace one major subject and one or two minors in related departments. The minor subject or subjects shall represent approximately one-third of the course of study, except that such minor subjects may be waived on the recommendation of the department in which the major subject is taken and with the approval of the faculty, whenever the general preparation or special needs of the candidate make such a course seem desirable.

The candidate must present a thesis of such a character as shall display power of original and independent investigation and constitute an actual contribution to knowledge. He must guarantee the printing of the thesis within one year after the degree is conferred, and must deposit 100 copies in the university library.

The candidate must sustain such final examinations in major and minor subjects as may be prescribed by the departments in which studies are taken, and also shall

submit to such test or examinations as may be required by the special committee of the faculty.

In addition to the foregoing conditions, the special committee of the faculty will, in general, insist upon the following conditions: (*a*) That all candidates be required to show a reading knowledge of French and German; (*b*) that, whenever practicable, the departmental examinations, in both major and minor subjects, be written, the papers of candidates to be submitted to the special committee prior to the day fixed for the final test before that committee; (*c*) that examinations in minors be held not earlier than the second semester before the time named for conferring the degree. (Register, 1898–99.)

University of Colorado, Boulder, Colo.—For the degree of doctor of philosophy the work assigned shall be estimated at the rate of at least 12 full courses of university work or the equivalent, of which 6 full courses or the equivalent shall be devoted to the major subject, and the remaining 6 courses shall be divided equally between the 2 minor subjects. Additional work may be assigned when lack of previous preparation in any selected subject is indicated.

The criterion of merit is the thesis, which must embody the results of original investigation. The degree is not conferred for mere faithfulness in the acquisition of knowledge; there must also be the power of scientific production. Hence the doctor's dissertation is to be a new contribution to some field of knowledge, and in general will require about one year in the preparation. The thesis must be approved before the final examination is taken. If the candidate shall have sustained himself in his examinations, the dissertation shall be printed by the candidate, and 150 copies shall be delivered to the university library.

The minimum time of resident study for the doctor's degree is three years. Candidates must give evidence of a reading knowledge of French and German. (Catalogue, 1898–99.)

University of Denver, University Park, Colo.—At least one year's actual attendance at the university will be required of candidates for the degree of doctor of philosophy. The rest of the work may be done in absentia. A satisfactory thesis is required from each candidate. (Yearbook, 1897–98.)

Yale University, New Haven, Conn.—Graduates of this and other colleges and universities and (in exceptional cases by special permission) other persons of liberal education, who are at least 18 years old, are received as students. The degree of doctor of philosophy is conferred upon those students who show the results of resident graduate work by a thesis giving evidence of high attainment and power of investigation, and by an examination on studies whose grade and amount meet the approval of the faculty. Under ordinary circumstances two or more years' work in residence will be required, but in exceptional cases work of equal grade at another university may take the place of a year's residence here. The thesis must be deposited at the library for public inspection not later than May 1. A good knowledge of Latin, German, and French is required in all cases, unless, for some very exceptional reasons, the candidate be excused by the faculty. (Catalogue, 1899–1900.)

Catholic University of America, Washington, D. C.—Candidates must—

1. Spend at least three years in resident study subsequent to taking the baccalaureate degree.
2. Fulfill the requirements in a major subject and in two subordinate subjects.
3. Present a dissertation embodying the results of an original investigation.
4. Pass written and oral examinations in his major and minor subjects.
5. Make formal application for the degree at least one academic year in advance of the date at which they expect to present themselves for examination and must, at the time of making such application, prove their ability to read French and German. (Yearbook, 1899–1900.)

Columbian University, Washington, D. C.—Persons holding the degree of M. S., M. A., or their equivalent from institutions of repute are qualified to offer themselves as candidates for the degree of doctor of philosophy. Candidates shall offer themselves in three topics for advanced study—one major and two collateral minor subjects. Before being admitted as candidates they shall pass satisfactory examinations in French and German.

To be eligible for the degree candidates who hold masters' degrees shall pass two years in the study at this university of their major topic and one year in the study of each minor topic; they shall sustain satisfactory examinations upon the three subjects which they may have elected and they shall present theses, accompanied with an exhaustive bibliography, embodying the results of original

research in their major subject, which theses they shall be prepared to defend before a board of experts. (Catalogue, 1898-99.)

Georgetown University, Washington, D. C.—For the degree of doctor of philosophy two years of residence and application to selected and duly authorized graduate courses are required. The candidate must pass a final examination, present a thesis bearing upon his special department of study, and convince the committee appointed by the faculty of his distinguished merit to receive this degree. (Catalogue, 1898-99.)

Hedding College, Abingdon, Ill.—No one will be admitted to the Ph. D. course who has not received the degree of A. B., B. L., B. S., or Ph. B. from Hedding College or some institution requiring equal work for the bachelor's degree. A candidate may pursue 6 units from one course, or he may select, subject to approval, 3 units from each of two courses, or 3 units from one course, 2 from a second, and 1 from a third course. The thesis must be based on the subject from which at least 3 units are selected. One year's residence is required. The rest of the time may be spent in study in absentia. To meet the requirement of residence the candidate must arrange to visit the college at least one day of each week for class work under the personal supervision of the head of the department in which 1 unit of his work lies, and he must complete during the year the work of that unit. Candidates for the master's and doctor's degrees will present a thesis of 5,000 words for each degree. The candidate for the doctor's degree who does not take the master's degree must present the first thesis on completion of his third unit. Examinations may be taken in absentia under the supervision of a sentinel nominated by the candidate. No person will be permitted to receive the degree until at least three years after matriculation, unless having credits for work done in residence here or elsewhere, and at each examination occurring during this period (twice a year) a portion of the studies must be taken. (Announcement of the graduate and nonresident courses, December, 1898.)

Illinois Wesleyan University, Bloomington, Ill.—Offers nonresident courses leading to the Ph. D. degree. Candidates must have received the degree of A. B., B. L., B. S., or Ph. B. from this university or some institution requiring equal work for the bachelor's degree. Applications of persons with other degrees will be specially considered. The candidate may select 6 units from one course, or, with the approval of the head of the department, 4 units from one course and 2 from another. The course from which the 4 units have been chosen shall constitute his major study, and his thesis must be prepared on a subject connected with this. The thesis must contain not less than 5,000 words and must show originality, careful research, and good literary taste in composition and arrangement. Examinations are held twice a year under the supervision of sentinels nominated by the candidates. The final examinations are held at the university, the oral in the presence of the faculty. The degree will not be conferred until at least three years after matriculation, unless having credits for graduate work done in residence here or elsewhere, and at each examination occurring during this period a portion of the studies must be taken. (Announcement of the Graduate and Nonresident Department, 1898.)

University of Illinois, Champaign, Ill.—The degree of doctor of philosophy, or doctor of science, may be conferred upon any member of the graduate school of not less than three years' standing who shall have reached high attainments in scholarship, including a sufficient knowledge of the Latin, French, and German languages to serve the purposes of research in his principal specialty, who shall have shown marked ability in some line of literary or scientific investigation, and shall have presented a thesis giving clear indications of such scholarship and of such power of research. At least the first two, or the last one, of the three years of study must be in residence at the university, and the entire course of study must be in accordance with the regulations of the graduate school.

The time and study required for a master's degree may be included in the three years required, but approval of a course of study for a doctor's degree must be upon the condition that the candidate is prepared, through his baccalaureate work or otherwise, to enter at once upon advanced studies in the line of this major subject, and that work on this major subject be continued through the three years.

The final examination covers the subjects of the course approved for the degree, but is specially searching upon that on which the major work has been done. If the thesis is approved, the candidate must have it printed and must deposit not less than 100 copies with the librarian of the university. (Catalogue, 1898-99.)

University of Chicago, Chicago, Ill.—Any member of the graduate schools who has been in attendance one quarter or more, whose undergraduate course is equivalent

to that required for a bachelor's degree in the University of Chicago, whose thesis subject has been accepted by the principal department, and who has a reading knowledge of French and German (which must be certified by the heads of those departments), may, on recommendation by the principal department in which he wishes to work, be enrolled, by vote of the faculties of the graduate schools, as a candidate for the doctor's degree.

Students thus accepted as candidates will be given the doctor's degree on the fulfillment of the following requirements: (*a*) At least three years of resident study at the university in pursuance of an accepted course of study; (*b*) a satisfactory final examination upon the work done in preparation for the degree; (*c*) the presentation of a satisfactory printed thesis upon a subject which has been approved by the head of the department in which the principal part of the candidate's work has been done; (*d*) a good command of literary expression and such knowledge of subjects considered fundamental as may be prescribed by the several departments; (*e*) candidates for the degree of doctor of philosophy may not take more than two-thirds of their work in one department, and may not take work which is to count toward the degree in more than three departments.

Graduate work done in another university will be accepted as resident work in the University of Chicago, provided that (*a*) the institution in which the work was done is of high standing, and (*b*) sufficient evidence is furnished that the particular work was satisfactorily performed. Work done in other universities will not ordinarily count for more than one and one-half years of resident work in the university; but the degree of doctor of philosophy may in exceptional cases be granted after one year of residence.

From candidates for a doctor's degree the university accepts substitutes to a limited extent for the specified work required for the bachelor's degree in the university.

In the graduate schools of the university nonresident work may be substituted for resident work under the following conditions: (*a*) The nonresident student is expected to matriculate at the university and to spend the first year of the time required for the degree in residence, unless he is able to satisfy the head of the department in which his principal work is to be done that he can do the introductory work in a satisfactory manner when not in attendance; (*b*) the nonresident work shall be performed under the general direction of the head of the department; (*c*) the final examination in all work leading to the degree shall be passed at the university; (*d*) nonresident work will be accepted for only one-third of the work required for a degree; (*e*) a much longer period of time is usually required to accomplish a given amount of work when a student is not in residence than when in residence. (Register, 1898–99.)

Northwestern University, Evanston, Ill.—The degree of doctor of philosophy will be conferred under the following conditions:

1. The candidate must have received the bachelor's degree from this institution or from some other of accepted standing.

2. The degree may be conferred on successful candidates after three years of graduate study, of which at least two must be in residence. The last year or the first two years of the three required must be spent in residence at this university. The period of three years may, however, be shortened in the case of students who, as undergraduates, have pursued special studies beyond the requirement for major work in the direction of their proposed graduate work. Study for any specified time will not be regarded as sufficient ground for conferring the degree. High attainments in scholarship and evidence of original investigation will be expected.

3. Two-thirds of the candidate's time must be given to advanced work in some one department which shall constitute his primary subject. The remaining time must be given to either one or two secondary subjects. The requirement, "advanced work," will imply an amount of preliminary study in the given subject equivalent to at least the undergraduate "major work" of the department concerned.

A reading knowledge of French and German, as a preliminary qualification, will be required of all candidates. In exceptional cases an equivalent in Latin, Greek, or Hebrew may be accepted instead of French.

4. Every candidate must present a thesis upon an approved topic pertaining to his primary subject. The thesis must give evidence of original investigation. If the thesis is approved, the candidate must, within such time as shall be designated, present 25 printed copies of the thesis to the university library. The final examination will be both written and oral and will cover the entire primary subject, including the topic of the thesis.

Each branch of the secondary subject may be completed whenever the candidate shall pass a satisfactory written examination upon it.

The following joint requirements have been made by the College of Liberal Arts and Garrett Biblical Institute for the attainment of the degree of doctor of philosophy by students in theology:

1. The candidate for the degree of Ph. D. must have completed a bachelor's course, the sufficiency of which has been accepted by a joint committee of the faculty of the institute and the faculty of liberal arts.

2. He must have completed two full years of theological study, either in the Garrett Biblical Institute or in another theological school of recognized high standing.

3. He must be accepted as a candidate for the degree of Ph. D. by a vote of the faculty of the institute and be registered as a candidate for such degree with the registrar of the College of Liberal Arts, after which he must continue in residence at least two years and complete the work of two full years. Of this work two-thirds must be taken in one department of the institute—the department in which the candidate does his primary work. The remaining third may be taken in not more than two departments of the institute or of the graduate school of the College of Liberal Arts. The whole course of study selected will be subject to the approval of the faculty of liberal arts, through its committee on graduate study. During the two years of his residence the candidate will be subject to the direction of the head of the department in which his primary work is taken.

Of the four years required as a minimum for the degree of Ph. D., three at least must be spent in residence at a theological school of high standing and the last two at Garrett Biblical Institute.

4. A reading knowledge of French and German, as a preliminary qualification, will be required of all candidates. In exceptional cases a reading knowledge of Latin, Hebrew, or Greek may be accepted in lieu of French, at the option of the faculty of liberal arts.

5. Each candidate must present a thesis prepared by him upon some topic related to his primary subject. The thesis must give evidence of original investigation. A year prior to the final examination the subject of the thesis must be approved by the professor under whom the primary work is performed and three months before the final examination it must be submitted to him for criticism. If the thesis is approved, the candidate must, within a time designated, present 25 printed copies to the university library.

6. The final examination will be both written and oral, and will cover the entire primary subject, including the topic of the thesis. Each branch of the secondary subject may be completed whenever the candidate shall pass a satisfactory written examination upon it.

7. The College of Liberal Arts shall always be represented on the committees for examining theses and candidates.

8. Graduate students in the College of Liberal Arts will be admitted to the graduate courses in Garrett Biblical Institute free of charge for tuition or incidentals. (Catalogue, 1898-99.)

Northern Illinois College, Fulton, Ill.—Nonresident graduate courses leading to the degree of doctor of philosophy are offered to persons who can furnish satisfactory evidence of having completed a regular college course or its equivalent in some approved institution of learning. Upon the successful completion of the course, a thesis upon some subject bearing upon some branch of the work and approved by the faculty, containing at least 5,000 words, will be required, and upon proving satisfactory the degree will be duly granted. The examinations may take place where the student resides or he may come to the college. If taken at home the examination is taken in the presence of an examiner chosen by the student. The papers are examined at the college. No time is set for the completion of the course. (Catalogue, 1897-98.)

Lake Forest University, Lake Forest, Ill.—The degree of doctor of philosophy is open to graduates of colleges of good standing, and also to those who can give proof that their attainments are equal to those of graduates of Lake Forest College. A reading knowledge of French and German is also required. Every candidate should choose a principal subject, and also, in conference with the professor in charge of the chosen subject, two subordinate subjects. The work must extend over at least three years, which must be spent at the university. Graduate work done in other universities may be accepted as meeting the requirements in part; and, provided the faculty be satisfied that the candidate possesses the necessary facilities for independent research, a course of nonresident study extending over a period of not less than two years may be substituted for one year in residence. Yet in all cases two years at least must be spent in this university. The place of examinations will in all cases be Lake Forest; their number and mode will be determined by the professor in charge. The final examination, which is designed to cover the main topics of the whole course of study, will be conducted in pres-

ence of the faculty by a committee of the same. Before the final examination the candidate must present a thesis, either type written or printed, to be approved by a committee of the faculty, and before the diploma is granted 50 printed copies of the thesis shall be put at the disposal of the faculty. As the object of the whole course is the higher intellectual development, no candidate can be successful who does not show power of original investigation. (Catalogue, 1898–99.)

McKendree College, Lebanon, Ill.—Students doing graduate work leading to the master's degree, as also that of doctor of philosophy, must hold bachelor's degrees from this institution or some other whose courses of study are equivalent to those of McKendree College. A master's degree, corresponding to the bachelor's degree held by any candidate, will be conferred upon the student who successfully pursues the required course of study for one year, and presents a satisfactory thesis of not less than 4,000 words upon some fitting and accepted theme.

Those pursuing the course an additional year, upon passing the required examinations and presenting theses which must give evidence of independent research in like manner as required for first year, if they show a sufficiently high degree of scholarly attainment, may receive the degree of doctor of philosophy. It is to be understood that the degree is not given for the mere reason of faithful study for a prescribed time, or on completion of any given course of study, but on the ground of long study and high attainments in a special branch of learning. All candidates for degrees must stand personal examination at the seat of the institution, where they shall spend not less than three months of the year prior to graduation in resident study. (Catalogue, 1898–99.)

Indiana University, Bloomington, Ind.—The degree of doctor of philosophy may be conferred upon graduates of this university, or of any institution of similar character and rank, upon the completion of an advanced course of study of not less than three years, at least one of which must be spent in residence at this university. If the candidate has taken his bachelor's degree in another institution, he must spend at least two years in graduate work at this university. In either case the remaining time may be spent in graduate work at any other university or universities acceptable to the committee on advanced degrees.

The course of study must be pursued under the direction of the committee on advanced degrees, and its value shall be determined by a final examination and by the presentation of a satisfactory thesis embodying original work upon some prescribed or accepted subject. In each case a detailed statement of the work done by the candidate is required. (Catalogue, 1898–99.)

Wabash College, Crawfordsville, Ind.—The degree of doctor of philosophy may be conferred three years after graduation upon the alumnus of any college who has previously taken the degree of A. B. or Ph. B., and who shall have devoted two of the years to study in this college under the care of the faculty, pursuing at least two graduate courses of study, taking a prescribed course of special reading, and who shall present in print a thesis giving evidence of original research and high attainments. (Catalogue, 1898–99.)

Hanover College, Hanover, Ind.—The degree of doctor of philosophy will be conferred upon teachers of known attainments and persons engaged in special scientific pursuits upon ascertained merits. At the same time, persons desiring to make application for the degree may do so, and if it is thought expedient, courses of study or theses leading to the degee will be assigned. (Catalogue, 1898–99.)

Taylor University, Upland, Ind.—Offers nonresident courses of study leading to the Ph. D. degree. The degree is conferred at the end of the third year of study. Printed lists of examination papers are furnished, and the examinations must be conducted in the presence of some minister, teacher, or other person nominated by the student and approved by the faculty. The thesis required for the degree must contain not less than 5,000 words. (Special circular, 1899–1900.)

State University of Iowa, Iowa City, Iowa.—The degree of doctor of philosophy will be granted under the following conditions:

The candidate must have received the bachelor's degree either from this institution or from some other of equal rank; he must present evidence of having completed a satisfactory amount of undergraduate work in the subjects proposed for investigation for this degree; he must possess a knowledge of French and German at least sufficient for purposes of research.

At least three years of graduate study will ordinarily be required, of which two must be in residence and the last year prior to receiving the degree must be spent at this university. In making formal application for the degree the candidate shall select one major study and one or two minors; the minor study or studies

shall be closely allied to the major and shall be such as with it to constitute but one single field of research. The application of the candidate, setting forth the line of research proposed, shall be approved and indorsed by the professor or professors under whose direction it is proposed to prosecute the work.

On completion of his work the candidate shall submit to the faculty a formal dissertation which shall not only exhibit evidence of original research but shall in itself be a contribution to the sum of human knowledge. The dissertation must be in acceptable literary form, although for acceptance it will depend chiefly upon its subject-matter. In case the dissertation offered is accepted and the candidate passes satisfactorily the examinations he shall, prior to receiving his degree, deposit with the librarian of the university 25 printed copies of the dissertation. The candidate must pass an examination in form both oral and written. (Catalogue, 1897-98.)

College of Emporia, Emporia, Kans.—Courses of graduate work leading to the degree of Ph. D. are offered in the following departments: Philosophy, Greek, Latin, English, and German. Candidates must present diplomas from this or other institutions of similar grade covering the usual college requirements in the studies to be pursued. In cases where residence at the college is precluded, the work may be done in absentia. Examinations other than final may be taken in absentia under the supervision of a third party acceptable to the professor conducting the test. Candidates must complete a major and a minor course amounting to three years' work. A thesis, approved by the faculty, must be submitted at least one month before the final examination, 100 copies of which shall be printed at the candidate's expense and become the property of the college. (Register, 1898-99.)

University of Kansas, Lawrence, Kans.—The degree of doctor of philosophy will be granted on the ground of advanced scholarship and the performance of independent work in some special line, under the following conditions:

1. The candidate must be a baccalaureate graduate of this university or of a college or university whose degrees are accepted as equivalent to its own, or he must give satisfactory evidence that he possesses an equivalent preparation for graduate work.

2. He must make application before the 1st day of October preceding the commencement at which he intends to present himself for the degree, and must then give satisfactory evidence of his ability to read such German and French as may be necessary for the proper prosecution of his studies.

3. He must have spent at least three full years in resident graduate work at this or some other approved university; the last year must be spent as a resident student of this university.

4. He must present a thesis showing the results of original research of a high character, and must pass acceptable examinations, both written and oral, in one chief or major study and two allied subsidiary or minor studies, not more than two of which may be in the same department. If the thesis is finally approved, not less than 100 printed copies must be delivered to the librarian of the university before graduation, or proper security be given for the printing of that number; provided, that if the thesis has already been printed, 10 copies only shall be deposited with the librarian. (Catalogue, 1898-99.)

Tulane University, New Orleans, La.—Graduates of our own college and other accepted candidates who shall pursue for two years an approved classical, literary, or scientific course of study in the university in three branches, one major and two minors, and who shall pass a satisfactory examination and present a written thesis acceptable to the faculty will receive the degree of A. M. Graduate work already done elsewhere, whether in private study or at some seat of learning, may be recognized and accepted, but the scholastic year immediately preceding the attainment of an advanced degree must be spent in residence and study at this university.

The degree of Ph. D. will be bestowed for a further prescribed or approved course of study in Tulane University, pursued for two years under like conditions, upon such persons as in examination, and more especially by an original dissertation, shall exhibit such range of knowledge and power of thought as seem to warrant such bestowal. The following rules have been adopted with respect to applications for the Ph. D. degree:

1. The application for an examination for the degree shall be made at least two years before the date of the examination.

2. The candidate shall be a graduate with the master's degree from Tulane University or from some other institution in good standing.

3. Unless the application is made within three years after graduation from col-

lege he shall, by examination or otherwise, satisfy the faculty of his proficiency in the studies of the undergraduate course.

4. No one shall be admitted to candidacy for the degree unless he be able to translate into English, at sight, ordinary French and German prose and poetry.

5. A suitable time before the candidate's examination a thesis shall be submitted, based upon his principal subject, and the faculty's approval of this shall be a necessary condition to admission to examination. (Catalogue, 1898–99.)

Johns Hopkins University, Baltimore, Md.—The degree of Ph. D. is offered to students who have followed advanced courses of university study for a period of not less than three years, under suitable guidance and favorable conditions, and who have submitted an acceptable dissertation and passed the prescribed examinations. In order to be accepted as a candidate the student must give evidence that he has completed such a liberal undergraduate course of academic study antecedent to the baccalaureate degree as is offered by colleges of good standing. He must then follow advanced studies in the departments of knowledge which he may have chosen, and these studies must be pursued under qualified teachers for a period of at least three years. Private study, or study pursued at a distance from libraries and laboratories and other facilities, will not be considered as equivalent to university study. At least one academic year must be passed in this university, and in every case the year immediately preceding the final examinations.

Every candidate must select one principal and two subordinate subjects. He must prepare a satisfactory dissertation and must pass with credit certain written and oral examinations in his chosen departments of study. He must be able to translate French and German at sight. Examinations are held in these languages at the middle and end of each academic year, at one of which times the candidate must present himself.

The dissertation must be written upon a theme approved by the adviser of the candidate. If finally approved, the candidate shall print it in full or in part within one year of the time when the degree is conferred, and shall present 150 copies to the university. A deposit of $50 is required to insure the printing of the thesis if the same is not printed at the time the degree is conferred.

The candidate shall be given written examinations in the principal subject, and, wherever practicable, in both subordinate subjects, and an oral examination in the principal and in the first subordinate subject. (Register, 1898–99.)

Amherst College, Amherst, Mass.—The degree of Ph. D., for which only college graduates may be candidates, is recommended on compliance with the following conditions: (1) A two years' course of study in two subjects of science or literature, or one subject of each, at this college, under the direction of the professors in the departments to which these subjects belong; (2) An examination upon these subjects, and a thesis upon one of them satisfactory to these professors. (Catalogue, 1898–99.)

Boston University, Boston, Mass.—The degree of Ph. D. is conferred upon candidates otherwise properly qualified, who, after admission to the A. B. degree, pursue in the School of Arts and Sciences for two years approved studies in philosophy, or in philosophy and one or more of the following departments: Philology, history, literature, mathematics, natural science, political sciences, or the fine arts, and pass satisfactory examinations thereon. (Year Book, 1898–99.)

Massachusetts Institute of Technology, Boston, Mass.—The Ph. D. degree is awarded for proficiency in graduate courses of study of at least two years' duration approved by the faculty. (Catalogue, 1898–99.)

Harvard University, Cambridge, Mass.—For the Ph. D. degree not less than two years, at least one of which must be spent in residence at this university, devoted to approved advanced studies are required of students already qualified for candidacy for the degree. Advanced work done in the graduate department of another university will be given weight in estimating the amount of study. The degree is given, not for the mere reason of faithful study for a prescribed time, or in fulfillment of a determinate programme, and never for miscellaneous studies, but on the ground of long study and high attainment in a special branch of learning manifested not only by examinations but by a thesis, which must show an original treatment of a fitting subject or give evidence of independent research. The candidate is liable to minute examination on the whole of his special field of study and is also required to prove acquaintance with the subject-matter of his division in general. (Catalogue, 1898–99.)

Smith College, Northampton, Mass.—The Ph. D. degree is conferred only in recognition of high scholarly attainment and of ability to carry on original research. Candidates must have pursued since graduation advanced courses of nonprofes-

sional study under suitable academic direction and conditions for at least three years. A dissertation shall be presented embodying the results of original investigation, and the candidate must submit to examinations in two branches of learning, of which that represented by the dissertation shall be the principal one. On the satisfactory fulfillment of the requirements and before the conferring of the degree, a printed and bound copy of the dissertation shall be placed in the college library. (Catalogue, 1897–98.)

Tufts College, Massachusetts.—The Ph. D. degree will be conferred upon bachelors of arts, philosophy, or science who shall have pursued at least three years of graduate study, two years of which must be in residence. The whole course of study must be devoted to one subject, and a thesis must be presented giving evidence of original research. Each candidate must pass a satisfactory examination before a board of three examiners. (Catalogue, 1899–1900.)

Clark University, Worcester, Mass.—In most cases three or at least two years of graduate work will be necessary for the Ph. D. degree. The first requirement is a dissertation upon an approved subject, to which it must be an original contribution of value, and at least 100 copies must be given to the university, except in case of unusual length or very expensive plates the number may be reduced to 50 copies. Such formal or informal tests as the faculty shall determine shall mark the acceptance of each candidate. One object of this preliminary test shall be to insure a good reading knowledge of French and German. No candidate shall receive the degree without at least one year's previous residence. The examinations for the degree may be held at any time during the academic year, provided that one academic year has elapsed since the completion of the preliminaries of candidature. (Register, 1898–99.)

University of Michigan, Ann Arbor, Mich.—The Ph. D. degree is open to all persons who have received a bachelor's degree; but no person will be accepted as a candidate who has not a knowledge of French and German sufficient for purposes of research. It is not intended that the degree shall be won merely by faithful and industrious work for a prescribed time in some assigned course of study, and no definite term of required residence can be specified. As a rule, three years of graduate study will be necessary, the last two semesters of which must be spent at this university. A candidate for a doctor's degree must take a major study that is substantially coextensive with some one department of instruction in the university. He must also take two minor studies, one of which may be in the same department as the major, but involving a more thorough treatment of the same. Both minors must be cognate to the major. The thesis must exhibit creditable literary workmanship and a good command of the resources of expression; but it must depend for acceptance more upon its subject-matter than upon its formal or rhetorical qualities, and must be an original contribution to scholarship or scientific knowledge. It must be read and defended in public, and if finally accepted the candidate must cause it to be printed and present 25 copies thereof to the university library. The final examination for a degree is conducted under the direction of the committee in charge of the student's work. (Calendar, 1898–99.)

University of Minnesota, Minneapolis, Minn.—The Ph. D. degree will be conferred on bachelors of this or any other reputable college or university within not less than three years after graduation therefrom under the following conditions:

The candidate shall elect work in three distinct departments, a major subject in one department and two minor subjects in other departments. Within the major subject the candidate shall choose a special field. The work included in a minor shall be equivalent to at least one year's work in one subject.

The candidate shall evince on his final examination an exhaustive knowledge of the special field selected, and shall show such acquaintance with the other studies of the major subject and with the minor subjects as the faculty may require.

A committee, consisting of the heads of departments in which the candidate's subjects fall, shall have the direction of his work.

The candidate shall present a thesis on some subject connected with his special field of work, which thesis shall be the result of original investigation by the candidate and shall be a contribution to knowledge.

Candidates shall ordinarily be required to devote three full years of graduate study to preparation for the final examination. They shall be in actual residence at the university and shall pursue their studies therein at least two years; they may, however, offer in lieu of one of these two years an equivalent term of resident graduate work in some other institution, it being always required that they be in residence at the university the year next preceding the final examination.

At the beginning of the year next preceding his final examination the candidate shall pass a preliminary examination on the work for his degree that he has done up to that time.

If the thesis is finally accepted and the degree conferred, 100 printed copies of the thesis shall be deposited with the president of the university on or before the 1st day of January following. In addition to passing the final examination the candidate must make a public defense of his thesis. Candidates must have a reading knowledge of French and German. (Catalogue, 1898–99.)

Carleton College, Northfield, Minn.—A course of three or four years of resident study leading to the degree of doctor of philosophy is offered by the department of mathematics and astronomy, and that degree will be conferred upon those who satisfactorily complete the course. (Catalogue, 1898–99.)

University of Mississippi, University, Miss.—In order to become a candidate for the Ph. D. degree the student must first obtain a baccalaureate degree from this or some other institution of equal grade. In his application he must set forth his choice of the three schools of the university in which he desires to work, designating one of these three as his major and the other two as his minor studies. In the three schools thus selected not more than two of which shall be under the charge of any one professor, the candidate must pursue a course of post-graduate study for at least three years, not less than two of which shall be spent in actual residence at this university. No student will be allowed to select, as one of the three schools in which to do his post-graduate work, any school in which he has not already completed the entire undergraduate course of study. A reading knowledge of French and German is necessary and if such knowledge is deficient the candidate will be required to make up such deficiency during the first eighteen months of his course. The candidate must prepare and present a dissertation showing original investigation in the line of his major study. If the dissertation be accepted, the candidate, before he is admitted to examination must deposit a fee of $50, which amount, or so much of it as may be necessary, shall be used in printing the dissertation, 50 copies of which must be presented to the University. The final examination shall be limited to three hours and shall take place before the faculty. (Catalogue, 1898–99.)

University of the State of Missouri, Columbia, Mo.—The candidate for the Ph. D. degree will be expected to spend at least three years in graduate study under university direction; but with the consent of the faculty one of these years may be spent in absentia. The candidate must have a bachelor's degree in arts, letters, science, or philosophy, from some reputable university or college, and must attain in graduate study at this university a high proficiency in one branch of learning, and a respectable proficiency in at least one other. He must submit a dissertation embodying the results of original investigation, and must pass examinations in his major and minor subjects. (Catalogue, 1898–99.)

Westminster College, Fulton, Mo.—Candidates for the Ph. D. degree will be required to complete a course of study covering not less than two years' work in some one of the following departments: (1) Metaphysics; (2) political and social science; (3) mathematics and natural sciences; (4) languages and their literatures. At least two examinations will be held, one at the close of each year; and the final examination will be held at the college. A thesis upon some subject connected with the course of study must be presented and must embody the result of original and advanced research. Students who select the department of natural sciences as their major or minor study will be required to do all their work in that department at the college. The degree can be conferred only upon those who have previously obtained the A. B. degree from some approved institution. (Catalogue, 1898–99.)

Washington University, St. Louis, Mo.—The Ph. D. degree is conferred on graduates of this or of other institutions who shall have satisfied the committee on advanced degrees of their fitness after two years of residence and study. Every candidate must have a reading knowledge of French and German and shall present an acceptable thesis which shall be the result of original investigation. Every candidate must furnish the committee on advanced degrees with 200 copies of his thesis, after its acceptance, before he can be recommended for the degree. (Catalogue, 1898–99.)

University of Nebraska, Lincoln, Nebr.—A candidate for the Ph. D. degree must satisfy the committee on graduate work that he has done the full equivalent for a bachelor's degree in this university; that he is able to use French and German for his work and also Latin when his major subject is not in one of the sciences. He

must pass at least three years in resident work in the studies chosen for his degree, two of which may have been done in resident graduate work at other institutions, but the last year before graduation must be spent at this university. The examination shall be in one major course and either one first minor course or two second minor courses. The major and minors must be taken in separate departments. The thesis shall embody a scholarly research covering exclusively or largely some topic of the candidate's chief study, and shall be publicly defended before the faculty, if required. If approved, the candidate shall, before graduation, deposit 100 copies of the thesis in the chancellor's office for gratuitous distribution, or give proper security for the printing of this number. (Calendar, 1898-99.)

Dartmouth College, Hanover, N. H.—The Ph. D. degree is at present offered in the departments of biology, geology, and sociology only. A candidate must have received a bachelor's degree from this college or from a college whose degrees are accepted as equivalent to its own. He must pursue graduate studies for at least three years after taking his bachelor's degree, two of which must be in residence at this college. The other year may be spent in graduate study at an approved institution. Candidates are required to present themselves for examination in three related subjects, a major and two minors. The requirements in each minor subject shall not be less than all the required and elective undergraduate courses in that subject, or their equivalent. The graduate work in the major subject will consist largely of original investigation of a definite problem, the results of which are to be embodied in a thesis that shall contain some original contribution to knowledge, together with an historical and critical summary of the pertinent literature. (Catalogue, 1898-99.)

Rutgers College, New Brunswick, N. J.—The Ph. D. degree may be conferred upon resident graduates of the college who shall pursue for two years prescribed courses of study under the direction of the faculty. (Catalogue, 1898-99.)

Princeton University, Princeton, N. J.—The Ph. D. degree may be conferred upon any A. B. of Princeton, or of any approved institution whose academic course is equivalent to that pursued in Princeton, provided he has spent at least two years in exclusive study for the degree. One of the years must be spent at Princeton, and the other either at Princeton or some other approved university. Applications from those who hold some other bachelor's degree than that in arts, or for permission to count two or more years spent at another university as the residence necessary for the degree, will be considered in exceptional cases.

All applicants for enrollment are examined on their ability to read ordinary French and German and in the group of subjects connected with the general department of their proposed studies.

Every candidate must select a chief subject and two suitable subsidiary subjects, which should be cognate to the chief subject, but not included under it. He shall present a thesis on some special topic in the department which constitutes his chief subject, not to exceed ordinarily 20,000 words in length, and must show evidence of thorough scholarship and ability to pursue original research, and, if accepted, it must be published by the candidate before the degree can be conferred.

The examination in the chief and subsidiary subjects is to be conducted orally in the presence of the faculty and can not be divided. In the chief subject, however, there may be a written examination in addition to the oral. (Catalogue, 1899-1900.)

Cornell University, Ithaca, N. Y.—The Ph. D. degree is conferred on graduates of this university and of other universities and colleges whose requirements for the baccalaureate degree are equal to those of this university on the following conditions:

1. The applicant must have pursued a course of study substantially equivalent to that required for graduation in this university in the academic department.

2. The candidate is expected to spend at least three years at the university, pursuing a course of study marked out by the university faculty. In cases of exceptional proficiency a candidate may be recommended at the expiration of a shorter period. A year of graduate work in a university elsewhere may be accepted in place of a year's work in this university.

3. He must present a thesis of such a character as shall display power of original and independent investigation, and must pass the requisite special final examinations. Successful candidates must print their theses and deposit 50 copies in the university library. (Register, 1898-99.)

Columbia University, New York, N. Y.—Candidates for the Ph. D. degree must hold a baccalaureate degree in arts, letters, philosophy, or science, or an engineering degree, or an equivalent of one of these from a foreign institution of learning.

They must pursue their studies in residence for a minimum period of two years; residence at other universities may be credited, but at least one year must be spent at Columbia University. Each candidate must designate one principal or major subject and two subordinate or minor subjects. The major subject is expected to occupy one-half of the time of the student throughout the course and each minor subject about one-fourth of the time. The examinations for the degree are held under the authority and direction of the dean of the faculty under which the student is working. Each candidate shall present a dissertation embodying the result of original investigation and research on some topic of his major subject, and, if accepted, he shall print the same, and 150 copies shall be delivered to the faculty. Every candidate must be able to read French and German at sight, and must defend his dissertation in the presence of the faculty. No student shall continue to be a candidate for the Ph. D. degree for a longer period than three years from the time he ceases to be in residence. (Catalogue, 1899–1900.)

New York University, New York, N. Y.—The Ph. D. degree will be given to none save bachelors of at least three years' standing. No one will be admitted to examination for the degree who has not been enrolled for two entire academic years, including enrollment at another university counted to his credit here. One year must be spent at the university. The thesis required must show original treatment or give evidence of independent research and must be not less than 5,000 words. The candidate must pass written examinations in his major and minor subjects, as well as an oral examination on his major subject. A satisfactory knowledge of French and German is highly desirable for every student, and a reading knowledge of one or both of these languages will be required for admission to many of the courses. (Catalogue, 1898–99.)

Syracuse University, Syracuse, N. Y.—Candidates must have received from this university, or one of equal rank, the bachelor's degree in arts, philosophy, or science. They must pursue an advanced course of study in residence for at least two years. The course must include two or more correlated lines of study under the supervision of at least two professors, which shall be known as major and minor subjects. He must pass satisfactory examinations upon the entire work. Before the examination the candidate must have submitted a thesis upon some phase of his major subject, which shall show unquestioned ability in investigation. If accepted, at least 25 printed copies of the thesis must be deposited with the librarian for preservation and exchange. (Catalogue, 1898–99.)

University of North Carolina, Chapelhill, N. C.—Any student having the baccalaureate degree in arts, philosophy, or science from this university or from any university or college having equivalent undergraduate courses may become a candidate for the Ph. D. degree. He must select three branches of study—a major and two minors—and is required to pursue in residence at the university a prescribed course of advanced study and research. In general, a term of three years is required, but the degree may be secured in two years in cases of exceptional preliminary training in the major subject. The degree is conferred not simply for faithful study in a determinate field of work for a prescribed period, but because of a high attainment in a special branch of learning, which the candidate must have manifested not only by examination, but by a thesis which gives evidence of independent research and contributes to knowledge. To receive the degree a knowledge of French and German will be found indispensable in most instances. The examinations are both oral and written. (Catalogue, 1898–99.)

Western Reserve University, Cleveland, Ohio.—The Ph. D. degree will be conferred only on persons who have previously received a bachelor's degree, either from this or from some other university or college of good standing. He must have pursued courses of advanced study, mainly of university as distinguished from college grade. He must have shown special ability in one branch of study (major) and high attainments in two other branches (minors), as determined by written or oral examinations or both. He must have submitted a thesis which shall be accepted as evincing powers of research and independent investigation. After its acceptance he must deposit at least 50 copies of his thesis, printed either in full or in abstract, as may be required, with the dean of the graduate faculty. The degree will be granted to no one who does not possess a good reading knowledge of French and German and, unless specially excused, of Latin. Ordinarily at least two years of residence are necessary, and often a longer time is advisable. Part of this time may be spent at some other institution of high standing, but the last year, at least, must be spent in residence here. (Catalogue, 1898–99.)

Ohio State University, Columbus, Ohio.—The Ph. D. degree will be conferred upon holders of the appropriate baccalaureate degree from this university or from other institutions making equivalent requirements for the first degree upon the satisfactory completion of three years of resident graduate work in the arts, philosophy, and science college, including thesis and examinations. On approval of the faculty, the work of the first year or of the first two years of the three may be done at another university which offers equivalent graduate work. (Catalogue, 1898–99.)

Denison University, Granville, Ohio.—The course for the Ph. D. degree shall include three full years of graduate work. It shall be at the discretion of the faculty to accept an equivalent kind of work at other universities for a period not to exceed one year, but the last year must be spent in residence. Examination in each subject may be held at its completion, but after the acceptance of the thesis, which shall be printed, a final public examination shall be held. The degree will not be given after the expiration of the period of required residence unless the candidate shall have exhibited independence and originality, as well as industry, in research. (Catalogue, 1898–99.)

Richmond College, Richmond, Ohio.—The Ph. D. degree may be conferred on any bachelor of arts of good moral character who shall successfully pursue a three years' course of study in metaphysics under the direction of the president and professors of this institution. (Catalogue, 1895–96.)

University of Wooster, Wooster, Ohio.—The Ph. D. degree will be conferred upon candidates having bachelor's degrees on the completion of a major course with a minor course in cognate studies. The major course consists of two parts, each of which represents an amount of work which, under favorable circumstances, may be accomplished in a year, and a minor course represents about one year's work. Residence at the university is not required, and examinations in absentia may be arranged whereby students may pass written examinations, other than final, under supervision approved by the faculty. The thesis required of candidates shall ordinarily contain from 5,000 to 10,000 words and is expected to be either a contribution to human knowledge, as embodying the results of original research, or such a discussion of a subject as by new and clearer exposition will lead to more ready acceptance and wider diffusion of established truth. (Catalogue, 1898–99.)

Willamette University, Salem, Oreg.—Graduates of this university, or other university or college requiring equal work, with the A. B. or Ph. B. degree are eligible for the Ph. D. degree. The case of graduates with other degrees will be specially considered. The completion of six groups of studies in a course entitle a graduate to the degree. A course may be taken entire or four groups may be taken from one course and two from another. Candidates will be entitled to examinations at the completion of each group. Examinations will be sent to some selected person, and if such person requires compensation the candidate must pay the amount. Except by special dispensation, no candidate will be allowed to receive the degree in less than three years. The theses are to be the result of original investigation on a specified subject, exhibiting originality, careful research, and good literary taste, and must be carefully written in ink. (Yearbook, 1898–99.)

Western University of Pennsylvania, Allegheny, Pa.—The candidate for the Ph. D. degree must either be a baccalaureate of an American or foreign university, the degrees of which are accepted by this university as the equivalent of its own, or he must satisfy the examiners appointed by the faculty that he possesses an equivalent preparation for graduate studies. He must show proficiency in three studies, tested by written or oral examinations. The minimum time in which the degree will be allowed after matriculation is two years, and in most cases fully three years will be required. Residence at the university is not required, but is recommended for at least a portion of the time, especially in cases in which the candidate has elected as his major branch of study one of the sciences requiring practical work in the laboratory or museum. In case of nonresidence the student will be required to submit annually to a rigorous personal examination in all branches which have been prescribed and present himself at the close of his course at the university for graduation, at which time he must be prepared to present and defend a thesis. (Catalogue, 1898–99.)

Moravian College, Bethlehem, Pa.—The Ph. D. degree may be conferred on college graduates who, after having taken a bachelor's degree, shall have devoted themselves for not less than two years to advanced studies under the direction of

the faculty, passed examinations in them, and presented a dissertation embodying the result of original investigation on some topic previously approved by the faculty. Candidates must spend at least one of the two years of study in residence at this college. (Catalogue, 1898–99.)

Bryn Mawr College, Bryn Mawr, Pa.—The Ph. D. degree may be conferred upon graduates of Bryn Mawr College and upon graduates of other colleges who shall show that the course of study for which they received a degree is equivalent to that for which the A. B. degree is given at Bryn Mawr College, or that it has been adequately supplemented by subsequent collegiate studies. The candidate must have pursued for at least three years a course of liberal advanced study at some approved college or university, and must have spent at least two of these years at Bryn Mawr College. She must have written, on some subject connected with her chief subject of study, a dissertation that bears satisfactory evidence of original research, and must pass an oral examination before the faculty on one major or chief subject, and a written and an oral examination on two minor subjects. In special cases one minor subject may be substituted for two minor subjects. The degree is given to no one who can not read French and German or who is unacquainted with Latin. The dissertation must have been printed before the degree is conferred. (Programme, 1898.)

Lafayette College, Easton, Pa.—The Ph. D. degree may be conferred on any graduate of this college who shall have taken a prescribed course of special reading for three years after graduation, passed examinations in approved courses of study, and presented a thesis showing evidence of original research. The same degree may be conferred two years after graduation on any college graduate who, during two years of continuous residence at the college, shall have devoted himself exclusively to advanced studies under the direction of the faculty, passed examinations in them, and presented a satisfactory thesis on one of the studies pursued. (Catalogue, 1897–98.)

Pennsylvania College, Gettysburg, Pa.—Only those who have received bachelor degrees equivalent to those given in this college are eligible candidates for the Ph. D. degree. Not less than three years' work under the direction of the faculty will be required. At least one year's residence in the case of graduates of this institution, and two years' residence in case of graduates from other institutions. In the case of nonresidents, reports of progress must be made, and examinations will be made in such manner and as frequently as the professors may direct. At the close of the course a satisfactory thesis showing evidence of original investigation must be submitted. Each candidate must select one major and two minor subjects. (Catalogue, 1898–99.)

Grove City College, Grove City, Pa.—Offers three-year courses in philosophy and in political and social science leading to the Ph. D. degree. Matriculates must have a bachelor's degree or show that they have acquired by independent study an equivalent culture. The courses may be pursued by nonresident students. An examination in each year's work may be had at the close of the year, or examination in the whole course may be deferred to the close of the third year's work. Resident students can shorten the time greatly. (Catalogue, 1898–99.)

University of Pennsylvania, Philadelphia, Pa.—Any person holding a bachelor's degree in arts, letters, philosophy, pure or applied science, granted by this institution or by any college or university whose degrees are recognized by this university, may become a candidate for the Ph. D. degree. He must possess a good reading knowledge of two European languages besides English, one of which must be a modern tongue. He must select a major subject and two minor subjects which shall be so related as to conduce to some recognized and approved end. He must also present a thesis upon some topic in the line of his major subject, showing high attainment or power of original and independent research, which must be typewritten or printed unless specially excused. The candidate must pass a private written examination and a public oral examination. The degree will in no case be conferred before the expiration of two years after the date of the candidate's baccalaureate degree, and as a rule three years will be required to do the work to fit himself for the degree. (Catalogue, 1898–99.)

Waynesburg College, Waynesburg, Pa.—A graduate of this or any other accredited college, on a course leading to any of the four degrees, bachelor of arts, of science, of literature, of philosophy, will be admitted to the Ph. D. degree on the completion of two years' additional work. Those qualified to enter upon the studies leading thereto, may, without recitation in the College, be admitted to the degree on completion of the course of study, and after he shall have submitted to an examination and presented a thesis. (Catalogue, 1899–1900.)

Brown University, Providence, R. I.—The Ph. D. degree is conferred under the following conditions: The candidate must be a bachelor of arts, of philosophy, of science, or of letters. He must have resided at the university at least two years after graduation pursuing a systematic course of study and sustaining satisfactory examinations thereon, concluding his course with a thesis giving evidence of high scholarship and of special excellence in the studies pursued. At least two courses are required, a major and a minor. A good knowledge of Latin, French, and German is necessary unless for special reasons excused from one or more of these languages. The degree is not conferred in less than two years from the time of enrollment. The examinations are public. The thesis must be typewritten or printed. (Catalogue, 1898-99.)

Allen University, Columbia, S. C.—The Ph. D. degree, for which only college graduates may be candidates, is recommended on compliance with the following conditions: (1) A two-years' course of study in two subjects of science or literature, or one subject of each, at this college, under the direction and to the approval of the professors in the departments to which these subjects belong; (2) an examination upon these subjects and a meritorious thesis upon one of them. (Catalogue, 1898-99.)

Southwestern Presbyterian University, Clarksville, Tenn.—The candidate must present an A. B. or A. M. diploma of this institution or of some other institution which shall be satisfactory to the faculty. He shall select one major and two minor subjects, the major course to extend through three years, each minor through one year, or a candidate may choose a minor to extend through two years. Residence shall be required during each of the three years. Each candidate shall submit a thesis showing original work on some subject embraced in his major course, and shall undergo examinations in his major and minor courses. (Catalogue, 1898-99.)

American Temperance University, Harriman, Tenn.—Students may enter any one of the graduate courses at any time and pursue their studies under the immediate direction of the faculty. Nonresident students may take the courses largely by correspondence. In special cases examinations in absentia may be arranged by correspondence with the examiner, whereby students may pass written examinations under supervision approved by the faculty. On the payment of required fees and the presentation of a thesis of 3,000 words on an accepted theme the master's degree, corresponding to the bachelor's degree already received, will be conferred. At the end of the second year's work, in accordance with the same requirements, the Ph. D. degree will be conferred. (Catalogue, 1898-99.)

Cumberland University, Lebanon, Tenn.—The candidate must have completed a course of study equivalent to that required in this university for the A. B. degree. Holders of the B. S. degree will be admitted as candidates, provided they pass satisfactorily an examination in Greek such as is required for admission to the freshman class, or devote five hours a week to the study of Greek during their year of residence. Candidates must pursue, under the direction of the faculty, a course of study embracing one major and two minor groups of subjects, must pass satisfactory examinations in them, and present a thesis within the field of the major subject showing original research. At least one year of residence is required. Students may complete the course in three years, or, if they are well prepared, with two years of resident study. (Catalogue, 1898-99.)

Vanderbilt University, Nashville, Tenn.—The candidate must have received from this university or from some other institution of good standing the degree of A. B. or B. S., including Latin. The A. B. candidate is required to pursue three distinct studies, one principal and two subsidiary, for not less than three years, two of which must be spent in attendance at this university. He must have a reading knowledge of French and German and must submit, before his examination, a thesis which shall give evidence of independent investigation. The thesis must be printed by the candidate and 50 copies placed in the university library. The same is required of the B. S. candidate, but he must elect the studies from the schools of Latin, Romanic languages, Germanic languages, English, mental and moral philosophy, and history and economics. (Catalogue, 1898-99.)

University of Virginia, Charlottesville, Va.—The candidate must hold the A. B. degree or other degree of like value from this university or some other college or university of good standing, or must give satisfactory evidence of having an equivalent collegiate education. He must select three subjects of study—a major, in which a dissertation is to be prepared; a cognate minor, and an independent minor. No time limit is set for the acquisition of the degree, except a minimum

time limit of three years of study therefor after the acquisition of the bachelor's degree. The major subject shall be pursued during the whole time, the first minor during at least two years, and the second minor during at least one year. A reading knowledge of French and German is necessary. Each candidate must stand a final examination upon the whole course covered in both major and minor studies. Graduate work in other universities may be accepted, but the last year of work must be done here. If approved, the thesis must be printed, and 50 copies thereof deposited in the university library. (Catalogue, 1898-99.)

Washington and Lee University, Lexington, Va.—The Ph. D. degree will be conferred on any bachelor of arts who shall pursue at the university, for not less than three years, a special course of study in any one subject taught in the academic department of the university. The one special subject shall have associated with it at least one subsidiary or affiliated study. It is expected that from time to time the candidate submit evidence of independent research in his special line of study, that he stand at least two examinations during his course, and that he produce a thesis the final year showing the progress he has made. (Catalogue, 1898-99.)

University of Washington, Seattle, Wash.—The Ph. D. degree is open to all students who have received a bachelor's degree in arts, science, philosophy, or letters, and have a knowledge of French and German sufficient for purposes of research. As a rule, three years of graduate study will be necessary to attain the degree, the last of which must be spent in residence at the university. The candidate must select a major study and two minor studies, one of which may be in the same department as the major, but involving a more thorough treatment of the same. Both minors must be cognate to the major. The thesis must be read and defended in public, and if accepted, the candidate must have it printed and present 25 copies to the university library. (Catalogue, 1898-99.)

University of Wisconsin, Madison, Wis.—The Ph. D. degree will be conferred on successful candidates after three years of graduate study, of which the last year or the first two years must be pursued at this university. Special attainments are requisite, particularly the power of original thought and independent investigation. The candidate will be examined on three subjects—one major and two minors. A thesis must be presented which shall give evidence of original research and independent treatment. In case the candidate is successful he is required to print his thesis and deposit 100 copies in the university library. All candidates must have a reading knowledge of French and German at least one year before the degree is conferred. (Catalogue, 1898-99.)

TABLE 1.—*Whole number of students receiving higher education (including students in undergraduate and graduate departments of universities and colleges, colleges for women, schools of technology, and in professional schools and departments).*

State or Territory.	Universities and colleges for men and for both sexes.		Colleges for women—Division A.	Colleges for women—Division B.	Schools of technology		Professional schools and departments (law, medicine, and theology).		Total number of students in higher education.	
	Male.	Female.			Male.	Female.	Male.	Female.	Male.	Female.
United States	58,467	18,948	4,593	10,866	9,038	1,339	42,154	1,759	109,659	37,505
North Atlantic Division	22,354	2,644	4,048	813	2,522	232	13,129	523	38,005	8,260
South Atlantic Division	6,396	991	472	4,374	1,715	14	5,520	120	13,631	5,971
South Central Division	6,330	2,534	.....	4,399	929	57	5,053	42	12,312	7,032
North Central Division	19,727	10,501	51	1,249	3,063	682	17,106	918	39,896	13,401
Western Division	3,660	2,278	22	31	809	354	1,346	156	5,815	2,841
North Atlantic Division:										
Maine	814	188	.....	33	.....	.....	255	5	1,069	226
New Hampshire	614	0	.....	.....	103	9	131	0	848	9
Vermont	342	114	.....	.....	.....	.....	210	0	552	114
Massachusetts	4,238	424	2,595	125	1,500	47	2,369	133	8,107	3,324
Rhode Island	706	204	.....	.....	84	36	52	0	842	240
Connecticut	2,332	116	.....	.....	55	24	478	7	2,865	147
New York	5,981	683	1,099	127	426	106	5,437	218	11,844	2,233
New Jersey	1,471	0	.....	6	354	10	473	0	2,298	16
Pennsylvania	5,856	915	354	522	.....	.....	3,724	160	9,580	1,951
South Atlantic Division:										
Delaware	101	7	.....	.....	.....	.....	.....	.....	101	7
Maryland	1,087	127	276	357	287	0	1,911	69	3,285	829
District of Columbia	616	150	.....	.....	.....	.....	1,265	42	1,881	192
Virginia	1,112	37	196	823	561	0	1,055	0	2,728	1,056
West Virginia	291	158	.....	10	.....	.....	131	2	422	170
North Carolina	1,328	154	.....	838	264	14	378	0	1,970	1,006
South Carolina	683	67	.....	1,066	371	0	155	3	1,209	1,136
Georgia	1,000	175	.....	1,280	232	0	625	4	1,857	1,459
Florida	178	116	.....	.....	.....	.....	.....	.....	178	116
South Central Division:										
Kentucky	1,183	281	.....	859	.....	.....	1,242	10	2,425	1,150
Tennessee	1,788	864	.....	1,180	.....	.....	2,344	15	4,132	2,059
Alabama	772	223	.....	616	299	19	315	2	1,386	860
Mississippi	348	31	.....	1,082	208	10	62	0	618	1,123
Louisiana	634	292	.....	87	.....	.....	483	3	1,117	382
Texas	1,225	559	.....	525	356	0	453	11	2,034	1,095
Arkansas	341	254	.....	50	.....	.....	154	1	495	305
Oklahoma	24	14	.....	.....	66	28	.....	.....	90	42
Indian Territory	15	16	.....	.....	.....	.....	.....	.....	15	16
North Central Division:										
Ohio	3,337	1,873	.....	221	250	0	2,422	116	6,009	2,210
Indiana	1,872	752	.....	.....	743	91	843	35	3,458	878
Illinois	4,038	2,355	51	129	200	0	5,137	425	9,375	2,960
Michigan	1,495	894	.....	.....	552	93	1,746	84	3,793	1,071
Wisconsin	1,775	586	.....	32	.....	.....	764	3	2,539	621
Minnesota	1,381	767	.....	14	.....	.....	1,220	37	2,601	818
Iowa	1,752	975	.....	.....	493	122	1,129	76	3,374	1,173
Missouri	1,755	752	.....	788	.....	.....	3,071	79	4,826	1,619
North Dakota	75	52	.....	.....	89	20	.....	.....	164	72
South Dakota	129	87	.....	.....	252	79	.....	.....	381	166
Nebraska	908	702	.....	.....	.....	.....	439	22	1,347	724
Kansas	1,210	705	.....	65	484	277	335	41	2,029	1,089
Western Division:										
Montana	47	51	.....	.....	29	17	.....	.....	76	68
Wyoming	35	24	.....	.....	.....	.....	.....	.....	35	24
Colorado	354	251	.....	.....	356	64	323	33	1,033	348
New Mexico	13	0	.....	.....	26	21	.....	.....	39	21
Arizona	53	40	.....	.....	.....	.....	.....	.....	53	40
Utah	92	80	.....	.....	92	48	.....	.....	184	128
Nevada	96	85	.....	.....	.....	.....	.....	.....	96	85
Idaho	45	34	.....	.....	.....	.....	.....	.....	45	34
Washington	384	260	.....	.....	109	63	.....	.....	493	263
Oregon	225	152	.....	.....	197	141	166	27	588	320
California	2,316	1,361	22	31	.....	.....	857	96	3,173	1,510

TABLE 2.—*Number of undergraduate and graduate students in public universities, colleges, and schools of technology.*

State or Territory.	Collegiate departments.			Graduate departments.						Total number of undergraduate and graduate students.		
				Resident.			Nonresident.					
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	22,039	6,602	28,641	990	419	1,409	176	38	214	23,205	7,059	30,264
North Atlantic Division	4,892	199	5,091	63	1	64	5	4	9	4,960	204	5,164
South Atlantic Division	3,362	276	3,638	114	10	124	17	1	18	3,493	287	3,780
South Central Division	2,280	485	2,765	65	18	83	15	5	20	2,360	508	2,868
North Central Division	9,196	4,120	13,316	599	265	864	133	26	159	9,928	4,411	14,339
Western Division	2,309	1,522	3,831	149	125	274	6	2	8	2,464	1,649	4,113
North Atlantic Division:												
Maine	287	0	287	6	0	6	0	0	0	293	0	293
New Hampshire	101	9	110	2	0	2	0	0	0	103	9	112
Vermont	229	63	292	3	1	4	3	0	3	235	64	299
Massachusetts	1,246	47	1,293	17	0	17	1	0	1	1,264	47	1,311
Rhode Island	84	36	120	0	0	0	1	4	5	85	40	125
Connecticut	55	24	79	0	0	0	0	0	0	55	24	79
New York	1,248	0	1,248	0	0	0	0	0	0	1,248	0	1,248
New Jersey	140	10	150	0	0	0	0	0	0	140	10	150
Pennsylvania	1,502	10	1,512	35	0	35	0	0	0	1,537	10	1,547
South Atlantic Division:												
Delaware	95	7	102	6	0	6	0	0	0	101	7	108
Maryland	364	0	364	13	0	13	0	0	0	377	0	377
District of Columbia	81	32	113	0	0	0	0	0	0	81	32	113
Virginia	841	0	841	37	0	37	2	0	2	880	0	880
West Virginia	173	86	259	9	5	14	15	1	16	197	92	289
North Carolina	588	21	609	27	2	29	0	0	0	615	23	638
South Carolina	544	18	562	9	0	9	0	0	0	553	18	571
Georgia	548	23	571	8	0	8	0	0	0	556	23	579
Florida	128	89	217	5	3	8	0	0	0	133	92	225
South Central Division:												
Kentucky	210	50	260	8	2	10	0	0	0	218	52	270
Tennessee	228	73	301	4	2	6	0	0	0	232	75	307
Alabama	447	44	491	22	2	24	0	0	0	469	46	515
Mississippi	334	39	373	9	0	9	15	5	20	358	44	402
Louisiana	186	0	186	3	0	3	0	0	0	189	0	189
Texas	639	165	804	14	10	24	0	0	0	653	175	828
Arkansas	150	74	224	1	0	1	0	0	0	151	74	225
Oklahoma	86	40	126	4	2	6	0	0	0	90	42	132
Indian Territory	0	0	0	0	0	0	0	0	0	0	0	0
North Central Division:												
Ohio	1,069	332	1,401	58	35	93	0	0	0	1,067	427	1,494
Indiana	1,200	371	1,571	88	36	124	15	0	15	1,303	407	1,710
Illinois	580	227	807	24	8	32	25	1	26	629	236	865
Michigan	1,431	668	2,099	54	18	72	1	1	2	1,486	687	2,173
Wisconsin	1,102	364	1,466	67	28	95	3	1	4	1,172	393	1,565
Minnesota	646	495	1,141	147	48	195	0	0	0	793	543	1,336
Iowa	905	313	1,218	40	23	63	35	5	40	980	341	1,321
Missouri	486	167	653	22	6	28	0	0	0	508	173	681
North Dakota	138	56	194	3	4	7	6	1	7	147	61	208
South Dakota	283	117	400	10	6	16	0	0	0	293	123	416
Nebraska	529	446	975	40	28	68	38	16	54	607	490	1,097
Kansas	887	504	1,391	46	25	71	10	1	11	943	530	1,473
Western Division:												
Montana	59	52	111	1	0	1	0	0	0	60	52	112
Wyoming	33	23	56	2	1	3	2	0	2	37	24	61
Colorado	529	167	696	18	7	25	0	0	0	547	174	721
New Mexico	33	21	54	6	0	6	0	0	0	39	21	60
Arizona	53	38	91	0	2	2	0	0	0	53	40	93
Utah	165	116	281	2	1	3	0	0	0	167	117	284
Nevada	94	78	172	2	7	9	0	0	0	96	85	181
Idaho	44	31	75	1	3	4	0	0	0	45	34	79
Washington	217	163	380	10	4	14	0	0	0	227	167	394
Oregon	229	154	383	8	11	19	0	0	0	237	165	402
California	853	679	1,532	99	89	188	4	2	6	956	770	1,726

TABLE 3.—*Number of undergraduate and graduate students in private universities, colleges, and schools of technology.*

State or Territory.	Collegiate departments.			Graduate departments.						Total number of undergraduate and graduate students.		
				Resident.			Nonresident.					
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	41,579	27,419	68,998	2,897	1,306	4,203	644	60	704	45,120	28,785	73,905
North Atlantic Division	18,347	7,037	25,384	1,574	500	2,074	252	17	269	20,173	7,554	27,727
South Atlantic Division	4,266	5,473	9,739	369	92	461	23	0	23	4,658	5,565	10,223
South Central Division	4,841	6,272	11,113	73	215	288	35	4	39	4,949	6,491	11,440
North Central Division	12,177	7,649	19,826	818	449	1,267	333	39	372	13,328	8,137	21,465
Western Division	1,948	988	2,936	63	50	113	1	0	1	2,012	1,038	3,050
North Atlantic Division:												
Maine	521	215	736	0	6	6	0	0	0	521	221	742
New Hampshire	610	0	610	4	0	4	0	0	0	614	0	614
Vermont	110	48	158	0	2	2	1	0	1	111	50	161
Massachusetts	4,049	3,026	7,075	426	118	544	36	0	36	4,511	3,144	7,655
Rhode Island	661	165	826	45	39	84	12	3	15	718	207	925
Connecticut	2,115	73	2,188	217	43	260	33	0	33	2,365	116	2,481
New York	4,584	1,833	6,417	575	182	757	57	9	66	5,216	2,024	7,240
New Jersey	1,551	5	1,556	134	1	135	21	0	21	1,706	6	1,712
Pennsylvania	4,146	1,672	5,818	173	109	282	92	5	97	4,411	1,786	6,197
South Atlantic Division:												
Delaware	0	0	0	0	0	0	0	0	0	0	0	0
Maryland	787	755	1,542	219	5	215	0	0	0	997	760	1,757
District of Columbia	402	105	507	133	13	146	0	0	0	535	118	653
Virginia	779	1,045	1,824	16	11	27	3	0	3	798	1,056	1,854
West Virginia	109	77	186	0	0	0	0	0	0	109	77	186
North Carolina	969	976	1,945	8	7	15	13	0	13	990	983	1,973
South Carolina	501	1,094	1,595	0	21	21	7	0	7	508	1,115	1,623
Georgia	674	1,397	2,071	2	35	37	0	0	0	676	1,432	2,108
Florida	45	24	69	0	0	0	0	0	0	45	24	69
South Central Division:												
Kentucky	954	1,081	2,035	11	7	18	2	0	2	967	1,088	2,055
Tennessee	1,507	1,938	3,445	49	31	80	28	0	28	1,584	1,969	3,553
Alabama	601	788	1,389	1	24	25	0	0	0	602	812	1,414
Mississippi	209	1,067	1,276	4	17	21	0	0	0	213	1,084	1,297
Louisiana	441	284	725	4	95	99	0	0	0	445	379	824
Texas	925	868	1,793	3	41	44	5	3	8	933	912	1,845
Arkansas	190	230	420	0	0	0	0	0	0	190	230	420
Oklahoma	0	0	0	0	0	0	0	0	0	0	0	0
Indian Territory	14	16	30	1	0	1	0	1	1	15	17	32
North Central Division:												
Ohio	2,451	1,638	4,089	69	29	98	201	11	212	2,721	1,678	4,399
Indiana	1,287	413	1,700	40	23	63	3	1	4	1,330	437	1,767
Illinois	2,977	1,952	4,929	657	348	1,005	33	4	37	3,667	2,304	5,971
Michigan	559	296	855	3	5	8	5	7	12	567	308	875
Wisconsin	590	222	812	16	4	20	30	0	30	636	226	862
Minnesota	587	237	824	1	1	2	11	1	12	599	239	838
Iowa	1,283	749	2,032	17	12	29	18	5	23	1,318	766	2,084
Missouri	1,238	1,350	2,588	9	17	26	19	0	19	1,266	1,367	2,633
North Dakota	23	12	35	0	0	0	0	0	0	23	12	35
South Dakota	87	43	130	1	0	1	2	0	2	90	43	133
Nebraska	337	227	564	2	1	3	6	6	12	345	234	579
Kansas	758	510	1,268	3	9	12	5	4	9	766	523	1,289
Western Division:												
Montana	16	16	32	0	0	0	0	0	0	16	16	32
Wyoming	0	0	0	0	0	0	0	0	0	0	0	0
Colorado	160	137	297	3	4	7	0	0	0	163	141	304
New Mexico	0	0	0	0	0	0	0	0	0	0	0	0
Arizona	0	0	0	0	0	0	0	0	0	0	0	0
Utah	17	11	28	0	0	0	0	0	0	17	11	28
Nevada	0	0	0	0	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	0	0	0	0	0
Washington	264	96	360	2	0	2	1	0	1	267	96	363
Oregon	180	128	308	5	0	5	0	0	0	185	128	313
California	1,311	600	1,911	53	46	99	0	0	0	1,364	646	2,010

TABLE 4.—*Number of undergraduate students in universities and colleges for men and for both sexes (Table 38).*

State or Territory.	Colleges for men.		Coeducational colleges.		
	Institutions.	Undergraduate students.	Institutions.	Undergraduate students.	
				Male.	Female.
United States	140	22,844	344	31,916	17,757
North Atlantic Division	51	14,765	33	5,972	2,402
South Atlantic Division	30	2,914	43	3,033	968
South Central Division	20	1,644	64	4,575	2,418
North Central Division	33	2,861	165	15,534	9,852
Western Division	6	660	39	2,802	2,117
North Atlantic Division:					
Maine	2	521	2	287	188
New Hampshire	2	610	----	----	----
Vermont	1	50	2	289	111
Massachusetts	6	3,490	3	323	393
Rhode Island	----	----	1	661	165
Connecticut	2	1,864	1	251	73
New York	18	3,696	5	1,710	594
New Jersey	5	1,337	----	----	----
Pennsylvania	15	3,197	19	2,451	878
South Atlantic Division:					
Delaware	1	84	1	11	7
Maryland	7	626	4	245	127
District of Columbia	4	161	3	322	137
Virginia	6	699	4	369	37
West Virginia	----	----	3	282	153
North Carolina	5	544	10	764	152
South Carolina	2	112	7	565	67
Georgia	4	668	7	322	175
Florida	1	20	4	153	113
South Central Division:					
Kentucky	4	268	9	896	279
Tennessee	4	346	20	1,389	856
Alabama	3	269	5	496	223
Mississippi	2	202	2	138	31
Louisiana	3	324	6	303	198
Texas	4	235	12	977	547
Arkansas	----	----	7	340	254
Oklahoma	----	----	1	22	14
Indian Territory	----	----	2	14	16
North Central Division:					
Ohio	5	338	29	2,882	1,817
Indiana	4	487	9	1,282	715
Illinois	7	677	24	2,680	2,004
Michigan	1	65	8	1,374	871
Wisconsin	3	235	7	1,457	554
Minnesota	2	244	7	989	718
Iowa	3	195	22	1,513	942
Missouri	5	432	22	1,292	736
North Dakota	----	----	3	75	49
South Dakota	----	----	6	127	85
Nebraska	1	55	10	811	673
Kansas	2	133	18	1,052	688
Western Division:					
Montana	----	----	3	46	51
Wyoming	----	----	1	33	23
Colorado	1	20	3	313	249
New Mexico	----	----	1	10	0
Arizona	----	----	1	53	38
Utah	----	----	4	92	80
Nevada	----	----	1	94	78
Idaho	----	----	1	44	31
Washington	2	157	6	217	198
Oregon	----	----	9	219	149
California	3	483	9	1,681	1,229

TABLE 5.—*Classification of universities and colleges for men and for both sexes (Table 38) according to amount of endowment funds.*

State or Territory.	Institutions having—																						
	No endowment funds.	$100 to $4,999.	$5,000 to $9,999.	$10,000 to $14,999.	$15,000 to $24,999.	$25,000 to $49,999.	$50,000 to $99,999.	$100,000 to $199,999.	$200,000 to $299,999.	$300,000 to $399,999.	$400,000 to $499,999.	$500,000 to $599,999.	$600,000 to $699,999.	$700,000 to $799,999.	$800,000 to $899,999.	$900,000 to $999,999.	$1,000,000 to $1,499,999.	$1,500,000 to $1,999,999.	$2,000,000 to $2,999,999.	$3,000,000 to $3,999,999.	$4,000,000 to $4,999,999.	$5,000,000 to $7,499,999.	$7,500,000 to $10,000,000.	Over $10,000,000.
United States	181	13	13	5	18	39	42	53	39	14	13	7	4	5	3	1	13	3	3	1	2	3	1	2
N. Atlantic Division	25	3	---	---	---	3	3	5	8	6	7	2	1	4	2	---	5	3	1	---	2	2	1	1
S. Atlantic Division	30	---	4	1	3	5	8	11	6	2	---	---	1	---	---	---	1	---	---	1	---	---	---	---
S. Central Division	42	3	5	1	2	5	4	10	4	3	1	1	1	---	---	---	2	---	---	---	---	---	---	---
N. Central Division	62	6	8	2	12	19	26	21	20	2	5	4	1	1	1	1	5	---	1	---	---	1	---	---
Western Division	22	1	2	1	1	7	1	6	1	1	---	---	---	---	---	---	---	---	1	---	---	---	---	1
N. Atlantic Division:																								
Maine	---	---	---	---	---	---	---	---	1	1	1	---	1	---	---	---	---	---	---	---	---	---	---	---
New Hampshire	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---
Vermont	---	1	---	---	---	---	---	---	---	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Massachusetts	2	1	---	---	---	---	---	---	---	---	---	---	---	1	1	---	3	---	---	---	---	---	---	1
Rhode Island	---	---	---	---	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---
Connecticut	---	---	---	---	---	---	---	---	---	---	---	---	---	1	---	---	1	---	---	---	1	---	---	---
New York	8	1	---	---	---	1	1	1	1	1	3	---	---	1	---	---	1	2	---	---	---	1	1	---
New Jersey	3	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---	---	1	---	---	---
Pennsylvania	11	---	---	---	---	2	2	4	6	2	3	1	---	1	---	---	---	---	1	---	---	1	---	---
S. Atlantic Division:																								
Delaware	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Maryland	7	---	---	---	1	1	---	1	---	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---
Dist. Columbia	3	---	---	---	---	---	1	1	1	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Virginia	1	---	---	1	1	---	1	3	1	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---
West Virginia	2	---	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
North Carolina	6	---	2	---	---	2	1	2	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
South Carolina	3	---	1	---	---	1	3	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Georgia	6	---	---	---	1	1	---	2	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Florida	1	---	1	---	---	---	1	1	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
S. Central Division:																								
Kentucky	3	---	1	---	---	1	---	4	3	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Tennessee	9	2	2	---	1	2	2	3	1	---	1	---	---	---	---	---	1	---	---	---	---	---	---	---
Alabama	5	---	---	1	---	---	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Mississippi	1	---	---	---	---	1	---	1	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---
Louisiana	5	---	1	---	---	---	---	1	---	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Texas	12	1	---	---	---	1	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---
Arkansas	4	---	1	---	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Oklahoma	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Indian Ter	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
N. Central Division:																								
Ohio	7	---	---	---	1	5	7	4	3	1	1	1	---	1	1	1	1	---	---	---	---	---	---	---
Indiana	4	---	---	---	1	1	---	3	3	---	1	---	1	---	---	---	---	---	---	---	---	---	---	---
Illinois	6	3	2	---	2	3	3	5	2	1	1	1	---	---	---	---	---	---	1	---	---	1	---	---
Michigan	1	---	---	---	---	---	2	---	5	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---
Wisconsin	4	---	---	---	1	---	1	---	2	---	1	1	---	---	---	---	---	---	---	---	---	---	---	---
Minnesota	2	---	2	---	---	1	1	2	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Iowa	5	2	2	---	2	3	5	4	1	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Missouri	11	---	1	1	3	---	3	2	4	---	---	---	---	---	---	---	2	---	---	---	---	---	---	---
North Dakota	2	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
South Dakota	4	---	---	---	---	1	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nebraska	5	---	1	---	1	1	1	1	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Kansas	11	1	---	1	1	3	2	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Western Division:																								
Montana	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Wyoming	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Colorado	1	---	---	---	---	---	1	1	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
New Mexico	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Arizona	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Utah	1	---	---	---	---	1	---	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nevada	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Idaho	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Washington	7	---	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Oregon	2	1	2	---	---	2	---	1	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
California	4	---	---	1	1	3	---	1	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---	1

TABLE 6.—*Classification of universities and colleges for men and for both sexes (Table 38) according to the number of undergraduate students.*

State or Territory.	Institutions having—																		
	Less than 10 students.	10 to 24.	25 to 49.	50 to 74.	75 to 99.	100 to 149.	150 to 199.	200 to 249.	250 to 299.	300 to 399.	400 to 499.	500 to 599.	600 to 699.	700 to 799.	800 to 899.	900 to 999.	1,000 to 1,199.	1,200 to 1,499.	Over 1,500.
United States	16	59	75	80	57	71	45	24	13	14	3	4	4	---	5	3	3	5	3
North Atlantic Division	1	3	6	10	9	12	14	5	8	4	1	2	---	---	2	2	1	2	2
South Atlantic Division	3	10	15	9	10	11	9	3	2	3	---	---	---	---	---	---	---	---	---
South Central Division	4	12	10	18	6	15	8	6	1	3	1	---	1	---	---	---	---	---	---
North Central Division	7	22	35	38	27	29	11	8	1	6	1	2	3	---	3	1	1	3	---
Western Division	3	12	9	5	5	4	3	2	1	---	---	---	---	---	---	---	1	---	1
North Atlantic Division:																			
Maine	---	---	---	---	---	---	1	1	2	---	---	---	---	---	---	---	---	---	---
New Hampshire	---	---	1	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Vermont	---	---	---	1	---	1	---	---	1	---	---	---	---	---	---	---	---	---	---
Massachusetts	1	1	---	---	---	---	---	1	2	2	1	---	---	---	---	---	---	---	1
Rhode Island	---	---	---	---	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---
Connecticut	---	---	---	---	---	1	---	---	---	1	---	---	---	---	---	---	---	---	1
New York	---	---	2	4	4	4	4	1	---	---	---	1	---	---	1	---	1	1	---
New Jersey	---	---	---	2	1	---	1	---	---	---	---	---	---	---	---	1	---	---	---
Pennsylvania	---	2	3	3	4	6	8	2	3	1	---	---	---	---	---	1	---	1	---
South Atlantic Division:																			
Delaware	---	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Maryland	---	1	2	2	2	1	3	---	---	---	---	---	---	---	---	---	---	---	---
District of Columbia	1	---	3	1	---	1	---	---	---	1	---	---	---	---	---	---	---	---	---
Virginia	---	1	1	2	---	4	---	2	---	---	---	---	---	---	---	---	---	---	---
West Virginia	---	---	---	---	2	---	---	---	1	---	---	---	---	---	---	---	---	---	---
North Carolina	---	2	3	3	3	1	1	1	---	1	---	---	---	---	---	---	---	---	---
South Carolina	---	1	3	1	---	2	2	---	---	---	---	---	---	---	---	---	---	---	---
Georgia	1	2	1	---	2	2	2	---	1	---	---	---	---	---	---	---	---	---	---
Florida	---	2	2	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---
South Central Division:																			
Kentucky	---	1	4	1	---	3	1	2	1	---	---	---	---	---	---	---	---	---	---
Tennessee	---	3	4	6	2	5	1	1	---	1	---	---	1	---	---	---	---	---	---
Alabama	---	---	---	1	2	3	2	---	---	---	---	---	---	---	---	---	---	---	---
Mississippi	1	---	---	---	---	2	1	---	---	---	---	---	---	---	---	---	---	---	---
Louisiana	1	2	---	3	1	---	1	---	---	1	---	---	---	---	---	---	---	---	---
Texas	---	4	1	5	---	2	1	2	---	---	1	---	---	---	---	---	---	---	---
Arkansas	1	1	---	2	1	---	1	1	---	---	---	---	---	---	---	---	---	---	---
Oklahoma	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Indian Territory	1	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
North Central Division:																			
Ohio	1	3	4	6	6	4	3	2	---	2	1	1	---	---	1	---	---	---	---
Indiana	---	---	1	2	2	3	1	2	---	1	---	---	---	---	1	---	---	---	---
Illinois	---	5	5	4	4	6	1	1	---	2	---	1	---	---	1	---	---	1	---
Michigan	---	---	1	2	2	1	1	1	---	---	---	---	---	---	---	---	---	1	---
Wisconsin	---	---	1	5	---	2	---	1	---	---	---	---	---	---	---	---	---	1	---
Minnesota	---	1	1	2	1	1	1	1	---	---	---	---	---	---	---	---	1	---	---
Iowa	2	4	3	4	4	5	---	---	1	1	---	---	1	---	---	---	---	---	---
Missouri	3	2	7	7	2	4	2	---	---	---	---	---	1	---	---	---	---	---	---
North Dakota	1	---	1	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
South Dakota	1	2	2	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nebraska	---	3	3	3	1	1	1	---	---	---	---	---	---	---	---	1	---	---	---
Kansas	---	2	7	4	3	2	1	---	---	---	---	---	1	---	---	---	---	---	---
Western Division:																			
Montana	---	2	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Wyoming	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Colorado	---	1	---	---	1	---	1	---	1	---	---	---	---	---	---	---	---	---	---
New Mexico	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Arizona	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Utah	2	1	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Nevada	---	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---
Idaho	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Washington	---	2	3	---	---	2	---	1	---	---	---	---	---	---	---	---	---	---	---
Oregon	---	1	6	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
California	---	4	---	1	2	1	1	1	---	---	---	---	---	---	---	---	1	---	1

TABLE 7.—*Nonsectarian and religious control of universities and colleges for men and for both sexes, with the number of professors and students in undergraduate collegiate departments, and the total amount of endowment funds.*

State or Territory.	Public institutions.				Other nondenominational institutions.				Roman Catholic.			
	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.
United States	54	1,812	19,795	$16,526,337	66	1,963	15,914	$73,577,419	62	711	5,223	$1,248,063
N. Atlantic Division	5	204	3,108	1,156,956	22	1,244	9,532	47,017,022	18	202	1,798	0
S. Atlantic Division	15	223	1,943	1,954,752	9	150	777	4,103,915	10	123	623	1,067,063
S. Central Division	8	163	1,810	2,509,029	11	133	1,842	2,008,670	9	85	534	0
N. Central Division	15	969	10,241	7,633,513	20	308	2,483	5,695,977	19	224	1,608	181,000
Western Division	11	313	2,693	3,272,093	4	128	1,280	15,351,835	6	77	660	0
N. Atlantic Division:												
Maine	1	40	287	219,900								
New Hampshire					1	41	579	1,500,000	1	10	31	0
Vermont	1	33	292	375,000	2	21	158	385,500				
Massachusetts					5	401	3,041	15,016,689	2	28	460	0
New York	1	43	1,017	45,050	7	506	3,063	18,579,294	8	105	710	0
New Jersey					1	81	967	4,000,000	3	23	204	0
Pennsylvania	2	88	1,512	517,000	6	194	1,724	7,535,539	4	36	393	0
S. Atlantic Division:												
Delaware	2	17	102	83,000								
Maryland	1	19	84	105,000	3	98	325	3,280,000	4	50	375	0
Dist. of Columbia	2	26	113	180,000					4	61	161	1,067,063
Virginia	2	28	289	491,000	2	28	231	775,915				
West Virginia	1	43	259	114,750								
North Carolina	1	22	346	100,000	1	5	80	0	1	8	67	0
South Carolina	2	19	194	291,000								
Georgia	2	27	339	372,702	2	11	129	42,000				
Florida	2	22	217	214,300	1	8	12	6,000	1	4	20	0
S. Central Division:												
Kentucky	1	14	260	165,000	2	14	72	431,670	1	5	30	0
Tennessee	1	28	301	425,000	4	63	816	100,000	1	6	51	0
Alabama	1	18	191	300,000	3	12	397	0	2	33	149	0
Mississippi	1	13	160	544,000								
Louisiana	1	19	186	318,313	1	36	332	1,477,000	2	21	138	0
Texas	1	38	452	626,716	1	8	225	0	3	20	166	0
Arkansas	1	24	224	130,000								
Oklahoma	1	9	36	0								
N. Central Division:												
Ohio	4	155	1,401	1,563,065	7	139	1,048	2,246,521	2	20	144	0
Indiana	1	65	884	600,000	1	17	102	468,000	2	43	261	0
Illinois	1	104	807	475,444	4	61	666	357,776	5	56	476	1,000
Michigan	1	118	1,455	554,946					1	10	65	0
Wisconsin	1	112	1,466	530,000	2	29	264	649,680	1	8	56	0
Minnesota	1	114	1,141	1,307,219					1	26	148	0
Iowa	1	46	618	232,000	1	6	40	30,000	1	6	70	0
Missouri	1	42	653	1,235,839	4	39	271	1,344,000	3	21	200	0
North Dakota	1	12	89	0								
South Dakota	1	21	82	0								
Nebraska	1	69	975	1,000,000					1	8	55	180,000
Kansas	1	51	670	135,000	1	17	92	0	2	26	133	0
Western Division:												
Montana	1	12	65	0								
Wyoming	1	14	56	0								
Colorado	1	26	276	80,000	1	25	193	323,635	1	5	20	0
New Mexico	1	12	10	0								
Arizona	1	13	91	0								
Utah	1	17	144	150,000								
Nevada	1	21	172	0								
Idaho	1	16	75	49,000								
Washington	1	27	212	0	1	11	17	0	2	18	157	0
Oregon	1	22	60	150,000								
California	1	133	1,532	2,843,093	2	92	1,070	15,028,200	3	54	483	0

TABLE 8.—*Nonsectarian and religious control of universities and colleges for men and for both sexes, etc.*—Continued.

State or Territory.	Methodist Episcopal.				Baptist.				Presbyterian.			
	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.
United States	85	889	8,997	$11,189,593	53	792	7,581	$13,772,258	56	498	4,177	$5,110,769
North Atlantic Division	6	147	1,768	3,867,553	8	190	1,977	4,766,556	5	66	897	1,334,030
South Atlantic Division	15	105	1,204	658,000	9	141	1,231	1,275,448	6	41	398	218,000
South Central Division	18	167	1,225	1,310,300	15	111	1,371	583,500	15	121	990	1,058,538
North Central Division	38	395	4,453	5,077,810	18	336	2,817	7,068,754	25	240	1,803	2,498,601
Western Division	8	75	347	275,930	3	14	185	73,000	5	30	89	1,600
North Atlantic Division:												
Maine	---	---	---	---	2	35	475	825,353	---	---	---	---
Massachusetts	1	26	418	790,000	---	---	---	---	---	---	---	---
Rhode Island	---	---	---	---	1	72	826	817,612	---	---	---	---
Connecticut	1	35	324	1,258,943	---	---	---	---	---	---	---	---
New York	1	49	570	1,313,610	3	50	393	2,723,591	---	---	---	---
Pennsylvania	3	37	456	505,000	2	33	283	400,000	5	66	897	1,334,030
South Atlantic Division:												
Maryland	1	6	11	20,000	---	---	---	---	1	5	30	0
District of Columbia	---	---	---	---	1	66	346	256,075	---	---	---	---
Virginia	2	16	179	176,000	2	18	236	281,000	1	8	36	0
West Virginia	1	7	82	0	---	---	---	---	---	---	---	---
North Carolina	3	22	253	230,000	2	19	262	287,373	2	17	221	127,000
South Carolina	3	20	177	63,000	1	10	155	65,000	2	11	111	91,000
Georgia	5	34	502	175,000	2	15	195	186,000	---	---	---	---
Florida	---	---	---	---	1	13	37	200,000	---	---	---	---
South Central Division:												
Kentucky	2	14	129	42,000	3	24	301	325,000	2	28	299	410,000
Tennessee	3	57	262	1,108,300	3	28	329	105,000	8	58	465	529,538
Alabama	1	6	131	50,000	1	9	120	1,000	---	---	---	---
Mississippi	2	12	111	110,000	1	7	100	39,000	---	---	---	---
Louisiana	2	11	76	0	2	11	86	117,500	---	---	---	---
Texas	5	48	363	0	3	17	276	1,000	2	14	138	93,500
Arkansas	3	19	153	0	1	8	150	0	2	12	67	25,500
Indian Territory	---	---	---	---	1	7	9	0	1	9	21	0
North Central Division:												
Ohio	6	62	976	1,012,120	2	22	230	489,000	3	22	382	426,500
Indiana	3	36	464	234,000	1	9	152	213,000	1	10	98	175,000
Illinois	5	80	993	2,664,258	3	197	1,489	5,336,729	4	47	340	786,000
Michigan	1	12	225	230,000	2	19	276	459,433	1	10	42	218,501
Wisconsin	1	13	111	212,000	1	8	54	83,743	1	16	50	0
Minnesota	1	18	170	109,110	1	6	11	60,000	1	8	65	8,000
Iowa	7	72	713	317,322	2	21	118	79,849	4	41	268	218,600
Missouri	6	40	356	229,000	4	39	333	232,000	4	38	350	581,000
North Dakota	1	5	9	0	---	---	---	---	---	---	---	---
South Dakota	2	15	60	30,000	---	---	---	---	1	7	8	0
Nebraska	1	10	117	0	1	6	29	35,000	2	17	79	20,000
Kansas	4	32	259	40,000	1	9	125	80,000	3	24	121	65,000
Western Division:												
Montana	1	7	10	0	---	---	---	---	1	4	22	0
Colorado	1	14	84	175,085	---	---	---	---	---	---	---	---
Utah	---	---	---	---	---	---	---	---	1	2	8	0
Washington	1	9	25	0	1	6	111	0	1	5	20	0
Oregon	2	20	54	40,000	1	4	56	38,000	1	8	24	1,600
California	3	25	174	60,845	1	4	18	35,000	1	11	15	0

TABLE 9—*Nonsectarian and religious control of universities, etc.*—Continued.

State or Territory.	Congregational.				Christian.				United Brethren.			
	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.
United States	21	391	3,447	$6,986,817	18	189	1,666	$845,979	8	58	405	$162,000
North Atlantic Division	2	183	1,966	5,199,494	...	...	...	...	1	10	111	75,000
South Atlantic Division	...	...	...	...	2	25	146	0	...	...	...	...
South Central Division	2	17	64	47,841	5	42	681	203,479	...	...	...	...
North Central Division	13	150	1,233	1,229,482	11	122	839	642,500	6	41	252	82,000
Western Division	4	41	184	510,000	...	...	...	...	1	7	42	5,000
North Atlantic Division:												
Maine	1	20	234	644,665	...	...	...	...	...	...	...	...
Connecticut	1	163	1,732	4,554,829	...	...	...	...	...	...	...	...
Pennsylvania	...	...	...	...	...	...	...	...	1	10	111	75,000
South Atlantic Division:												
West Virginia	...	...	...	...	1	13	94	0	...	...	...	...
North Carolina	...	...	...	...	1	12	52	0	...	...	...	...
South Central Division:												
Kentucky	...	...	...	...	2	15	352	203,479	...	...	...	...
Tennessee	1	10	57	41,841	2	16	190	0	...	...	...	...
Louisiana	1	7	7	6,000	...	...	...	...	...	...	...	...
Texas	...	...	...	...	1	11	139	0	...	...	...	...
North Central Division:												
Ohio	...	...	...	...	1	13	178	135,000	1	11	90	69,000
Indiana	...	...	...	...	2	25	194	288,000	...	...	...	...
Illinois	1	9	76	54,000	1	9	68	45,000	1	6	23	1,000
Michigan	1	11	96	90,205	...	...	...	...	...	...	...	...
Minnesota	1	13	209	100,000	...	...	...	...	...	...	...	...
Iowa	2	33	356	503,620	2	28	144	152,000	1	7	58	0
Missouri	1	12	91	250,000	3	27	198	22,000	1	6	8	0
North Dakota	1	5	25	30,000	...	...	...	...	...	...	...	...
South Dakota	2	18	62	55,000	...	...	...	...	...	...	...	...
Nebraska	2	15	100	76,657	1	11	17	0	1	5	13	0
Kansas	2	34	217	70,000	1	9	40	500	1	6	60	12,000
Western Division:												
Utah	1	3	7	45,000	...	...	...	...	...	...	...	...
Washington	1	9	30	165,000	...	...	...	...	...	...	...	...
Oregon	1	12	46	200,000	...	...	...	...	1	7	42	5,000
California	1	17	101	100,000	...	...	...	...	...	...	...	...

TABLE 10.—*Nonsectarian and religious control of universities, etc.*—Continued.

State or Territory.	Protestant Episcopal.				Lutheran.				Friends.			
	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.
United States	5	69	489	$1,777,894	24	192	1,881	$1,270,685	7	89	842	$1,233,000
North Atlantic Division	3	43	275	1,324,286	4	36	427	471,280	2	40	305	975,000
South Atlantic Division	...	...	...	...	4	24	300	101,000	1	10	99	50,000
South Central Division	1	15	120	160,000	...	...	...	...	...	...	...	...
North Central Division	1	11	94	293,608	16	132	1,154	698,405	3	31	390	200,000
Western Division	...	...	...	...	...	...	...	...	1	8	48	8,000
North Atlantic Division:												
Connecticut	1	20	132	762,000	...	...	...	...	...	...	...	...
New York	2	23	143	562,286	...	...	...	...	...	...	...	...
Pennsylvania	...	...	...	...	4	36	427	471,280	2	40	305	975,000
South Atlantic Division:												
Virginia	...	...	...	...	1	10	134	60,000	...	...	...	...
North Carolina	...	...	...	...	2	7	59	6,000	1	10	99	50,000
South Carolina	...	...	...	...	1	7	107	35,000	...	...	...	...
South Central Division:												
Tennessee	1	15	120	160,000	...	...	...	...	...	...	...	...
North Central Division:												
Ohio	1	11	94	293,608	3	27	221	236,793	1	6	55	40,000
Indiana	...	...	...	...	1	8	124	0	1	14	205	130,000
Illinois	...	...	...	...	2	17	152	391,920	...	...	...	...
Wisconsin	...	...	...	...	2	14	199	0	...	...	...	...
Minnesota	...	...	...	...	3	26	207	37,000	...	...	...	...
Iowa	...	...	...	...	2	18	125	8,527	1	11	130	30,000
Kansas	...	...	...	...	3	22	126	24,165	...	...	...	...
Western Division:												
Oregon	...	...	...	...	...	...	...	...	1	8	43	8,000

TABLE 11.—*Nonsectarian and religious control of universities and colleges for men and for both sexes, etc.*—Continued.

State or Territory.	Universalist.				German and United Evangelical.				Methodist Protestant.			
	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.
United States	4	71	553	$2,011,016	4	28	277	$28,805	3	45	267	$80,000
North Atlantic Division	2	47	391	1,661,016	2	18	148	25,000	---	---	---	---
South Atlantic Division	---	---	---	---	---	---	---	---	1	20	173	0
North Central Division	2	24	162	350,000	1	6	91	3,805	2	25	94	80,000
Western Division	---	---	---	---	1	4	38	0	---	---	---	---
North Atlantic Division:												
Massachusetts	1	35	287	1,300,000	---	---	---	---	---	---	---	---
New York	1	12	104	361,016	---	---	---	---	---	---	---	---
Pennsylvania	---	---	---	---	2	18	148	25,000	---	---	---	---
South Atlantic Division:												
Maryland	---	---	---	---	---	---	---	---	1	20	173	0
North Central Division:												
Ohio	1	11	92	200,000	---	---	---	---	---	---	---	---
Illinois	1	13	70	150,000	1	6	91	3,805	---	---	---	---
Michigan	---	---	---	---	---	---	---	---	1	13	64	80,000
Kansas	---	---	---	---	---	---	---	---	1	12	30	0
Western Division:												
Oregon	---	---	---	---	1	4	38	0	---	---	---	---

TABLE 12.—*Nonsectarian and religious control of universities and colleges for men and for both sexes, etc.*—Continued.

State or Territory.	Reformed.				Seventh-Day Adventist.				Other denominations.			
	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.
United States	7	99	681	$1,411,000	1	12	154	0	6	34	168	$354,633
North Atlantic Division	3	56	412	1,030,000	---	---	---	---	1	4	24	115,633
South Atlantic Division	1	8	21	32,000	---	---	---	---	---	---	---	---
North Central Division	3	35	248	349,000	1	12	154	0	4	23	131	139,000
Western Division	---	---	---	---	---	---	---	---	1	7	13	100,000
N. Atlantic Division:												
New Jersey	1	27	166	500,000	---	---	---	---	---	---	---	---
Pennsylvania	2	29	246	530,000	---	---	---	---	1	4	24	115,633
S. Atlantic Division:												
North Carolina	1	8	21	32,000	---	---	---	---	---	---	---	---
N. Central Division:												
Ohio	1	13	115	95,000	---	---	---	---	1	3	11	31,000
Illinois	---	---	---	---	---	---	---	---	2	13	110	108,000
Michigan	1	12	87	230,000	---	---	---	---	---	---	---	---
Wisconsin	1	10	46	24,000	---	---	---	---	---	---	---	---
Iowa	---	---	---	---	---	---	---	---	1	7	10	0
Nebraska	---	---	---	---	1	12	154	0	---	---	---	---
Western Division:												
Utah	---	---	---	---	---	---	---	---	1	7	13	100,000

TABLE 13.—*Professors and instructors in universities and colleges for men and for both sexes (Table 38).*

State or Territory.	Institutions.	Preparatory departments.		Collegiate departments.		Professional departments.		Total number (excluding duplicates).	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	484	2,261	952	7,117	825	3,821	59	12,030	1,738
North Atlantic Division	84	384	103	2,417	73	1,281	1	3,944	157
South Atlantic Division	73	244	103	799	71	406	2	1,313	165
South Central Division	84	278	173	699	155	471	2	1,328	320
North Central Division	198	1,109	468	2,594	430	1,226	41	4,314	904
Western Division	45	246	105	603	96	437	13	1,131	192
North Atlantic Division:									
Maine	4	0	0	92	3	33	0	118	3
New Hampshire	2	8	0	51	0	15	0	74	0
Vermont	3	0	0	54	0	28	0	81	0
Massachusetts	9	39	6	482	8	366	1	871	9
Rhode Island	1	0	0	71	1	0	0	71	1
Connecticut	3	0	0	218	0	92	0	315	0
New York	23	191	53	764	24	441	0	1,358	69
New Jersey	5	20	4	131	0	4	0	143	4
Pennsylvania	34	126	40	554	37	302	0	913	71
South Atlantic Division:									
Delaware	2	2	1	17	0	0	0	19	1
Maryland	11	72	8	184	14	52	1	270	17
District of Columbia	7	31	1	149	4	247	1	422	10
Virginia	10	20	3	108	0	43	0	155	6
West Virginia	3	8	1	53	10	4	0	68	14
North Carolina	15	39	20	117	13	40	0	157	33
South Carolina	9	14	23	65	2	1	0	79	25
Georgia	11	25	20	72	15	17	0	95	28
Florida	5	33	26	34	13	2	0	48	31
South Central Division:									
Kentucky	13	45	32	103	11	66	1	208	50
Tennessee	24	85	53	218	63	266	0	515	109
Alabama	8	9	6	74	4	26	0	108	10
Mississippi	4	18	4	29	3	8	0	47	5
Louisiana	9	20	26	86	19	41	0	139	41
Texas	16	70	31	126	30	45	1	217	65
Arkansas	7	20	14	50	13	19	0	78	21
Oklahoma	1	10	1	8	1	-------	-------	10	2
Indian Territory	2	1	6	5	11	0	0	6	17
North Central Division:									
Ohio	34	194	65	454	61	210	1	773	135
Indiana	13	74	14	211	16	21	0	274	28
Illinois	31	188	69	543	75	300	28	954	182
Michigan	9	44	23	180	25	113	3	287	53
Wisconsin	10	61	16	187	23	50	0	246	37
Minnesota	9	38	14	180	31	171	2	364	44
Iowa	25	143	76	235	61	111	0	357	118
Missouri	27	118	88	220	44	85	0	413	124
North Dakota	3	16	9	18	4	0	0	21	11
South Dakota	6	41	24	41	20	0	0	50	32
Nebraska	11	55	26	123	30	78	1	236	56
Kansas	20	137	44	202	40	87	6	339	84
Western Division:									
Montana	3	13	11	13	10	0	0	18	16
Wyoming	1	11	3	11	3	0	0	11	3
Colorado	4	45	11	61	9	99	3	184	26
New Mexico	1	13	4	10	2	0	0	13	4
Arizona	1	6	3	11	2	0	0	12	4
Utah	4	26	9	27	2	0	0	47	12
Nevada	1	7	5	15	6	0	0	15	8
Idaho	1	2	1	11	5	0	0	13	6
Washington	8	22	9	74	11	0	0	82	20
Oregon	9	44	22	68	17	57	0	132	35
California	12	57	27	307	29	281	10	604	58

TABLE 14.—*Students in universities and colleges for men and for both sexes (Table 38).*

State or Territory.	Preparatory departments.		Collegiate departments.		Graduate departments.				Professional departments.		Total number (excluding duplicates).	
					Resident.		Nonresident.					
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	31,156	15,071	54,760	17,757	3,767	1,191	800	94	27,120	1,145	120,441	37,679
North Atlantic Division	5,931	1,091	20,737	2,402	1,617	242	255	17	8,903	488	37,691	4,425
South Atlantic Division	3,469	1,315	5,947	968	449	23	40	1	2,721	60	12,762	2,865
South Central Division	5,244	3,155	6,219	2,418	111	116	50	9	4,153	61	16,062	6,223
North Central Division	13,969	7,552	18,395	9,852	1,382	649	448	65	10,381	452	46,603	19,888
Western Division	2,543	1,958	3,462	2,117	198	161	7	2	962	84	7,323	4,478
North Atlantic Division:												
Maine	0	0	808	188	6	0	0	0	195	0	1,003	188
New Hampshire	20	0	610	0	4	0	0	0	141	0	755	0
Vermont	0	0	339	111	3	3	4	0	210	0	608	114
Massachusetts	379	17	3,813	593	425	31	36	0	2,199	114	6,819	555
Rhode Island	0	0	661	165	45	39	12	3	0	0	718	207
Connecticut	0	0	2,115	73	217	43	33	0	399	0	2,792	185
New York	3,649	616	5,406	594	575	89	57	9	3,049	335	12,720	1,642
New Jersey	280	39	1,337	0	134	0	21	0	31	0	1,803	39
Pennsylvania	1,603	419	5,648	878	208	37	92	5	2,679	39	10,473	1,495
South Atlantic Division:												
Delaware	15	9	95	7	6	0	0	0	0	0	116	16
Maryland	563	79	871	127	216	0	0	0	251	42	1,901	248
District of Columbia	481	34	483	137	133	13	0	0	1,400	15	2,569	306
Virginia	278	88	1,068	37	44	0	5	0	422	0	1,833	123
West Virginia	260	59	282	153	9	5	15	1	140	3	742	245
North Carolina	651	347	1,308	152	20	2	13	0	365	0	2,349	628
South Carolina	442	302	677	67	6	0	7	0	25	0	1,157	369
Georgia	545	207	990	175	10	0	0	0	110	0	1,660	614
Florida	234	190	173	113	5	3	0	0	8	0	435	316
South Central Division:												
Kentucky	1,055	757	1,164	279	19	2	2	0	583	0	2,874	1,117
Tennessee	1,520	899	1,735	856	53	8	28	0	2,142	23	5,694	2,143
Alabama	219	152	765	223	7	0	0	0	190	0	1,168	375
Mississippi	101	20	340	31	8	0	15	5	62	0	534	71
Louisiana	378	182	627	198	7	94	0	0	498	6	1,617	480
Texas	1,214	647	1,212	547	13	12	5	3	547	29	2,902	1,239
Arkansas	495	317	340	254	1	0	0	0	108	0	949	583
Oklahoma	114	75	22	14	2	0	0	0	23	3	161	92
Indian Territory	148	106	14	16	1	0	0	1	0	0	163	123
North Central Division:												
Ohio	2,492	1,136	3,220	1,817	117	56	201	11	1,686	12	8,007	3,226
Indiana	978	241	1,769	715	103	37	0	1	211	7	3,046	996
Illinois	2,298	1,188	3,357	2,004	681	351	58	5	3,568	210	10,376	4,108
Michigan	571	210	1,439	871	56	23	6	8	1,538	88	3,620	1,234
Wisconsin	654	157	1,692	554	83	32	33	1	276	7	2,747	751
Minnesota	447	207	1,233	718	148	49	11	1	1,084	44	3,412	1,275
Iowa	1,632	1,278	1,708	942	44	33	53	10	858	32	4,437	2,356
Missouri	2,042	1,078	1,724	736	31	16	19	0	545	3	4,736	1,912
North Dakota	212	332	75	49	0	3	6	1	0	0	293	385
South Dakota	385	273	127	85	2	2	2	0	0	0	584	463
Nebraska	764	557	866	673	42	29	44	22	263	22	2,155	1,321
Kansas	1,514	895	1,185	688	25	18	15	5	352	27	3,190	1,861
Western Division:												
Montana	112	111	46	51	1	0	0	0	0	0	159	162
Wyoming	39	42	33	23	2	1	2	0	0	0	76	66
Colorado	365	274	333	240	21	11	0	0	248	19	960	537
New Mexico	30	36	10	0	3	0	0	0	0	0	43	36
Arizona	20	20	53	38	0	2	0	0	0	0	73	60
Utah	471	616	92	80	0	0	0	0	0	0	563	696
Nevada	63	87	94	78	2	7	0	0	0	0	159	172
Idaho	62	42	44	31	1	3	0	0	0	0	107	76
Washington	305	154	374	198	10	2	1	0	0	0	702	360
Oregon	447	331	219	149	6	3	0	0	125	17	853	548
California	629	245	2,164	1,229	152	132	4	2	589	48	3,628	1,765

TABLE 15.—*Students pursuing various courses of study in universities and colleges for men and for both sexes (Table 38).*

State or Territory.	Classical course.	Other general culture courses.	General science course.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Mining engineering.	Architecture.	Pedagogy.		Business.		Military science and tactics.
										Male.	Female.	Male.	Female.	
United States	29,878	18,027	7,880	883	2,160	1,928	1,534	592	415	4,132	4,698	5,102	1,482	12,033
North Atlantic Division	11,939	3,962	2,168	197	1,331	1,031	840	164	335	730	452	726	24	2,497
South Atlantic Division	4,131	904	854	75	74	73	35	----	7	533	500	361	89	1,705
South Central Division	3,002	1,635	1,137	87	159	156	26	2	5	501	517	767	196	2,085
North Central Division	9,241	9,307	3,236	495	350	458	574	152	68	1,802	2,023	2,931	1,023	4,593
Western Division	1,565	2,199	485	29	246	210	59	274	----	566	1,206	317	95	1,153
North Atlantic Division:														
Maine	695	31	51	4	34	52	75	----	----	----	----	----	----	250
New Hampshire	327	115	165	----	----	11	----	----	----	----	----	9	0	----
Vermont	146	121	5	24	21	67	27	----	----	----	----	----	----	260
Massachusetts	2,551	257	201	23	647	129	147	24	127	113	0	----	----	----
Rhode Island	335	291	7	----	23	28	----	----	----	40	12	----	----	----
Connecticut	1,478	103	583	----	----	----	----	----	----	----	----	----	----	----
New York	2,860	1,245	371	85	351	323	378	67	139	434	377	256	0	1,503
New Jersey	880	----	270	50	----	102	15	----	----	8	0	14	0	117
Pennsylvania	2,667	1,819	515	11	255	319	198	73	69	135	63	447	24	367
South Atlantic Division:														
Delaware	11	29	5	8	5	11	11	----	----	----	----	----	----	73
Maryland	582	173	126	31	32	----	----	----	----	3	41	41	0	361
District of Columbia	332	6	114	----	----	----	----	----	----	5	4	27	0	120
Virginia	1,052	28	36	----	----	6	----	----	----	156	6	30	5	----
West Virginia	179	186	54	21	21	33	----	----	----	15	10	19	36	144
North Carolina	698	304	241	----	2	----	----	----	4	134	189	91	11	235
South Carolina	478	146	79	----	----	2	2	----	----	80	50	3	----	75
Georgia	713	9	182	9	----	19	20	----	----	113	125	38	10	310
Florida	86	23	17	6	14	2	2	----	3	27	75	112	27	387
South Central Division:														
Kentucky	427	273	181	4	73	22	----	----	----	176	143	115	21	646
Tennessee	794	426	235	34	11	53	6	----	----	152	190	285	133	350
Alabama	493	251	60	----	----	6	----	2	----	4	7	70	----	220
Mississippi	123	45	90	----	----	----	----	----	----	31	18	10	2	70
Louisiana	257	102	145	42	68	37	----	----	5	8	29	112	0	229
Texas	743	435	387	----	----	24	----	----	----	117	112	164	35	195
Arkansas	158	97	22	7	7	14	20	----	----	13	18	11	5	375
Indian Territory	7	6	17	----	----	----	----	----	----	----	----	----	----	----
North Central Division:														
Ohio	1,986	1,705	414	88	59	56	106	17	9	305	259	423	173	716
Indiana	644	687	134	0	20	15	21	0	0	147	87	63	10	332
Illinois	1,660	2,184	364	22	71	76	84	----	59	295	433	568	169	439
Michigan	762	786	358	0	75	39	47	----	----	45	66	45	30	----
Wisconsin	711	784	269	326	69	73	69	----	----	79	56	136	67	602
Minnesota	557	713	400	----	33	35	55	62	----	104	56	82	8	750
Iowa	919	1,010	519	0	0	49	5	0	0	291	360	399	130	371
Missouri	961	425	241	50	16	56	27	73	----	190	153	252	82	639
North Dakota	26	49	49	----	----	----	----	----	----	5	20	23	3	83
South Dakota	84	34	40	----	----	2	----	----	----	42	74	105	36	19
Nebraska	350	622	290	9	7	22	73	----	----	99	241	76	30	526
Kansas	581	308	158	----	----	35	87	----	----	200	218	759	290	116
Western Division:														
Montana	48	16	17	----	5	----	----	2	----	4	8	8	7	25
Wyoming	11	10	12	1	7	0	0	8	0	1	25	0	0	76
Colorado	164	237	69	----	----	23	35	----	----	10	21	24	0	0
New Mexico	3	----	7	----	----	----	----	----	----	1	8	6	16	----
Arizona	----	10	----	----	----	7	----	12	----	----	----	12	14	62
Utah	45	----	37	----	----	----	----	----	----	154	313	----	----	----
Nevada	106	----	----	2	5	4	----	55	0	8	57	19	15	151
Idaho	9	13	19	5	----	2	----	10	----	----	----	----	----	107
Washington	182	247	111	----	3	3	----	18	----	65	51	60	7	211
Oregon	145	106	102	----	1	1	2	----	----	30	88	73	27	----
California	852	1,560	111	21	225	170	22	169	----	293	635	115	9	521

TABLE 16.—*Degrees conferred on men by universities and colleges for men and for both sexes (Table 38).*

State or Territory.	A. B.	B. S.	Ph. B.	B. L.	B. C. E.	B. M. E.	B. E. E.	B. E.	B. Arch.	B. Agr.	Mus. B.	B. Ped.	B. O.	B. F. A.	B. Paint.	B. E. M.
United States	4,910	1,689	857	308	14	31	2	26	8	18	10	30	6	2	1	1
North Atlantic Division	2,326	698	324	37	8	23	----	11	8	12	2	----	----	3	1	----
South Atlantic Division	625	113	35	8	1	2	1	----	----	1	1	7	----	----	----	----
South Central Division	341	144	19	22	5	6	1	15	----	----	----	5	----	----	----	----
North Central Division	1,406	632	438	207	----	----	----	----	----	5	4	10	2	----	----	----
Western Division	212	102	41	34	----	----	----	----	----	----	3	8	4	----	----	1
North Atlantic Division:																
Maine	112	12	----	----	8	23	----	----	----	----	----	----	----	----	----	----
New Hampshire	64	27	----	23	----	----	----	----	----	----	----	----	----	----	----	----
Vermont	22	25	6	----	----	----	----	----	----	----	----	----	----	----	----	----
Massachusetts	719	76	2	----	----	----	----	----	----	----	----	----	----	----	----	----
Rhode Island	69	2	59	----	----	----	----	----	----	----	----	----	----	----	----	----
Connecticut	352	12	147	----	----	----	----	----	----	----	----	----	----	2	----	----
New York	367	184	62	10	----	----	----	11	8	12	2	----	----	----	1	----
New Jersey	155	75	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Pennsylvania	466	285	48	4	----	----	----	----	----	----	----	----	----	----	----	----
South Atlantic Division:																
Delaware	11	2	----	----	1	2	1	----	----	----	----	----	----	----	----	----
Maryland	133	13	----	----	----	----	----	----	----	----	----	----	----	----	----	----
District of Columbia	35	31	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Virginia	127	5	1	1	----	----	----	----	----	----	----	7	----	----	----	----
West Virginia	23	12	3	1	----	----	----	----	----	1	1	----	----	----	----	----
North Carolina	150	18	15	----	----	----	----	----	----	----	----	----	----	----	----	----
South Carolina	54	11	----	6	----	----	----	----	----	----	----	----	----	----	----	----
Georgia	86	16	16	----	----	----	----	----	----	----	----	----	----	----	----	----
Florida	6	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
South Central Division:																
Kentucky	66	28	3	12	4	6	----	----	----	----	----	2	----	----	----	----
Tennessee	109	34	2	2	----	----	----	3	----	----	----	3	----	----	----	----
Alabama	38	23	4	----	----	----	----	----	----	----	----	----	----	----	----	----
Mississippi	27	10	4	----	----	----	----	----	----	----	----	----	----	----	----	----
Louisiana	35	19	----	----	----	----	----	12	----	----	----	----	----	----	----	----
Texas	43	25	2	8	----	----	----	----	----	----	----	----	----	----	----	----
Arkansas	19	3	4	----	1	----	1	----	----	----	----	----	----	----	----	----
Oklahoma	3	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Indian Territory	1	2	----	----	----	----	----	----	----	----	----	----	----	----	----	----
North Central Division:																
Ohio	311	82	88	34	----	----	----	----	----	----	----	6	----	----	----	----
Indiana	164	23	106	13	----	----	----	----	----	----	----	----	----	----	----	----
Illinois	237	149	80	6	----	----	----	----	----	----	----	----	----	----	----	----
Michigan	90	94	44	31	----	----	----	----	----	----	----	----	----	----	----	----
Wisconsin	91	54	19	50	----	----	----	----	----	----	----	----	----	----	----	----
Minnesota	67	45	11	9	----	----	----	----	----	4	2	----	----	----	----	----
Iowa	108	71	70	1	----	----	----	----	----	----	1	3	2	----	----	----
Missouri	124	46	9	13	----	----	----	----	----	1	----	----	----	----	----	----
North Dakota	10	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
South Dakota	9	4	2	----	----	----	----	----	----	----	----	----	----	----	----	----
Nebraska	77	39	1	49	----	----	----	----	----	----	----	----	----	----	----	----
Kansas	118	25	8	1	----	----	----	----	----	----	1	1	----	----	----	----
Western Division:																
Montana	4	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Wyoming	----	2	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Colorado	14	19	8	13	----	----	----	----	----	----	----	----	4	----	----	----
Arizona	----	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Utah	1	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Nevada	7	13	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Idaho	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	1
Washington	25	10	----	----	----	----	----	----	----	----	----	6	----	----	----	----
Oregon	25	10	1	4	----	----	----	----	----	----	----	2	----	----	----	----
California	135	42	32	17	----	----	----	----	----	----	3	----	----	----	----	----

TABLE 17.—*Degrees conferred on men by universities and colleges for men and for both sexes (Table 38)*—Continued.

State or Territory.	A. M.	M. S.	C. E.	M. E.	E. E.	M. L.	Min. E.	Ped. M.	Ph. M.	Mus. M.	Met. E.	M. C. E.	M. M. E.	A. C.	Ped. D.	Ph. D.	Sc. D.
United States	1,046	149	158	140	55	16	17	8	16	1	1	2	7	6	4	299	6
North Atlantic Division	579	54	126	117	47	3	11	8	3	---	1	2	7	6	4	134	3
South Atlantic Division	101	8	6	---	---	---	---	---	---	---	---	---	---	---	---	53	---
South Central Division	63	14	---	3	---	6	---	---	---	---	---	---	---	---	---	3	1
North Central Division	279	61	26	20	7	7	5	---	12	1	---	---	---	---	---	105	2
Western Division	24	12	---	---	1	---	1	---	1	---	---	---	---	---	---	4	---
North Atlantic Division:																	
Maine	9	---	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---
New Hampshire	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Vermont	6	3	21	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Massachusetts	142	6	---	---	---	---	---	---	---	---	---	---	---	---	---	34	1
Rhode Island	13	---	7	4	---	---	---	---	---	---	---	---	---	---	---	3	---
Connecticut	35	2	1	3	---	---	---	---	---	---	---	---	---	---	---	28	---
New York	158	7	48	89	26	3	8	8	---	---	1	2	7	---	4	45	1
New Jersey	77	11	15	---	2	---	---	---	---	---	---	---	---	---	---	3	1
Pennsylvania	138	25	32	21	19	---	3	---	3	---	---	---	---	6	---	21	---
South Atlantic Division:																	
Delaware	2	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Maryland	17	---	---	---	---	---	---	---	---	---	---	---	---	---	---	44	---
District of Columbia	19	7	4	---	---	---	---	---	---	---	---	---	---	---	---	5	---
Virginia	38	---	2	---	---	---	---	---	---	---	---	---	---	---	---	4	---
North Carolina	21	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
South Carolina	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Georgia	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
South Central Division:																	
Kentucky	12	5	---	3	---	1	---	---	---	---	---	---	---	---	---	---	---
Tennessee	15	7	---	---	---	---	---	---	---	---	---	---	---	---	---	3	1
Alabama	8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Mississippi	8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Louisiana	9	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Texas	11	1	---	---	---	5	---	---	---	---	---	---	---	---	---	---	---
North Central Division:																	
Ohio	61	9	7	13	---	---	3	---	2	---	---	---	---	---	---	16	---
Indiana	38	3	8	1	---	---	---	---	1	---	---	---	---	---	---	14	---
Illinois	55	16	---	2	---	1	---	---	1	---	---	---	---	---	---	40	---
Michigan	22	4	2	---	---	---	---	---	1	---	---	---	---	---	---	3	2
Wisconsin	6	8	---	---	1	2	---	---	---	---	---	---	---	---	---	20	---
Minnesota	5	4	2	4	6	3	2	---	---	---	---	---	---	---	---	1	---
Iowa	27	13	5	---	---	1	---	---	5	---	---	---	---	---	---	---	---
Missouri	38	2	1	---	---	---	---	---	---	1	---	---	---	---	---	4	---
South Dakota	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nebraska	18	---	---	---	---	---	---	---	---	---	---	---	---	---	---	2	---
Kansas	18	2	1	---	---	---	---	---	2	---	---	---	---	---	---	5	---
Western Division:																	
Montana	---	1	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---
Wyoming	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Colorado	4	1	---	---	---	---	---	---	---	---	---	---	---	---	---	2	---
New Mexico	---	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Washington	3	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Oregon	3	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---	---
California	13	7	---	---	1	---	---	---	---	---	---	---	---	---	---	2	---

TABLE 18.—*Degrees conferred on women by coeducational colleges (Table 38).*

State or Territory.	A. B.	B. S.	Ph. B.	B. L.	M. E. L.	Mus. B.	B Paint.	B. Ped.	B. L. S.	A. M.	M. S.	Ph. M.	M. L.	Mus. M.	Ped. M.	Ped. D.	Ph. D.
United States	973	296	445	377	3	49	5	37	5	116	23	10	19	2	8	1	20
North Atlantic Division	227	55	93	24	---	8	3	---	---	42	2	1	---	---	8	1	8
South Atlantic Division	53	8	8	3	---	---	---	---	---	7	3	---	---	---	---	---	---
South Central Division	68	34	13	22	---	---	---	2	---	6	1	1	3	---	---	---	---
North Central Division	474	177	289	292	---	33	2	7	5	49	15	8	10	2	---	---	11
Western Division	151	22	42	36	3	8	---	28	---	12	2	---	6	---	---	---	1
North Atlantic Division:																	
Maine	38	1	---	---	---	---	---	---	---	4	---	---	---	---	---	---	---
Vermont	9	3	9	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Massachusetts	48	---	18	1	---	---	---	---	---	1	---	---	---	---	---	---	---
Rhode Island	18	---	15	---	---	---	---	---	---	17	---	---	---	---	---	---	---
Connecticut	23	8	11	---	---	---	---	---	---	1	---	---	---	---	---	---	2
New York	57	21	34	4	---	7	3	---	---	15	---	1	---	---	8	1	3
Pennsylvania	29	22	6	19	---	1	---	---	---	4	2	---	---	---	---	---	3
South Atlantic Division:																	
Delaware	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Maryland	15	---	---	---	---	---	---	---	---	3	---	---	---	---	---	---	---
District of Columbia	8	3	---	---	---	---	---	---	---	4	3	---	---	---	---	---	---
Virginia	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
West Virginia	3	---	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---
North Carolina	5	2	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---
South Carolina	1	1	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Georgia	16	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Florida	5	---	---	2	---	---	---	---	---	---	---	---	---	---	---	---	---
South Central Division:																	
Kentucky	11	8	---	6	---	---	---	---	---	---	---	---	---	---	---	---	---
Tennessee	22	10	6	1	---	---	---	2	---	2	1	---	---	---	---	---	---
Alabama	2	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Mississippi	2	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Louisiana	11	6	---	---	---	---	---	---	---	1	---	1	---	---	---	---	---
Texas	11	4	---	12	---	---	---	---	---	3	---	---	3	---	---	---	---
Arkansas	9	1	6	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Indian Territory	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
North Central Division:																	
Ohio	90	26	66	78	---	4	---	---	---	10	2	---	1	---	---	---	---
Indiana	56	5	25	8	---	1	---	---	---	2	1	---	---	---	---	---	---
Illinois	76	28	46	31	---	4	---	---	5	3	2	5	2	---	---	---	8
Michigan	50	18	42	31	---	---	---	---	---	5	1	---	2	---	---	---	1
Wisconsin	16	19	20	46	---	---	---	---	---	2	---	---	4	---	---	---	---
Minnesota	19	21	16	56	---	5	---	---	---	4	4	1	1	---	---	---	2
Iowa	33	22	59	4	---	12	---	5	---	8	4	---	---	---	---	---	---
Missouri	25	18	4	28	---	1	---	1	---	3	1	---	---	2	---	---	---
North Dakota	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
South Dakota	4	2	---	3	---	2	---	---	---	---	---	---	---	---	---	---	---
Nebraska	50	11	---	5	---	---	---	---	---	7	---	---	---	---	---	---	---
Kansas	54	7	11	2	---	4	2	1	---	5	---	2	---	---	---	---	---
Western Division:																	
Montana	5	---	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Wyoming	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Colorado	10	2	6	1	3	---	---	---	---	---	---	---	---	---	---	---	---
Utah	2	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nevada	10	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Idaho	---	2	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Washington	26	---	---	1	---	---	---	19	---	1	---	---	---	---	---	---	---
Oregon	11	6	1	3	---	---	---	9	---	2	---	---	---	---	---	---	---
California	84	11	30	31	---	8	---	---	---	9	2	---	6	---	---	---	1

TABLE 19.—*Honorary degrees conferred by universities and colleges for men and for both sexes (Table 38).*

State or Territory.	D.D.	LL.D.	Ph.D.	S.T.D.	D.C.L.	L.H.D.	Litt.D.	Sc.D.	Mus.D.	A.M.	M.S.	M.L.	Phar.D.	A.B.	B.S.	Ph.B.	M.M.S.	LL.B.	B.L.	M.D.
United States	307	168	11	14	3	10	10	7	1	156	12	1	2	7	5	3	1	1	2	2
North Atlantic Division	95	70	5	5	3	5	6	5	---	72	6	1	1	4	2	3	1	---	---	---
South Atlantic Division	52	20	1	1	---	1	---	1	---	21	1	---	---	---	1	---	---	---	---	---
South Central Division	32	27	1	8	---	---	1	---	---	18	---	---	---	3	---	---	---	---	---	---
North Central Division	120	44	4	---	---	4	3	1	1	42	5	---	1	---	1	---	---	---	1	2
Western Division	8	7	---	---	---	---	---	---	---	3	---	---	---	---	1	---	---	1	1	---
North Atlantic Division:																				
Maine	5	4	---	---	1	---	---	---	---	5	1	---	---	---	---	---	---	---	---	---
New Hampshire	2	2	---	---	---	---	1	---	---	4	---	---	---	---	---	---	---	---	---	---
Vermont	2	3	---	---	---	---	---	---	---	2	---	---	---	---	---	---	1	---	---	---
Massachusetts	5	13	---	3	---	---	3	---	---	12	---	---	---	---	---	---	---	---	---	---
Rhode Island	3	2	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Connecticut	6	8	---	---	1	---	---	---	---	10	---	---	---	---	---	3	---	---	---	---
New York	20	20	---	---	---	2	1	1	---	14	5	1	---	1	---	---	---	---	---	---
New Jersey	4	7	---	---	---	2	---	---	---	3	---	---	---	2	---	---	---	---	---	---
Pennsylvania	48	11	5	2	1	1	---	4	---	22	---	---	1	1	2	---	---	---	---	---
South Atlantic Division:																				
Maryland	5	1	---	---	---	---	---	---	---	4	1	---	---	---	---	---	---	---	---	---
District of Columbia	---	10	---	---	---	1	---	1	---	4	---	---	---	---	---	---	---	---	---	---
Virginia	10	5	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---
North Carolina	14	3	1	---	---	---	---	---	---	4	---	---	---	---	1	---	---	---	---	---
South Carolina	14	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Georgia	9	---	---	1	---	---	---	---	---	8	---	---	---	---	---	---	---	---	---	---
South Central Division:																				
Kentucky	3	7	---	---	---	---	---	---	---	5	---	---	---	---	---	---	---	---	---	---
Tennessee	12	8	---	8	---	---	1	---	---	9	---	---	---	3	---	---	---	---	---	---
Alabama	2	2	---	---	---	---	---	---	---	2	---	---	---	---	---	---	---	---	---	---
Mississippi	---	4	1	---	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---
Louisiana	2	3	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---
Texas	10	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Arkansas	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Oklahoma	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
North Central Division:																				
Ohio	30	17	1	---	---	3	---	---	---	7	---	---	---	---	---	---	---	---	---	---
Indiana	11	3	1	---	---	---	1	---	---	11	---	---	---	---	---	---	---	---	---	---
Illinois	18	3	---	---	---	---	2	---	---	3	---	---	1	---	---	---	---	---	---	---
Michigan	11	3	---	---	---	---	---	---	1	1	2	---	---	---	---	---	---	---	---	---
Wisconsin	10	---	---	---	---	---	---	---	---	3	1	---	---	---	---	---	---	---	---	---
Minnesota	1	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Iowa	8	6	1	---	---	---	---	1	---	3	1	---	---	---	---	---	---	---	---	2
Missouri	17	11	---	---	---	---	---	---	---	---	1	---	---	---	1	---	---	---	1	---
North Dakota	1	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---
South Dakota	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nebraska	3	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Kansas	9	---	1	---	---	---	---	---	---	13	---	---	---	---	---	---	---	---	---	---
Western Division:																				
Colorado	---	3	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---
Idaho	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	1	---	---
Washington	1	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Oregon	2	3	---	---	---	---	---	---	---	---	---	---	---	---	1	---	---	---	1	---
California	4	---	---	---	---	---	---	---	---	2	---	---	---	---	---	---	---	---	---	---

TABLE 20.—*Property of universities and colleges for men and for both sexes (Table 39).*

State or Territory.	Number of fellowships.	Number of scholarships.	Libraries.			Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.
			Volumes.	Pamphlets.	Value.			
United States	457	6,915	7,625,303	1,938,401	$9,535,211	$13,884,783	$132,815,196	$137,586,268
N. Atlantic Division	196	3,720	3,513,211	1,010,160	4,004,032	7,154,264	58,372,058	69,018,820
S. Atlantic Division	45	732	813,575	236,367	1,086,090	736,720	14,155,872	9,460,178
S. Central Division	35	729	572,416	122,767	667,850	823,313	10,689,520	7,886,357
N. Central Division	164	1,482	2,355,302	454,703	3,158,992	4,118,602	39,945,522	31,623,455
Western Division	17	252	370,801	114,404	618,247	1,051,884	9,652,424	19,597,458
N. Atlantic Division:								
Maine	7	308	135,545	28,500	184,150	120,000	1,091,566	1,689,918
New Hampshire	1	201	82,000	20,500	82,000	115,000	935,000	1,500,000
Vermont	0	197	85,286	26,600	130,000	82,500	730,000	760,500
Massachusetts	42	800	792,050	455,610	217,000	1,806,000	8,427,425	17,106,689
Rhode Island	2	100	105,000	35,000	200,000	340,000	1,177,967	817,612
Connecticut	25	120	384,682	32,000	375,000	657,890	6,731,360	6,575,772
New York	64	1,427	1,003,352	184,807	1,781,182	2,217,353	22,121,958	23,584,847
New Jersey	13	109	267,100	40,200	334,500	680,000	4,046,560	4,500,000
Pennsylvania	42	458	658,196	186,943	700,200	1,135,521	13,110,342	12,483,482
S. Atlantic Division:								
Delaware	----	----	11,000	8,300	10,500	50,500	101,500	83,000
Maryland	21	235	182,500	107,030	238,840	179,777	2,078,226	3,405,660
District of Columbia	11	128	149,000	53,500	159,000	149,268	4,608,321	1,503,138
Virginia	4	120	160,996	20,831	249,800	122,500	2,444,200	1,780,915
West Virginia	9	0	14,617	200	15,500	31,000	508,000	114,750
North Carolina	0	172	111,550	23,806	207,700	78,375	1,484,125	832,373
South Carolina	0	52	75,610	10,500	95,900	25,350	830,000	545,000
Georgia	0	18	84,650	8,300	68,800	76,450	1,687,500	775,702
Florida	0	7	23,650	3,900	40,050	23,500	414,000	420,300
S. Central Division:								
Kentucky	3	125	83,036	20,429	79,200	93,900	1,290,500	1,577,149
Tennessee	15	309	174,832	53,125	250,600	328,769	3,650,420	2,469,679
Alabama	5	22	105,800	4,025	84,800	104,950	1,036,500	351,000
Mississippi	4	12	25,000	5,500	33,000	45,400	470,000	693,000
Louisiana	0	235	74,250	10,900	74,000	110,450	1,760,000	1,918,813
Texas	8	5	78,030	13,100	111,800	86,050	1,837,500	721,216
Arkansas	----	21	24,718	12,688	27,200	46,744	514,000	155,500
Oklahoma	----	----	5,000	2,000	6,000	6,000	60,000	0
Indian Territory	0	0	1,750	1,000	1,250	1,050	70,000	0
N. Central Division:								
Ohio	23	382	480,417	105,692	725,750	664,190	8,018,074	6,837,607
Indiana	1	24	210,420	9,182	306,637	233,674	3,980,000	2,108,000
Illinois	80	396	603,785	79,053	546,788	804,096	8,750,276	10,374,932
Michigan	3	53	238,221	44,024	300,750	616,554	2,473,757	1,863,085
Wisconsin	24	77	138,272	38,550	186,487	300,071	2,271,223	1,499,423
Minnesota	2	22	96,340	3,200	115,000	160,300	2,766,883	1,621,329
Iowa	1	224	162,373	20,250	175,000	360,602	2,488,309	1,571,918
Missouri	6	217	193,784	81,612	432,950	391,025	4,802,000	3,893,839
North Dakota	0	0	10,975	4,500	21,030	17,365	208,300	30,000
South Dakota	0	40	18,132	5,400	20,500	16,300	391,000	85,000
Nebraska	24	28	77,560	12,340	163,500	257,000	1,809,000	1,311,657
Kansas	0	19	125,023	50,900	164,600	297,425	1,986,500	426,665
Western Division:								
Montana	1	1	8,700	3,420	8,200	26,800	190,000	----
Wyoming	0	0	6,940	4,800	10,000	62,500	111,540	0
Colorado	6	81	59,300	29,100	70,500	100,729	1,455,300	578,720
New Mexico	2	----	3,554	870	5,475	3,500	50,000	0
Arizona	----	----	4,000	----	6,646	40,600	90,000	0
Utah	0	0	22,048	6,670	29,627	43,900	523,829	295,000
Nevada	0	3	7,093	5,314	12,149	17,030	156,184	----
Idaho	----	----	4,000	1,500	5,000	45,000	155,000	49,000
Washington	0	17	33,426	15,900	56,950	40,225	1,005,000	165,000
Oregon	----	35	28,575	10,593	56,100	37,600	687,900	442,600
California	8	115	193,165	36,237	357,600	634,000	5,227,671	18,067,133

TABLE 21.—*Income of universities and colleges for men and for both sexes (Table 39).*

State or Territory.	Tuition and other fees.	From productive funds.	State or municipal appropriations.	United States Government appropriations.	From other sources.	Total income.	Benefactions.
United States	$8,040,070	$5,918,052	$3,478,075	$982,047	$1,823,795	$20,242,039	$20,327,671
North Atlantic Division	3,726,563	2,923,949	649,431	186,630	852,137	8,338,710	4,150,094
South Atlantic Division	767,248	421,824	355,095	254,109	181,719	1,979,986	503,674
South Central Division	633,101	476,673	170,136	133,597	208,013	1,621,520	390,501
North Central Division	2,637,245	1,630,328	1,701,161	212,720	503,127	6,684,581	3,080,666
Western Division	275,913	465,278	602,252	195,000	78,799	1,617,242	12,202,736
N. Atlantic Division:							
Maine	73,788	82,028	20,000	39,000	2,504	217,320	38,560
New Hampshire	48,000	60,000	5,000	0	0	113,000	160,000
Vermont	18,545	36,211	13,400	32,130	8,666	108,952	51,655
Massachusetts	893,590	727,077	0	0	220,311	1,840,978	1,637,281
Rhode Island	100,748	28,186	0	0	744	129,678	33,000
Connecticut	554,388	314,500	0	0	21,203	890,091	242,137
New York	1,052,013	1,142,842	258,811	37,500	391,560	2,882,726	1,160,533
New Jersey	170,893	200,000	0	39,000	120,009	529,893	165,000
Pennsylvania	814,598	333,105	352,220	39,000	87,149	1,626,072	661,928
S. Atlantic Division:							
Delaware	5,191	4,980	0	39,000	0	49,171	----------
Maryland	220,142	80,569	142,200	39,000	33,337	515,248	1,735
District of Columbia	234,009	87,993	0	91,100	28,426	441,528	76,695
Virginia	123,450	90,082	58,750	0	13,295	285,577	119,120
West Virginia	8,038	6,558	88,400	34,000	27,526	164,522	----------
North Carolina	92,077	48,518	25,045	0	34,674	200,314	197,891
South Carolina	30,500	27,922	27,000	0	13,809	99,222	26,500
Georgia	37,691	51,885	9,200	24,000	28,161	150,937	77,733
Florida	16,150	23,317	4,500	27,000	2,500	73,467	4,000
South Central Division:							
Kentucky	65,165	76,086	34,660	35,520	63,538	274,969	206,185
Tennessee	199,336	135,121	21,235	39,000	86,033	480,775	73,122
Alabama	63,958	26,220	7,000	0	11,601	108,779	34,510
Mississippi	14,950	41,890	6,000	0	17,400	80,240	6,000
Louisiana	77,170	105,656	15,500	26,623	9,005	233,954	29,934
Texas	174,997	80,109	35,000	0	12,736	302,833	16,150
Arkansas	30,227	11,600	31,741	32,454	4,700	110,722	12,000
Oklahoma	1,158	0	19,000	0	0	20,158	----------
Indian Territory	6,090	0	0	0	3,000	9,090	12,600
North Central Division:							
Ohio	387,468	440,457	314,926	24,000	69,913	1,236,764	727,200
Indiana	284,314	110,970	87,136	0	31,352	513,772	52,298
Illinois	761,330	468,964	229,550	39,000	138,811	1,637,655	1,151,761
Michigan	238,570	98,065	240,000	0	35,146	611,781	181,386
Wisconsin	66,648	73,779	282,000	39,000	26,087	487,514	63,707
Minnesota	163,879	71,412	129,335	39,000	78,329	481,955	20,282
Iowa	219,931	92,688	75,500	0	18,716	406,835	402,714
Missouri	291,173	166,539	57,714	32,720	21,343	569,489	325,157
North Dakota	4,607	1,321	49,000	0	4,500	59,428	27,590
South Dakota	20,105	3,300	36,000	0	18,050	77,455	11,300
Nebraska	54,139	79,772	80,000	39,000	17,465	270,376	51,228
Kansas	145,081	23,061	120,000	0	43,415	331,557	66,643
Western Division:							
Montana	11,642	11,000	19,000	0	0	41,642	12,600
Wyoming	514	0	9,268	39,000	437	49,219	----------
Colorado	42,424	37,275	126,000	0	33,000	243,699	33,706
New Mexico	385	0	11,371	0	0	11,756	10,000
Arizona	239	0	15,000	39,000	2,680	56,919	----------
Utah	13,138	7,669	52,798	0	15,250	88,855	101,045
Nevada	----------	----------	17,000	39,000	522	56,522	12,000
Idaho	----------	210	26,000	39,000	250	65,460	----------
Washington	56,380	9,000	40,250	0	1,000	106,630	151,560
Oregon	28,270	30,580	30,000	0	2,625	91,475	15,500
California	122,921	369,544	255,565	39,000	18,035	805,065	11,866,385

TABLE 22.—*Professors and students in colleges for women, Division A (Table 40).*

State or Territory.	Number of institutions.	Professors and instructors.						Students.			
		Preparatory departments.		Collegiate departments.		Total number (excluding duplicates).		Preparatory.	Collegiate.	Graduate.	Total number (excluding duplicates).
		Male.	Female.	Male.	Female.	Male.	Female.				
United States	13	7	25	256	286	263	312	247	4,348	245	4,840
North Atlantic Division	9	0	5	232	234	235	242	43	3,809	239	4,091
South Atlantic Division	2	0	0	17	24	21	30	30	469	3	502
North Central Division	1	0	5	0	12	0	17	38	48	3	89
Western Division	1	7	15	7	16	7	23	136	22	0	158
North Atlantic Division:											
Massachusetts	4	0	0	146	150	146	150	0	2,509	86	2,595
New York	4	0	5	63	69	66	77	43	1,013	86	1,142
Pennsylvania	1	0	0	23	15	23	15	0	287	67	354
South Atlantic Division:											
Maryland	1	0	0	12	16	12	16	0	276	0	276
Virginia	1	------	------	5	8	9	14	30	193	3	226
North Central Division:											
Illinois	1	0	5	0	12	0	17	38	48	3	89
Western Division:											
California	1	7	15	7	16	7	23	136	22	0	158

TABLE 23.—*Students in various courses of study in colleges for women, Division A (Table 40).*

State or Territory.	Classical course.	Other general culture courses.	General science course.	Pedagogy.	Business.
United States	2,674	1,160	259	182	1
North Atlantic Division	2,456	932	239	143	----------
South Atlantic Division	162	214	20	35	----------
North Central Division	48	----------	----------	----------	----------
Western Division	8	14	----------	4	1
North Atlantic Division:					
Massachusetts	1,483	831	58	127	----------
New York	845	101	50	14	----------
Pennsylvania	128	----------	131	2	----------
South Atlantic Division:					
Maryland	102	174	----------	----------	----------
Virginia	60	40	20	35	----------
North Central Division:					
Illinois	48	----------	----------	----------	----------
Western Division:					
California	8	14	----------	4	1

TABLE 24.—*Degrees conferred by colleges for women, Division A (Table 40).*

State or Territory.	A.B.	B.S.	B.L.	A.M.	Mus.B.	Ph.D.	Honorary.		
							LL.D.	D.C.L.	A.M.
United States	592	14	109	53	3	5	1	1	1
North Atlantic Division	531	14	106	43	3	5	1	1	1
South Atlantic Division	50			7					
North Central Division	10								
Western Division	1		3						
North Atlantic Division:									
Massachusetts	336	9	105	19	3		1	1	1
New York	152	5	1	20		2			
Pennsylvania	43			7		3			
South Atlantic Division:									
Maryland	46			2					
Virginia	4			5					
North Central Division:									
Illinois	10								
Western Division:									
California	1		3						

TABLE 25.—*Property of colleges for women, Division A (Table 40).*

State or Territory.	Number of fellowships.	Number of scholarships.	Libraries.			Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.
			Volumes.	Pamphlets.	Value.			
United States	20	389	188,065	15,800	$353,193	$663,263	$6,394,198	$4,717,099
North Atlantic Division	16	321	165,625	11,700	318,193	577,263	5,206,298	4,136,446
South Atlantic Division	2	46	10,200	2,100	13,000	59,000	802,900	439,000
North Central Division	2	7	6,240		7,000	25,000	135,000	66,653
Western Division		15	6,000	2,000	15,000	2,000	250,000	75,000
North Atlantic Division:								
Massachusetts	0	216	89,500	2,350	180,800	358,970	2,557,433	1,820,324
New York	2	59	46,700	2,350	77,393	168,293	1,948,865	1,316,122
Pennsylvania	14	46	29,425	7,000	60,000	50,000	700,000	1,000,000
South Atlantic Division:								
Maryland	2	34	7,600	1,600	10,000	45,000	680,000	337,000
Virginia		12	2,600	500	3,000	14,000	122,900	102,000
North Central Division:								
Illinois	2	7	6,240		7,000	25,000	135,000	66,653
Western Division:								
California		15	6,000	2,000	15,000	2,000	250,000	75,000

TABLE 26.—*Income of colleges for women, Division A (Table 40).*

State or Territory.	Tuition fees.	From productive funds.	From other sources.	Total income.	Benefactions.
United States	$989,439	$228,731	$96,216	$1,314,386	$629,200
North Atlantic Division	859,601	197,803	81,634	1,139,038	518,416
South Atlantic Division	56,457	24,784	13,500	94,741	68,500
North Central Division	19,081	3,039	1,082	23,202	22,284
Western Division	54,300	3,105	0	57,405	20,000
North Atlantic Division:					
Massachusetts	502,765	80,185	25,173	608,123	417,124
New York	310,836	57,618	56,461	424,915	76,292
Pennsylvania	46,000	60,000	0	106,000	25,000
South Atlantic Division:					
Maryland	29,957	19,284	13,500	62,741	57,500
Virginia	26,500	5,500	0	32,000	11,000
North Central Division:					
Illinois	19,081	3,039	1,082	23,202	22,284
Western Division:					
California	54,300	3,105	0	57,405	20,000

TABLE 27.—*Professors and students in colleges for women, Division B (Table 41).*

State or Territory.	Number of institutions.	Professors and instructors.		Students.					
		Male.	Female.	Elementary.	Secondary.	Collegiate.	Graduate.	Total number (excluding duplicates).	Graduated in 1899.
United States	132	410	1,456	2,031	4,842	10,637	229	18,415	1,425
North Atlantic Division	12	66	186	115	1,160	793	20	2,087	180
South Atlantic Division	45	161	464	591	1,006	4,298	76	6,164	516
South Central Division	52	110	507	1,136	1,548	4,286	113	7,238	492
North Central Division	22	72	278	174	1,093	1,232	17	2,845	228
Western Division	1	1	21	15	35	28	3	81	9
North Atlantic Division:									
Maine	2	11	12	8	224	27	6	265	16
Massachusetts	1	11	20	0	15	124	1	140	29
New York	1	5	45	37	476	120	7	604	35
New Jersey	1	8	7	6	33	5	1	45	5
Pennsylvania	7	31	102	64	412	517	5	1,033	95
South Atlantic Division:									
Maryland	4	21	52	34	114	352	5	548	69
Virginia	11	39	100	152	292	815	8	1,315	68
West Virginia	1	1	3	0	19	10	0	29	----
North Carolina	9	29	96	85	255	831	7	1,245	91
South Carolina	9	37	77	96	112	1,045	21	1,309	102
Georgia	11	34	136	224	214	1,245	35	1,718	186
South Central Division:									
Kentucky	11	24	105	230	238	852	7	1,327	73
Tennessee	12	30	135	303	374	1,155	25	1,857	129
Alabama	9	17	78	156	181	592	24	1,096	130
Mississippi	12	20	118	317	521	1,065	17	1,920	83
Louisiana	2	3	15	58	62	86	1	207	5
Texas	5	14	49	72	122	486	39	731	66
Arkansas	1	2	7	0	50	50	0	100	6
North Central Division:									
Ohio	4	8	77	20	207	213	8	469	37
Illinois	3	11	31	38	286	127	2	453	42
Wisconsin	1	0	16	0	115	32	0	147	2
Minnesota	1	0	9	0	36	14	0	50	2
Missouri	11	48	127	66	360	781	7	1,436	139
Kansas	2	5	18	50	89	65	0	290	6
Western Division:									
California	1	1	21	15	35	28	3	81	9

TABLE 28.—*Students in various courses of study in colleges for women, Division B (Table 41).*

State or Territory.	A. B. course.	M. E. L. or B. L. course.	B. S. course.	Other degree courses.	Pedagogy.	Music.	Art.
United States	3,043	1,949	1,011	308	462	8,691	1,960
North Atlantic Division	231	93	57	34	22	783	166
South Atlantic Division	1,460	409	460	86	135	3,197	776
South Central Division	1,074	949	426	188	228	3,005	622
North Central Division	250	498	68	----	47	1,629	306
Western Division	28	----	----	----	30	77	30
North Atlantic Division:							
Maine	15	----	----	12	8	80	44
Massachusetts	----	----	----	----	----	75	9
New Jersey	----	5	----	----	14	24	8
Pennsylvania	216	88	57	22	----	604	105
South Atlantic Division:							
Maryland	84	25	77	15	----	269	60
Virginia	214	53	77	11	4	631	164
West Virginia	----	----	----	----	----	40	6
North Carolina	331	79	25	----	72	702	223
South Carolina	382	170	140	10	6	609	132
Georgia	449	82	141	50	53	946	191
South Central Division:							
Kentucky	199	68	130	----	27	600	113
Tennessee	266	363	68	60	18	820	136
Alabama	198	169	----	25	2	373	94
Mississippi	313	227	133	1	150	561	129
Louisiana	29	----	25	7	----	65	13

TABLE 28.—*Students in various courses of study in colleges for women, Division B (Table 41)*—Continued.

State or Territory.	A. B. course.	M.E. L. or B.L. course.	B. S. course.	Other degree courses.	Pedagogy.	Music.	Art.
South Central Division—Continued.							
Texas	54	122	60	75	31	511	129
Arkansas	15	----	10	20	----	75	8
North Central Division:							
Ohio	73	54	22	----	----	244	16
Illinois	31	----	----	----	22	187	51
Wisconsin	2	30	----	----	----	62	4
Minnesota	8	----	----	----	----	39	11
Missouri	101	414	46	----	25	971	196
Kansas	35	----	----	----	----	126	28
Western Division:							
California	28	----	----	----	30	77	30

TABLE 29.—*Degrees conferred by colleges for women, Division B (Table 41).*

State or Territory.	A. B.	M. E. L. or B. L.	B. S.	A. M.	Mus. B.	B. Paint.	L. A.	L. S.	Mus. M.	B. Ped.	Mus. D.	Ph. D.	B. O.
United States	385	322	129	28	122	23	1	1	4	8	1	1	1
North Atlantic Division	35	18	8	3	11	----	1	1	----	----	----	----	----
South Atlantic Division	164	61	69	10	39	5	----	----	----	8	----	----	----
South Central Division	138	177	37	10	36	13	----	----	----	----	----	----	1
North Central Division	39	66	15	5	36	5	----	----	4	----	1	1	----
Western Division	9	----	----	----	----	----	----	----	----	----	----	----	----
North Atlantic Division:													
Maine	3	----	----	----	2	----	1	1	----	----	----	----	----
New Jersey	----	5	----	----	----	----	----	----	----	----	----	----	----
Pennsylvania	32	13	8	3	9	----	----	----	----	----	----	----	----
South Atlantic Division:													
Maryland	13	6	14	----	----	----	----	----	----	----	----	----	----
Virginia	20	3	6	3	6	----	----	----	----	----	----	----	----
North Carolina	19	12	----	1	7	3	----	----	----	2	----	----	----
South Carolina	55	26	9	6	9	----	----	----	----	6	----	----	----
Georgia	57	14	40	----	17	2	----	----	----	----	----	----	----
South Central Division:													
Kentucky	24	11	16	2	4	----	----	----	----	----	----	----	----
Tennessee	33	55	5	1	14	2	----	----	----	----	----	----	----
Alabama	43	46	----	----	4	7	----	----	----	----	----	----	----
Mississippi	24	31	5	1	7	----	----	----	----	----	----	----	----
Louisiana	2	----	2	1	----	----	----	----	----	----	----	----	----
Texas	11	33	9	5	3	4	----	----	----	----	----	----	1
Arkansas	1	1	----	----	4	----	----	----	----	----	----	----	----
North Central Division:													
Ohio	6	10	4	----	3	----	----	----	----	----	1	1	----
Illinois	11	----	----	----	1	----	----	----	----	----	----	----	----
Wisconsin	----	2	----	----	----	----	----	----	----	----	----	----	----
Minnesota	2	----	----	----	----	----	----	----	----	----	----	----	----
Missouri	18	54	11	5	31	5	----	----	4	----	----	----	----
Kansas	2	----	----	----	1	----	----	----	----	----	----	----	----
Western Division:													
California	9	----	----	----	----	----	----	----	----	----	----	----	----

TABLE 30.—*Property of colleges for women, Division B (Table 41).*

State or Territory.	Libraries.		Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.
	Volumes.	Value.			
United States	264,584	$280,037	$151,803	$8,743,471	$894,725
North Atlantic Division	53,970	66,012	22,958	1,352,047	195,000
South Atlantic Division	80,565	82,650	64,610	2,927,000	253,500
South Central Division	71,756	70,175	21,685	2,186,000	77,000
North Central Division	51,793	54,200	27,550	2,040,424	369,225
Western Division	6,500	7,000	15,000	238,000	0
North Atlantic Division:					
Maine	11,192	12,000	2,000	200,000	159,000
Massachusetts	2,300	3,000	2,000	140,000	0
New York	7,678	12,612	12,958	222,047	40,000
New Jersey	3,000	4,000	200	25,000	0
Pennsylvania	29,800	34,400	5,800	765,000	5,000
South Atlantic Division:					
Maryland	16,300	17,500	33,450	540,000	27,500
Virginia	9,585	9,125	5,459	585,000	0
West Virginia	350	350	------	6,500	0
North Carolina	20,300	21,800	4,000	648,000	16,000
South Carolina	9,900	11,300	6,110	432,500	100,000
Georgia	24,130	22,575	15,600	715,000	110,000
South Central Division:					
Kentucky	18,300	14,450	9,275	484,000	0
Tennessee	22,431	25,200	5,500	550,000	47,000
Alabama	5,900	6,000	1,100	370,000	0
Mississippi	13,950	11,875	3,450	450,000	0
Louisiana	1,600	1,600	1,000	78,000	30,000
Texas	8,575	10,550	1,300	224,000	0
Arkansas	1,000	500	60	30,000	0
North Central Division:					
Ohio	21,320	23,000	16,000	564,424	90,725
Illinois	6,000	4,600	2,100	279,000	8,000
Wisconsin	3,773	2,500	2,000	150,000	150,000
Minnesota	1,000	1,000	500	40,000	0
Missouri	17,200	20,600	6,950	685,000	111,500
Kansas	2,500	2,500	------	322,000	9,000
Western Division:					
California	6,500	7,000	15,000	238,000	0

TABLE 31.—*Income of colleges for women, Division B (Table 41).*

State or Territory.	Tuition fees.	From productive funds.	State or municipal appropriations.	From other sources.	Total income.	Benefactions.
United States	$1,443,023	$45,835	$23,190	$409,982	$1,922,030	$123,466
North Atlantic Division	282,078	9,786	2,600	79,817	374,281	17,960
South Atlantic Division	426,182	12,770	100	81,865	520,917	56,375
South Central Division	394,079	5,600	20,490	131,273	551,442	17,675
North Central Division	281,684	17,679	0	117,027	416,390	30,456
Western Division	59,000	0	0	0	59,000	1,000
North Atlantic Division:						
Maine	8,000	7,700	2,000	1,000	18,700	1,000
Massachusetts	15,000	0	0	60,000	75,000	0
New York	69,903	2,086	600	817	73,406	----------
New Jersey	12,000	0	0	0	12,000	----------
Pennsylvania	177,175	0	0	18,000	195,175	16,960
South Atlantic Division:						
Maryland	45,900	1,410	0	0	47,310	9,000
Virginia	99,350	0	0	7,500	106,850	2,175
West Virginia	1,100	----------	----------	1,000	2,100	----------
North Carolina	87,975	860	0	21,865	110,700	500
South Carolina	91,469	6,000	0	12,000	109,469	30,000
Georgia	100,388	4,500	100	39,500	144,488	14,700
South Central Division:						
Kentucky	90,325	0	0	2,800	93,125	300
Tennessee	112,100	2,600	0	45,900	160,600	15,000
Alabama	57,640	0	0	15,000	72,640	75
Mississippi	77,500	0	20,490	32,573	130,563	300
Louisiana	11,950	3,000	0	1,500	16,450	----------
Texas	40,564	0	0	29,500	70,064	1,000
Arkansas	4,000	0	0	4,000	8,000	1,000
North Central Division:						
Ohio	67,136	3,520	0	27,809	98,465	11,600
Illinois	57,000	0	0	30,000	87,000	1,000
Wisconsin	27,955	6,000	0	546	34,501	11,556
Minnesota	2,500	0	0	2,500	5,000	2,500
Missouri	104,162	7,659	0	53,672	165,493	300
Kansas	22,931	500	0	2,500	25,931	3,500
Western Division:						
California	59,000	0	0	0	59,000	1,000

TABLE 32.—*Professors and students in schools of technology (Table 42).*

State or Territory.	Number of institutions.	Professors and instructors.						Students.									
		Preparatory departments.		Collegiate departments.		Total number (excluding duplicates).		Preparatory departments.		Collegiate departments.		Graduate departments.				Total number (excluding duplicates).	
												Resident.		Non-resident.			
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	43	98	26	1,058	83	1,116	100	2,357	732	8,858	1,279	180	60	20	4	11,505	2,545
N. Atlantic Division	11	19	3	363	11	373	12	227	12	2,502	232	20	0	2	4	2,770	250
S. Atlantic Division	8	14	2	184	1	195	2	362	35	1,681	14	34	0	0	0	2,077	49
S. Central Division	5	18	1	87	2	105	3	479	54	902	53	27	4	0	0	1,408	111
N. Central Division	11	38	8	299	48	313	52	679	341	2,978	637	85	45	18	0	3,760	1,473
Western Division	8	9	12	125	21	130	31	610	290	795	343	14	11	0	0	1,490	662
N. Atlantic Division:																	
New Hampshire	1	5	0	20	0	21	0	8	0	101	9	2	0	0	0	111	9
Massachusetts	3	0	0	212	2	212	2	0	0	1,482	47	18	0	1	0	1,501	47
Rhode Island	1	3	2	16	7	16	7	28	9	84	36	0	0	1	4	132	51
Connecticut	1	0	1	10	1	10	2	9	3	55	24	0	0	0	0	64	27
New York	3	0	0	74	1	74	1	0	0	426	106	0	0	0	0	426	103
New Jersey	2	11	0	31	0	40	0	182	0	354	10	0	0	0	0	536	10
S. Atlantic Division:																	
Maryland	1	0	0	56	0	56	0	0	0	280	0	7	0	0	0	287	0
Virginia	2	0	0	45	0	45	0	0	0	552	0	9	0	0	0	561	0
North Carolina	2	4	2	36	1	37	2	76	35	249	14	15	0	0	0	340	49
South Carolina	2	5	0	32	0	37	0	186	0	368	0	3	0	0	0	557	0
Georgia	1	5	0	15	0	20	0	100	0	232	0	0	0	0	0	332	0
S. Central Division:																	
Alabama	1	1	0	29	0	30	0	38	0	283	17	16	2	0	0	337	19
Mississippi	2	16	0	24	0	40	0	360	10	203	10	5	0	0	0	568	20
Texas	1	0	0	21	0	21	0	0	0	352	0	4	0	0	0	356	0
Oklahoma	1	1	1	13	2	14	3	81	44	64	26	2	2	0	0	147	72
N. Central Division:																	
Ohio	1	0	0	20	0	20	0	0	0	240	0	10	0	0	0	250	0
Indiana	2	0	0	78	6	78	6	0	0	718	69	25	22	18	0	761	91
Illinois	1	13	2	28	2	32	3	300	200	200	0	0	0	0	0	500	650
Michigan	2	0	0	56	6	56	6	0	0	551	93	1	0	0	0	552	93
Iowa	1	----	---	50	17	50	17	95	34	480	120	13	2	0	0	588	156
North Dakota	1	9	3	20	3	20	3	88	40	86	19	3	1	0	0	177	60
South Dakota	2	12	1	18	4	24	5	106	47	243	75	9	4	0	0	358	126
Kansas	1	4	2	29	10	33	12	90	20	469	261	24	16	0	0	574	297
Western Division:																	
Montana	1	0	2	11	6	11	8	109	70	29	17	0	0	0	0	138	87
Colorado	2	0	1	40	2	40	3	31	14	356	64	0	0	0	0	435	95
New Mexico	2	2	5	13	2	17	7	146	63	23	21	3	0	0	0	195	85
Utah	1	3	1	19	3	20	3	248	91	90	47	2	1	0	0	340	139
Washington	1	4	3	23	3	23	5	76	52	107	61	2	2	0	0	185	115
Oregon	1	0	0	19	5	19	5	0	0	190	133	7	8	0	0	197	141

TABLE 33.—*Students in various courses of study in schools of technology (Table 42).*

State or Territory.	General culture courses.	General science courses.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Mining engineering.	Architecture.	Pedagogy.		Business.		Military tactics.
									Male.	Female.	Male.	Female.	
United States	416	708	1,710	2,216	622	786	440	212	6	21	115	48	4,983
North Atlantic Division	16	148	249	526	266	215	52	64	....	.....	4	9	841
South Atlantic Division	.....	86	189	224	54	114	.....	10	....	.....	.....	....	1,614
South Central Division	.....	.....	462	475	52	47	1	.....	....	.....	.....	....	1,034
North Central Division	400	383	685	807	185	382	181	138	....	.....	.....	....	709
Western Division	.....	91	125	184	65	28	206	.....	6	21	111	39	785
North Atlantic Division:													
New Hampshire	.....	.....	19	19	.....	2	.....	.....	....	.....	.....	....	79
Massachusetts	.....	4	129	218	122	144	52	64	....	.....	.....	....	392
Rhode Island	.....	.....	33	65	10	46	.....	.....	....	.....	4	9	75
Connecticut	.....	.....	68	.....	.....	.....	.....	.....	....	.....	.....	...	64
New York	16	4	.....	10	134	23	.....	.....	....	.....	.....	....	231
New Jersey	.....	140	.....	214	.....	.....	.....	.....	....	.....	.....	....	.....
South Atlantic Division:													
Maryland	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	....	280
Virginia	.....	86	35	82	29	64	.....	.....	....	.....	.....	....	552
North Carolina	.....	.....	29	7	.....	.....	.....	10	....	.....	.....	....	225
South Carolina	.....	.....	125	135	25	50	.....	.....	....	.....	.....	....	557
South Central Division:													
Alabama	.....	.....	108	45	9	47	1	.....	....	.....	.....	....	301
Mississippi	.....	.....	168	112	.....	.....	.....	.....	....	.....	.....	....	256
Texas	.....	.....	175	273	43	.....	.....	.....	....	.....	.....	....	352
Oklahoma	.....	.....	11	45	.....	.....	.....	.....	....	.....	.....	....	125
North Central Division:													
Ohio	.....	110	.....	40	30	20	40	10	....	.....	.....	....	.....
Indiana	.....	179	92	209	121	164	.....	97	....	.....	.....	....	.....
Illinois	.....	.....	.....	75	.....	100	.....	25	....	.....	.....	....	.....
Michigan	.....	.....	270	165	.....	.....	117	.....	....	.....	.....	....	.....
Iowa	.....	94	109	35	34	98	1	.....	....	.....	.....	....	339
North Dakota	.....	.....	57	35	.....	.....	.....	1	....	.....	.....	....	120
South Dakota	.....	.....	68	147	.....	.....	23	5	....	.....	.....	....	250
Kansas	400	.....	89	101	.....	.....	.....	.....	....	.....	.....	....	.....
Western Division:													
Montana	.....	12	8	5	.....	3	.....	.....	....	15	41	18	.....
Colorado	.....	60	23	50	47	.....	185	.....	....	.....	48	17	245
New Mexico	....	19	1	6	.....	.....	5	.....	6	6	22	4	.....
Utah	.....	.....	21	3	9	.....	.....	.....	....	.....	.....	....	210
Washington	.....	.....	21	13	9	19	16	.....	....	.....	.....	....	140
Oregon	.....	.....	51	107	.....	6	.....	.....	....	.....	.....	....	190

TABLE 34.—*Degrees conferred on men by schools of technology (Table 42).*

State or Territory.	B. S.	M. E.	C. E.	M. S.	E. M.	B. C. E.	B. E. E.	B. Agr.	B. M. E.	E. E.	A. C.	Honorary. D. D.	Honorary. E. E.	Honorary. M. S. Agr	Honorary. M. E.	Honorary. M. S.
United States	721	70	29	29	40	6	9	31	8	3	4	1	2	1	2	3
North Atlantic Division	231	54	26	7	----	----	----	13	----	----	----	----	2	----	1	----
South Atlantic Division	74	3	----	3	----	----	----	4	----	----	----	----	----	----	----	----
South Central Division	71	4	----	4	1	----	----	----	----	----	----	1	----	----	----	1
North Central Division	294	9	2	15	19	6	9	14	7	1	1	----	----	1	----	1
Western Division	51	----	1	----	20	----	----	----	1	2	3	----	----	----	1	1
North Atlantic Division:																
New Hampshire	11	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Massachusetts	207	1	----	7	----	----	----	----	----	----	----	----	----	----	----	----
Rhode Island	12	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Connecticut	----	----	----	----	----	----	----	13	----	----	----	----	----	----	----	----
New York	1	----	26	----	----	----	----	----	----	----	----	----	----	----	----	----
New Jersey	----	53	----	----	----	----	----	----	----	----	----	----	2	----	1	----
South Atlantic Division:																
Virginia	28	1	----	3	----	----	----	----	----	----	----	----	----	----	----	----
North Carolina	20	2	----	----	----	----	----	4	----	----	----	----	----	----	----	----
South Carolina	16	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Georgia	10	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
South Central Division:																
Alabama	29	4	----	4	1	----	----	----	----	----	----	----	----	----	----	1
Mississippi	24	----	----	----	----	----	----	----	----	----	----	1	----	----	----	----
Texas	21	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Oklahoma	6	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
North Central Division:																
Ohio	30	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Indiana	117	9	2	3	----	----	----	----	----	1	1	----	----	----	----	----
Illinois	32	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Michigan	44	----	----	----	19	----	----	----	----	----	----	----	----	----	----	1
Iowa	26	----	----	----	----	6	9	14	7	----	----	----	----	1	----	----
North Dakota	2	----	----	1	----	----	----	----	----	----	----	----	----	----	----	----
South Dakota	6	----	----	3	----	----	----	----	----	----	----	----	----	----	----	----
Kansas	37	----	----	8	----	----	----	----	----	----	----	----	----	----	----	----
Western Division:																
Montana	----	----	----	----	----	----	----	----	1	----	3	----	----	----	----	----
Colorado	17	----	1	----	20	----	----	----	----	2	----	----	----	----	1	1
New Mexico	3	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Utah	9	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Washington	5	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Oregon	17	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

TABLE 35.—*Degrees conferred on women by schools of technology (Table 42).*

State or Territory.	B. S.	B. Agr.	B. H. S.	M. S.	B. L.
United States	61	5	17	7	15
North Atlantic Division	10	5	----	----	----
South Central Division	9	----	----	2	----
North Central Division	38	----	----	5	13
Western Division	4	----	17	----	2
North Atlantic Division:					
New Hampshire	2	----	----	----	----
Massachusetts	3	----	----	----	----
Rhode Island	5	----	----	----	----
Connecticut	----	5	----	----	----
South Central Division:					
Alabama	7	----	----	2	----
Oklahoma	2	----	----	----	----
North Central Division:					
Indiana	9	----	----	4	----
Michigan	3	----	----	----	----
Iowa	6	----	----	----	13
South Dakota	4	----	----	----	----
Kansas	16	----	----	1	----
Western Division:					
Colorado	1	----	----	----	----
Utah	1	----	----	----	----
Washington	2	----	----	----	2
Oregon	----	----	17	----	----

TABLE 36.—*Property of schools of technology (Table 43).*

State or Territory.	Number of fellowships.	Number of scholarships.	Libraries.			Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.
			Volumes.	Pamphlets.	Value.			
United States	4	551	406,354	123,686	$669,663	$3,314,803	$11,962,150	$10,922,498
N. Atlantic Division	1	264	152,769	38,234	241,953	1,016,732	4,503,130	4,588,533
S. Atlantic Division	3	269	65,114	8,597	83,500	398,713	1,811,430	643,751
S. Central Division	0	9	33,074	21,599	39,864	261,872	758,545	659,650
N. Central Division	0	9	119,475	42,400	245,914	1,309,204	3,962,870	4,819,646
Western Division	0	0	35,922	12,856	58,432	328,282	926,175	210,918
N. Atlantic Division:								
New Hampshire	0	54	6,300	4,000	6,600	55,500	204,516	41,809
Massachusetts	1	186	71,511	17,121	129,000	299,643	1,395,775	3,419,968
Rhode Island	.....	.....	7,830	7,500	12,302	91,239	182,650	50,000
Connecticut	0	0	6,552	.....	10,000	7,770	150,000	135,000
New York	0	0	50,246	9,613	64,051	499,580	2,245,189	441,765
New Jersey	0	24	10,330	.....	20,000	63,000	325,000	500,000
S. Atlantic Division:								
Maryland	0	0	40,000	.....	40,000	100,000	795,896	0
Virginia	3	200	13,014	4,997	29,000	122,000	398,000	364,312
North Carolina	0	0	3,100	2,200	3,500	18,000	150,254	125,000
South Carolina	0	68	8,500	1,400	10,000	93,713	317,280	154,439
Georgia	0	1	500	.....	1,000	65,000	150,000	.....
S. Central Division:								
Alabama	0	8	13,767	1,706	14,000	80,000	140,000	253,500
Mississippi	0	1	9,709	12,893	12,864	104,243	241,210	197,150
Texas	.....	.....	5,000	3,500	5,500	40,629	347,335	209,000
Oklahoma	0	0	4,598	3,500	7,500	37,000	30,000	.....
N. Central Division:								
Ohio	.....	.....	2,000	1,000	5,000	200,000	500,000	2,000,000
Indiana	0	0	17,950	5,000	32,500	389,000	553,000	940,000
Illinois	0	6	18,000	.....	25,000	.....	1,500,000	.....
Michigan	0	3	35,240	7,100	79,395	274,062	457,298	694,000
Iowa	0	0	12,460	2,000	50,000	180,000	475,000	682,833
North Dakota	0	0	8,000	2,500	10,000	18,000	117,000	0
South Dakota	0	0	6,400	10,200	10,800	18,000	117,000	0
Kansas	0	0	19,425	14,600	33,219	230,142	243,572	502,813
Western Division:								
Montana	0	0	3,761	3,000	10,000	40,000	130,000	5,000
Colorado	0	0	13,950	1,810	22,532	138,413	301,875	68,612
New Mexico	0	0	3,740	1,700	7,900	36,500	107,000	0
Utah	.....	.....	6,941	4,310	8,000	49,869	165,800	0
Washington	.....	.....	3,530	2,036	5,000	55,000	115,000	0
Oregon	.....	.....	4,000	.....	5,000	17,500	106,500	137,306

TABLE 37.—*Income of schools of technology (Table 43).*

State or Territory.	Tuition and other fees.	From productive funds.	State or municipal appropriations.	United States Government appropriations.	From other sources.	Total income.	Benefactions.
United States	$451,883	$480,771	$785,837	$2,294,684	$247,524	$4,260,699	$845,099
North Atlantic Division	315,876	172,374	103,500	607,189	31,221	1,230,160	61,599
South Atlantic Division	40,100	35,113	164,500	1,080,171	17,840	1,337,724	27,500
South Central Division	140	46,390	61,933	139,324	22,774	270,561	----------
North Central Division	91,446	219,362	204,878	234,000	140,499	890,185	756,000
Western Division	4,321	7,532	251,026	234,000	35,190	532,069	----------
North Atlantic Division:							
New Hampshire	----------	4,800	5,500	39,000	22,698	71,998	----------
Massachusetts	254,701	116,813	58,000	39,000	3,062	471,576	10,000
Rhode Island	0	2,500	15,000	39,000	0	56,500	----------
Connecticut	0	6,750	15,000	31,500	60	53,310	0
New York	28,560	21,511	0	458,689	401	509,161	99
New Jersey	32,615	20,000	10,000	0	5,000	67,615	51,500
South Atlantic Division:							
Maryland	0	0	0	998,171	0	998,171	----------
Virginia	19,000	21,859	45,000	31,000	7,933	124,792	----------
North Carolina	----------	7,500	17,500	24,000	4,375	53,375	----------
South Carolina	17,100	5,754	77,000	27,000	5,532	132,386	----------
Georgia	4,000	0	25,000	0	0	29,000	27,500
South Central Division:							
Alabama	0	20,280	6,433	28,324	7,623	62,660	----------
Mississippi	140	11,830	20,500	39,000	12,908	84,378	----------
Texas	0	14,280	27,500	33,000	0	74,780	----------
Oklahoma	----------	----------	7,500	39,000	2,243	48,743	----------
North Central Division:							
Ohio	25,000	45,000	----------	----------	----------	70,000	----------
Indiana	24,786	49,000	64,525	39,000	23,722	201,033	6,000
Illinois	30,000	----------	----------	----------	70,000	100,000	750,000
Michigan	7,787	50,403	50,500	39,000	17,829	165,519	----------
Iowa	3,266	47,178	30,203	39,000	0	119,647	0
North Dakota	338	0	27,700	39,000	4,608	71,646	0
South Dakota	269	141	16,200	39,000	8,423	64,033	----------
Kansas	----------	27,640	15,750	39,000	15,917	98,307	----------
Western Division:							
Montana	3,000	----------	12,000	39,000	0	54,000	----------
Colorado	0	3,532	75,966	39,000	5,950	124,448	----------
New Mexico	1,321	0	8,991	39,000	328	49,640	----------
Utah	----------	0	13,750	39,000	7,553	60,303	----------
Washington	----------	----------	113,735	39,000	2,557	155,292	----------
Oregon	----------	4,000	26,584	39,000	18,802	88,386	----------

TABLE 38.—*Statistics of universities and*

	Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	ALABAMA.							
1	East Lake	Howard College	Bapt	1841	....	....	9	0
2	Greensboro	Southern University	M. E. So	1859	1	0	6	0
3	Hartselle	Hartselle College	Nonsect.	1882	0	2	3	2
4	Lafayette	Lafayette College	Nonsect	1885	0	3	2	0
5	Lineville	Lineville College	Nonsect	1890	0	1	3	2
6	St. Bernard	St. Bernard College	R. C	1892	4	0	10	0
7	Spring Hill	Spring Hill College	R. C	1830	4	0	23	0
8	University	University of Alabama	State	1831	0	0	18	0
	ARIZONA.							
9	Tucson	University of Arizona	Territory	1891	6	3	11	2
	ARKANSAS.							
10	Arkadelphia	Arkadelphia Methodist College	M. E	1890	0	1	5	3
11	do	Ouachita Baptist College	Bapt	1886	0	1	6	2
12	Batesville	Arkansas College	Presb	1872	3	1	5	0
13	Clarksville	Arkansas Cumberland College	Cumb. Presb	1891	5	2	5	2
14	Conway	Hendrix College	M. E. So	1884	3	0	6	0
15	Fayetteville	University of Arkansas *a*	State	1872	8	8	20	4
16	Little Rock	Philander Smith College	M. E.	1877	1	1	3	2
	CALIFORNIA.							
17	Berkeley	University of California	State	1869	0	0	132	1
18	Claremont	Pomona College	Cong	1888	12	5	12	5
19	College Park	University of the Pacific	M. E	1851	6	2	8	3
20	Los Angeles	Occidental College	Presb	1887	4	5	6	5
21	do	St. Vincent's College	R. C	1865	7	0	15	0
22	Oakland	California College	Bapt	1870	2	2	2	2
23	Pasadena	Throop Polytechnic Institute	Nonsect	1891	9	5	6	1
24	San Francisco	St. Ignatius College	R. C	1855	3	0	18	0
25	Santa Clara	Santa Clara College	R. C	1851	4	0	21	0
26	Santa Rosa	Pacific Methodist College	M. E. So	1861	0	2	2	3
27	Stanford University.	Leland Stanford Junior University.	Nonsect	1891	0	0	79	6
28	University	University of Southern California.	M. E	1880	10	6	6	3
	COLORADO.							
29	Boulder	University of Colorado	State	1877	9	4	23	3
30	Colorado Springs	Colorado College	Nonsect	1874	21	4	21	4
31	Denver	College of the Sacred Heart	R. C	1876	7	0	5	0
32	University Park	University of Denver	M. E	1881	8	3	12	2
	CONNECTICUT.							
33	Hartford	Trinity College	P. E	1824	0	0	20	0
34	Middletown	Wesleyan University	M. E	1831	0	0	35	0
35	New Haven	Yale University	Cong	1701	0	0	163	0
	DELAWARE.							
36	Dover	State College for Colored Students.	State	1892	2	1	3	0
37	Newark	Delaware College	State	1834	0	0	14	0
	DIST. OF COLUMBIA.							
38	Washington	Catholic University of America	R. C	1889	0	0	18	0
39	do	Columbian University	Bapt	1821	0	0	66	0
40	do	Gallaudet College	Nation	1864	5	1	15	3
41	do	Georgetown University	R. C	1791	12	0	27	0
42	do	Gonzaga College	R. C	1821	5	0	10	0
43	do	Howard University	Nation	1867	3	0	7	1
44	do	St. John's College	R. C	1866	6	0	6	0

a Formerly Arkansas Industrial University.

colleges for men and for both sexes.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Non-resident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	0	9	0	13	0	120	0	1	0	0	0	0	0	134	0	1
0	0	7	0	14	6	124	7	0	0	0	0	0	0	138	13	2
0	0	3	4	35	45	65	70	0	0	0	0	0	0	100	115	3
0	0	2	3	60	75	50	39	0	0	0	0	0	0	110	114	4
0	0	3	3	30	26	93	80	0	0	0	0	0	0	123	106	5
5	0	18	0	8	0	78	0	0	0	0	0	15	0	101	0	6
0	0	27	0	59	0	71	0	0	0	0	0	0	0	130	0	7
21	0	39	0	0	0	164	27	6	0	0	0	175	0	332	27	8
0	0	12	4	20	20	53	38	0	2	0	0	0	0	73	60	9
0	0	5	4	30	60	20	60	0	0	0	0	0	0	50	120	10
0	0	6	3	115	93	75	75	0	0	0	0	0	0	190	168	11
0	0	5	1	13	34	33	26	0	0	0	0	0	0	46	60	12
0	0	5	2	35	45	3	5	0	0	0	0	0	0	38	50	13
0	0	9	0	80	4	46	12	0	0	0	0	0	0	126	16	14
19	0	44	8	192	63	150	74	1	0	0	0	108	0	451	137	15
0	0	4	3	30	18	13	2	0	0	0	0	0	0	48	32	16
231	9	363	10	0	0	853	679	99	89	4	2	485	38	1,531	908	17
0	0	12	5	54	28	55	46	0	0	0	0	0	0	109	74	18
0	0	13	6	77	63	35	21	0	0	0	0	0	0	112	84	19
0	0	6	7	36	21	7	8	0	0	0	0	0	0	43	29	20
0	0	17	0	50	0	90	0	0	0	0	0	0	0	140	0	21
0	0	4	4	25	23	8	10	0	0	0	0	0	0	33	33	22
0	0	9	5	86	30	10	1	0	0	0	0	0	0	96	40	23
0	0	21	0	110	0	223	0	0	0	0	0	0	0	333	0	24
0	0	25	0	50	0	170	0	0	0	0	0	0	0	220	0	25
0	0	2	5	16	6	10	10	0	0	0	0	0	0	26	16	26
0	0	79	6	0	0	639	420	51	43	0	0	0	0	690	463	27
50	1	53	10	125	74	64	34	2	0	0	0	104	10	295	118	28
28	1	59	8	135	175	173	103	18	7	0	0	92	11	411	289	29
0	0	26	7	69	66	95	98	3	4	0	0	0	0	167	168	30
0	0	12	0	100	0	20	0	0	0	0	0	0	0	120	0	31
71	2	87	11	61	33	45	39	0	0	0	0	156	8	262	80	32
0	0	20	0	0	0	132	0	3	0	0	0	0	0	135	0	33
0	0	35	0	0	0	251	73	5	2	0	0	0	0	256	75	34
92	0	260	0	0	0	1,732	0	209	41	33	0	399	0	2,401	110	35
0	0	5	1	15	9	11	7	0	0	0	0	0	0	26	16	36
0	0	14	0	0	0	84	0	6	0	0	0	0	0	90	0	37
16	0	34	0	0	0	0	0	49	0	0	0	119	0	168	0	38
106	0	173	0	0	0	241	105	57	13	0	0	625	0	923	118	39
0	0	15	3	19	13	45	26	0	0	0	0	0	0	64	39	40
78	0	113	0	135	0	106	0	27	0	0	0	366	0	634	0	41
0	0	15	0	127	0	30	0	0	0	0	0	0	0	157	0	42
47	1	60	7	106	21	36	6	0	0	0	0	290	15	504	149	43
0	0	12	0	94	0	25	0	0	0	0	0	0	0	119	0	44

TABLE 38.—*Statistics of universities and*

	Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	FLORIDA.							
45	De Land	John B. Stetson University	Bapt	1887	17	13	9	4
46	Lake City	Florida Agricultural College	State	1884	1	1	12	4
47	St. Leo	St. Leo Military College	R. C	1890	3	0	4	0
48	Tallahassee	Seminary West of the Suwanee River.	State	1857	4	2	4	2
49	Winter Park	Rollins College	Nonsect	1885	8	10	5	3
	GEORGIA.							
50	Athens	University of Georgia	State	1801	0	0	20	0
51	Atlanta	Atlanta Baptist College	Bapt	1897	2	4	4	1
52	do	Atlanta University	Nonsect	1869	5	5	4	4
53	do	Morris Brown College	A. M. E	1885	3	2	4	1
54	Bowdon	Bowdon College	Nonsect	1857	1	2	2	1
55	Dahlonega	North Georgia Agricultural College.	State	1873	1	1	7	0
56	Macon	Mercer University	Bapt	1837	1	0	10	0
57	Oxford	Emory College	M. E. So	1837	3	0	10	0
58	South Atlanta	Clark University	M. E	1868	6	2	5	2
59	Wrightsville	Nannie Lou Warthen College	M. E. So	1888	0	2	2	4
60	Young Harris	Young Harris College	M. E. So	1885	3	2	4	2
	IDAHO.							
61	Moscow	University of Idaho	State	1892	2	1	11	5
	ILLINOIS.							
62	Abingdon	Hedding College	M. E	1853	6	3	5	2
63	Bloomington	Illinois Wesleyan University	M. E	1850	1	2	10	1
64	Bourbonnais	St. Viateur's College	R. C	1868	5	0	18	0
65	Carlinville	Blackburn University	Presb	1859	6	2	8	2
66	Carthage	Carthage College	Luth	1872	2	1	7	0
67	Champaign	University of Illinois	State	1868	4	1	87	17
68	Chicago	St. Ignatius College	R. C	1869	16	0	14	0
69	do	University of Chicago	Bapt	1892	10	2	167	13
70	Effingham	Austin College	Nonsect	1891	6	3	6	3
71	Elmhurst	Evangelical Proseminary	Ger. Evang	1871	2	0	6	0
72	Eureka	Eureka College	Christian	1855	6	2	8	1
73	Evanston	Northwestern University	M. E	1855	12	7	44	0
74	Ewing	Ewing College	Bapt	1867	5	2	5	1
75	Fulton	Northern Illinois College	Nonsect	1865	6	5	6	5
76	Galesburg	Knox College	Nonsect	1837	6	5	20	6
77	do	Lombard University	Univ	1852	6	1	10	3
78	Greenville	Greenville College	Free Meth	1892	5	2	5	0
79	Jacksonville	Illinois College	Nonsect	1829	8	0	15	0
80	Lake Forest	Lake Forest University	Presb	1876	10	18	12	0
81	Lebanon	McKendree College	M. E	1828	13	1	13	1
82	Lincoln	Lincoln University	Cumb. Presb	1866	2	1	4	1
83	Monmouth	Monmouth College	Un. Presb	1856	5	3	12	8
84	Naperville	Northwestern College	Ev. Assn	1861	9	1	7	1
85	Peru	St. Bede College	R. C	1891	3	0	10	0
86	Quincy	Chaddock College	M. E	1857	1	1	2	2
87	do	St. Francis Solanus College	R. C	1860	3	0	9	0
88	Rock Island	Augustana College	Luth	1860	10	0	10	0
89	Teutopolis	St. Joseph's Diocesan College	R. C	1862	6	0	5	0
90	Upper Alton	Shurtleff College	Bapt	1827	3	2	6	0
91	Westfield	Westfield College	U. B	1865	5	1	5	1
92	Wheaton	Wheaton College	Cong	1860	6	3	7	2
	INDIANA.							
93	Bloomington	Indiana University	State	1825	0	0	64	1
94	Crawfordsville	Wabash College	Nonsect	1832	4	0	17	0
95	Fort Wayne	Concordia College	Luth	1839	7	0	8	0
96	Franklin	Franklin College	Bapt	1834	5	2	7	2
97	Greencastle	De Pauw University	M. E	1837	3	3	14	2

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Non-resident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	0	18	15	93	96	19	18	0	0	0	0	0	0	112	114	45
0	0	12	4	26	10	116	67	5	2	0	0	0	0	147	79	46
2	0	6	0	20	0	20	0	0	0	0	0	8	0	50	0	47
0	0	4	2	56	59	12	22	0	1	0	0	0	0	68	82	48
0	0	8	10	39	25	6	6	0	0	0	0	0	0	58	41	49
5	0	24	0	0	0	197	0	8	0	0	0	43	0	248	0	50
1	0	5	5	86	0	9	0	0	0	0	0	15	0	110	0	51
0	0	5	5	75	8	23	10	0	0	0	0	0	0	98	165	52
5	0	8	2	12	3	13	1	0	0	0	0	25	0	52	40	53
0	0	3	3	60	84	50	46	0	0	0	0	0	0	110	130	54
0	0	8	1	75	20	119	23	0	0	0	0	0	0	194	43	55
4	0	15	0	40	0	186	0	2	0	0	0	22	0	252	0	56
2	0	15	0	53	0	276	0	0	0	0	0	5	0	329	0	57
0	0	6	2	36	18	12	4	0	0	0	0	0	0	54	71	58
0	0	2	6	26	32	44	52	0	0	0	0	0	0	70	84	59
0	0	4	4	82	42	61	39	0	0	0	0	0	0	143	81	60
0	0	13	6	62	42	44	31	1	3	0	0	0	0	107	73	61
0	0	9	6	40	29	23	8	2	1	0	0	0	0	74	46	62
8	0	19	3	105	53	273	42					58	0	436	95	63
3	0	26	0	50	0	130	0	0	0	0	0	20	0	200	0	64
0	0	8	2	35	45	7	7	0	1	1	0	0	0	43	53	65
0	0	9	1	62	65	32	16	0	0	0	0	0	0	94	81	66
86	3	177	21	132	47	580	227	24	8	25	1	699	44	1,492	332	67
0	0	30	0	242	0	112	0	0	0	0	0	0	0	438	0	68
16	0	193	20	94	44	571	826	619	324	0	0	311	25	1,665	1,450	69
0	0	6	3	100	50	100	100	0	0	0	0	0	0	200	150	70
0	0	8	0	12	0	91	0	0	0	0	0	0	0	103	0	71
0	0	11	4	53	21	48	20	0	0	0	0	21	3	123	52	72
137	24	195	37	235	162	281	256	22	12	2	2	1,331	131	1,800	592	73
0	0	5	5	69	30	20	3	1	0	0	0	0	0	81	33	74
0	0	6	5	35	40	23	14	0	0	0	0	0	0	58	54	75
0	0	24	15	60	34	176	143	0	0	0	0	0	0	236	177	76
4	1	10	5	15	14	33	38	0	1	0	0	9	2	61	55	77
2	0	7	2	19	17	6	10	0	0	0	0	7	2	32	29	78
0	0	15	0	126	0	110	0	3	0	0	0	0	0	239	0	79
33	0	55	18	129	181	69	45	2	1	2	0	963	0	1,165	227	80
		13	1	75	36	38	11	2	0	12	1	6	1	133	49	81
0	0	7	3	30	16	23	17	0	0	1	0	0	0	54	33	82
0	0	12	8	65	56	99	73	0	2	1	0	0	0	165	131	83
3	0	15	5	93	42	65	29	0	0	0	0	39	1	229	77	84
0	0	13	0	50	0	12	0	0	0	0	0	0	0	108	0	85
4	0	7	3	40	49	26	35	0	0	0	0	3	0	66	84	86
0	0	12	0	30	0	140	0	0	0	0	0	0	0	215	0	87
4	0	24	3	50	15	91	13	4	1	13	1	63	0	367	91	88
0	0	11	0	90	0	82	0	0	0	0	0	0	0	172	0	89
		12	2	43	24	46	23	2	0	1	0	38	1	136	48	90
0	0	5	1	62	57	12	11	0	0	0	0	0	0	74	68	91
0	0	10	9	64	61	39	37	0	0	0	0	0	0	117	101	92
3	0	67	1	0	0	582	302	63	14	0	0	87	2	732	318	93
0	0	21	0	82	0	102	0	5	0	0	0	0	0	189	0	94
0	0	8	0	59	0	124	0	0	0	0	0	0	0	183	0	95
0	0	8	3	37	28	77	75	4	1	0	1	0	0	118	105	96
0	0	17	5	105	33	217	108	8	4	0	0	0	0	330	145	97

TABLE 38.—*Statistics of universities and*

	Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	INDIANA—cont'd.							
98	Hanover	Hanover College	Presb	1833	6	1	10	0
99	Irvington	Butler College	Christian	1855	5	2	15	2
100	Merom	Union Christian College	Christian	1859	4	2	5	3
101	Moores Hill	Moores Hill College	M. E	1856	9	1	5	0
102	Notre Dame	University of Notre Dame	R. C	1842	23	0	33	0
103	Richmond	Earlham College	Friends	1847	1	0	11	3
104	St. Meinrad	St. Meinrad College	R. C	1857	4	0	10	0
105	Upland	Taylor University	M. E	1847	3	3	12	3
	INDIAN TERRITORY.							
106	Bacone	Indian University	Bapt	1880	0	4	2	5
107	Muscogee	Henry Kendall College	Presb	1894	1	2	3	6
	IOWA.							
108	Cedar Rapids	Coe College	Presb	1881	7	4	7	3
109	Charles City	Charles City College	Ger. M. E	1891	8	1	5	0
110	Clinton	Wartburg College	Luth	1868	1	0	6	0
111	College Springs	Amity College	Nonsect	1855	3	0	4	2
112	Decorah	Luther College	Luth	1861	12	0	12	0
113	Des Moines	Des Moines College	Bapt	1865	1	1	5	3
114	do	Drake University	Christian	1881	17	8	21	3
115	Dubuque	St. Joseph's College	R. C	1873	6	0	6	0
116	Fairfield	Parsons College	Presb	1875	10	2	13	3
117	Fayette	Upper Iowa University	M. E	1857	7	7	8	3
118	Grinnell	Iowa College	Cong	1848	6	6	18	5
119	Hopkinton	Lenox College	Presb	1859	2	3	3	4
120	Indianola	Simpson College	M. E	1867	6	10	6	5
121	Iowa City	State University of Iowa	State	1855	0	0	43	3
122	Lamoni	Graceland College	L. D. S	1895	2	3	3	4
123	Legrand	Palmer College	Christian	1889	3	2	4	0
124	Mount Pleasant	German College	M. E	1873	3	1	3	1
125	do	Iowa Wesleyan University	M. E	1844	9	2	9	1
126	Mount Vernon	Cornell College	M. E	1857	5	10	17	2
127	Oskaloosa	Penn College	Friends	1873	6	4	8	3
128	Pella	Central University of Iowa	Bapt	1853	9	4	9	4
129	Sioux City	Morningside College	M. E	1890	3	2	7	6
130	Storm Lake	Buena Vista College	Presb	1891	5	3	5	3
131	Tabor	Tabor College	Cong	1866	7	3	7	3
132	Toledo	Western College	U. B	1856	5	0	6	1
	KANSAS.							
133	Atchison	Midland College	Luth	1887	2	2	6	1
134	do	St. Benedict's College	R. C	1858	9	0	15	0
135	Baldwin	Baker University	M. E	1858	4	6	8	2
136	Dodge City	Soule College	M. E	1893	2	1	6	1
137	Emporia	College of Emporia	Presb	1883	11	1	11	1
138	Highland	Highland University	Presb	1857	2	4	3	2
139	Holton	Campbell University	Nonsect	1882	12	5	12	5
140	Kansas City	Kansas City University	Meth. Prot	1896	5	1	11	1
141	Lawrence	University of Kansas	State	1866	0	0	46	5
142	Lecompton	Lane University	U. B	1865	2	1	5	1
143	Lincoln	Kansas Christian College	Christian	1882	5	3	5	4
144	Lindsborg	Bethany College	Luth	1881	9	1	9	1
145	Ottawa	Ottawa University	Bapt	1865	10	2	8	1
146	St. Marys	St. Mary's College	R. C	1869	24	0	11	0
147	Salina	Kansas Wesleyan University	M. E	1886	4	2	4	2
148	Sterling	Cooper Memorial College	Un. Presb	1887	1	1	6	1
149	Topeka	Washburn College	Cong	1865	6	3	10	4
150	Wichita	Fairmount College	Cong	1892	14	6	14	6
151	Winfield	St. John's Lutheran College	Luth	1893	5	0	4	1
152	do	Southwest Kansas College	M. E	1886	10	5	8	1

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Non-resident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	0	10	2	36	18	65	33	0	3	0	0	0	0	101	54	98
0	0	21	3	52	17	88	52	6	1	0	0	0	0	146	70	99
3	0	7	4	81	36	36	18	15	10	0	0	18	5	128	64	100
0	0	9	1	59	66	29	19	0	0	0	0	0	0	88	85	101
8	0	64	0	388	0	211	0	0	0	0	0	56	0	655	0	102
0	0	12	3	9	8	109	96	2	4	0	0	0	0	120	108	103
7	0	15	0	18	0	50	0	0	0	0	0	50	0	125	0	104
0	0	15	6	52	35	79	12	0	0	----	----	------	------	131	47	105
0	0	2	9	44	32	5	4	0	0	0	0	0	0	49	36	106
0	0	4	8	104	74	9	12	1	0	0	1	0	0	114	87	107
0	0	9	4	48	32	42	52	0	0	0	0	0	0	90	84	108
2	0	9	4	54	15	6	3	0	0	0	0	10	0	107	46	109
0	0	7	0	42	0	23	0	0	0	0	0	0	0	64	0	110
0	0	7	2	51	54	22	18	0	0	0	0	0	0	73	72	111
0	0	12	0	96	0	102	0	0	0	0	0	0	0	198	0	112
0	0	6	4	39	18	52	48	0	0	0	0	0	0	91	66	113
37	0	45	9	172	133	95	44	4	2	0	0	216	4	526	196	114
0	0	6	0	30	0	70	0	0	0	0	0	0	0	100	0	115
0	0	13	3	56	48	59	33	1	1	2	1	0	0	118	83	116
0	0	10	9	105	86	65	34	0	0	5	1	0	0	175	121	117
0	0	23	10	77	78	142	119	2	1	4	2	0	0	225	200	118
0	0	7	4	30	38	34	36	0	0	0	0	0	0	64	74	119
0	0	8	11	160	168	73	31	0	0	0	0	0	0	233	199	120
67	0	97	3	0	0	425	193	27	21	35	5	605	28	1,092	247	121
0	0	5	4	11	6	8	2	0	0	0	0	0	0	37	12	122
3	0	5	4	22	20	3	2	0	0	0	0	8	0	28	22	123
2	0	3	1	26	9	18	8	0	0	0	0	19	0	47	17	124
0	0	11	5	43	24	50	24	4	5	0	0	0	0	109	66	125
0	0	22	12	139	80	202	151	2	2	0	0	0	0	343	233	126
0	0	10	4	92	65	71	59	4	1	7	1	0	0	174	126	127
0	0	9	4	93	97	13	5	0	0	0	0	0	0	106	102	128
0	0	10	8	120	149	33	15	0	0	0	0	0	0	153	164	129
0	0	5	3	59	83	8	4	0	0	0	0	0	0	58	87	130
0	0	10	6	48	42	55	40	0	0	0	0	0	0	103	82	131
0	0	8	4	58	33	37	21	0	0	0	0	0	0	123	57	132
0	0	10	3	41	43	25	16	0	0	0	0	0	0	66	59	133
0	0	24	0	88	0	68	0	0	0	0	0	0	0	156	0	134
0	0	12	8	246	162	96	64	0	0	0	0	0	0	342	226	135
0	0	8	2	62	49	18	14	0	0	0	0	0	0	80	63	136
0	0	11	1	17	14	49	28	0	1	0	0	0	0	66	43	137
0	0	3	4	12	15	4	6	0	0	0	0	0	0	16	21	138
0	0	12	5	220	211	51	41	0	0	0	0	0	0	271	252	139
53	4	71	7	45	24	18	12	1	0	3	1	97	12	164	49	140
34	2	63	6	0	0	427	243	22	9	10	1	214	13	674	413	141
----	----	7	2	43	37	32	28	1	3	0	0	41	2	107	69	142
0	0	5	4	45	40	20	20	0	0	0	0	0	0	65	60	143
0	0	19	10	35	9	49	14	0	0	0	0	0	0	169	92	144
0	0	13	7	143	76	59	66	1	5	2	3	0	0	205	150	145
0	0	27	0	187	0	65	0	0	0	0	0	0	0	252	0	146
0	0	5	2	31	11	22	15	0	0	0	0	0	0	53	26	147
0	0	7	4	26	23	21	13	0	0	0	0	0	0	47	36	148
0	0	11	7	70	34	72	52	0	0	0	0	0	0	142	86	149
0	0	14	6	12	20	51	42	0	0	0	0	0	0	63	62	150
0	0	7	1	21	5	17	5	0	0	0	0	0	0	61	23	151
0	0	10	5	170	122	21	9	0	0	0	0	0	0	191	131	152

TABLE 38.—*Statistics of universities and*

	Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	KENTUCKY.							
153	Barbourville	Union College	M. E	1886	3	0	3	0
154	Berea	Berea College	Nonsect	1853	8	11	9	1
155	Bowling Green	Ogden College	Nonsect	1877	4	0	4	0
156	Danville	Centre College	Presb	1822	2	0	10	0
157	Georgetown	Georgetown College	Bapt	1829	2	3	10	6
158	Glasgow	Liberty College	Bapt	1875	2	3	2	1
159	Hopkinsville	South Kentucky College	Christian	1849	0	2	5	1
160	Lexington	Agricultural and Mechanical College of Kentucky.	State	1866	4	0	14	0
161	do	Kentucky University	Christian	1836	2	0	8	1
162	Richmond	Central University	Presb	1874	10	10	18	0
163	Russellville	Bethel College	Bapt	1854	1	0	5	0
164	St. Marys	St. Mary's College	R. C	1821	4	0	5	0
165	Winchester	Kentucky Wesleyan College	M. E. So	1866	3	3	10	1
	LOUISIANA.							
166	Baton Rouge	Louisiana State University	State	1860	2	0	19	0
167	Convent	Jefferson College	R. C	1864	2	0	12	0
168	Jackson	Centenary College of Louisiana	M. E. So	1825	2	0	5	0
169	Keatchie	Keatchie College *a*	Bapt	1856	1	2	4	0
170	New Orleans	College of the Immaculate Conception.	R. C	1847	4	0	9	0
171	do	Leland University	Bapt	1870	3	5	3	4
172	do	New Orleans University	M. E	1873	2	5	4	2
173	do	Straight University	Cong	1869	4	8	4	3
174	do	Tulane University	Nonsect	1834	0	6	26	10
	MAINE.							
175	Brunswick	Bowdoin College	Cong	1802	0	0	20	0
176	Lewiston	Bates College	Free Bapt	1863	0	0	18	1
177	Orono	University of Maine	State	1868	0	0	40	0
178	Waterville	Colby College	Bapt	1818	0	0	14	2
	MARYLAND.							
179	Annapolis	St. John's College	Nonsect	1789	2	0	9	0
180	Baltimore	Johns Hopkins University	Nonsect	1876	0	0	82	0
181	do	Loyola College	R. C	1852	8	0	7	0
182	do	Morgan College	M. E	1876	4	3	4	2
183	Chestertown	Washington College	Nonsect	1783	5	2	5	2
184	College Park	Maryland Agricultural College	State	1859	1	0	19	0
185	Ellicott City	Rock Hill College	R. C	1857	10	0	12	0
186	do	St. Charles College	R. C	1848	13	0	16	0
187	Mount St. Marys	Mount St. Mary's College	R. C	1808	24	0	15	0
188	New Windsor	New Windsor College	Presb	1843	1	1	3	2
189	Westminster	Western Maryland College	Meth. Prot	1868	4	2	12	8
	MASSACHUSETTS.							
190	Amherst	Amherst College	Nonsect	1821	0	0	32	0
191	Boston	Boston College	R. C	1864	14	0	13	0
192	do	Boston University	M. E	1872	0	0	24	2
193	Cambridge	Harvard University	Nonsect	1638	0	0	314	0
194	Springfield	French-American College	Nonsect	1885	6	6	6	6
195	Tufts College	Tufts College	Univ	1854	7	0	35	0
196	Williamstown	Williams College	Nonsect	1793	0	0	32	0
197	Worcester	Clark University	Nonsect	1889	0	0	11	0
198	do	College of the Holy Cross	R. C	1843	12	0	15	0
	MICHIGAN.							
199	Adrian	Adrian College	Meth. Prot	1859	1	1	8	5
200	Albion	Albion College	M. E	1843	2	6	10	2

a Changed to Louisiana Female College.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Non-resident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	0	3	0	13	7	8	2	0	0	0	0	0	0	21	9	153
0	0	17	15	359	296	33	8	1	0	0	0	0	0	400	308	154
0	0	4	0	44	0	31	0	0	0	0	0	0	0	75	0	155
3	0	14	0	59	0	149	0	8	0	2	0	26	0	221	0	156
0	0	12	9	102	55	147	71	0	0	0	0	0	0	249	157	157
0	0	2	4	25	33	15	10	0	0	0	0	0	0	40	45	158
0	0	6	5	16	14	80	55	0	0	0	0	0	0	96	69	159
0	0	24	1	85	14	210	50	8	2	0	0	0	0	370	110	160
24	1	33	2	18	7	162	55	2	0	0	0	181	0	363	62	161
39	0	67	10	150	135	140	10	0	0	0	0	376	0	666	145	162
0	0	6	0	46	0	58	0	0	0	0	0	0	0	104	0	163
0	0	9	0	41	0	30	0	0	0	0	0	0	0	71	0	164
0	0	11	4	97	194	101	18	0	0	0	0	0	0	198	212	165
0	0	19	0	98	0	186	0	3	0	0	0	0	0	287	0	166
0	0	14	0	36	0	76	0	0	0	0	0	0	0	112	0	167
0	0	6	0	70	0	58	5	0	0	0	0	0	0	128	5	168
0	0	4	2	9	6	24	42	0	0	0	0	0	0	33	48	169
0	0	18	0	81	0	62	0	0	0	0	0	0	0	250	0	170
0	0	4	5	14	23	16	4	0	0	0	0	0	0	30	27	171
7	0	13	7	14	27	6	7	0	0	0	0	32	0	52	34	172
3	0	4	11	56	46	6	1	0	0	0	0	9	3	71	50	173
31	0	57	16	0	80	193	139	4	94	0	0	457	3	654	316	174
18	0	35	0	0	0	234	0	0	0	0	0	126	0	360	0	175
7	0	23	1	0	0	160	120	0	0	0	0	39	0	187	120	176
8	0	46	0	0	0	287	0	6	0	0	0	30	0	329	0	177
0	0	14	2	0	0	127	68	0	0	0	0	0	0	127	68	178
0	0	11	0	51	0	80	0	0	0	0	0	0	0	131	0	179
45	1	127	1	0	0	187	0	210	0	0	0	210	42	607	42	180
0	0	15	0	118	0	60	0	0	0	0	0	0	0	178	0	181
2	0	6	3	15	4	10	1	0	0	0	0	13	0	38	5	182
0	0	5	2	30	30	31	27	0	0	0	0	0	0	61	57	183
0	0	20	0	18	0	84	0	6	0	0	0	0	0	108	0	184
0	0	22	0	90	0	49	0	0	0	0	0	0	0	139	0	185
0	0	20	0	66	0	164	0	0	0	0	0	0	0	230	0	186
5	0	29	0	107	0	102	0	0	0	0	0	28	0	237	0	187
0	0	3	3	13	6	16	14	0	0	0	0	0	0	29	20	188
0	0	12	8	55	39	88	85	0	0	0	0	0	0	143	124	189
0	0	32	0	0	0	376	0	2	0	2	0	0	0	380	0	190
0	0	20	0	255	0	200	0	0	0	0	0	0	0	455	0	191
118	0	142	2	0	0	121	297	72	30	0	0	680	62	842	389	192
195	0	509	0	0	0	2,289	0	308	0	14	0	1,301	0	3,912	0	193
0	0	6	6	49	17	10	1	0	0	0	0	0	0	59	18	194
53	1	92	1	5	0	192	95	7	1	0	0	218	52	420	148	195
0	0	32	0	0	0	365	0	0	0	20	0	0	0	385	0	196
0	0	11	0	0	0	0	0	36	0	0	0	0	0	36	0	197
0	0	27	0	70	0	260	0	0	0	0	0	0	0	330	0	198
2	0	8	5	38	14	37	27	0	0	0	0	23	0	75	41	199
0	0	14	12	74	44	130	95	2	1	5	7	0	0	233	160	200

TABLE 38.—*Statistics of universities and*

	Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	MICHIGAN—cont'd.							
201	Alma	Alma College	Presb	1887	4	3	5	5
202	Ann Arbor	University of Michigan	State	1837	0	0	112	6
203	Detroit	Detroit College	R. C	1877	16	0	10	0
204	Hillsdale	Hillsdale College	Free Bapt	1855	1	3	8	1
205	Holland	Hope College	Reformed	1865	11	1	11	1
206	Kalamazoo	Kalamazoo College	Bapt	1855	4	4	8	2
207	Olivet	Olivet College	Cong	1859	5	5	8	3
	MINNESOTA.							
208	Collegeville	St. John's University	R. C	1867	4	0	26	0
209	Minneapolis	Augsburg Seminary	Luth	1869	6	0	8	0
210	do	University of Minnesota	State	1868	0	0	93	18
211	Northfield	Carleton College	Cong	1870	1	4	10	3
212	do	St. Olaf College	Luth	1875	6	2	6	1
213	St. Paul	Hamline University	M. E	1854	5	2	16	2
214	do	Macalester College	Presb	1885	5	2	6	2
215	St. Peter	Gustavus Adolphus College	Luth	1862	9	2	9	2
216	Winnebago City	Parker College	Free Bapt	1888	2	2	3	3
	MISSISSIPPI.							
217	Clinton	Mississippi College	Bapt	1852	6	0	7	0
218	Holly Springs	Rust University	M. E	1868	8	4	4	2
219	Jackson	Millsaps College	M. E. So	1892	4	0	6	0
220	University	University of Mississippi	State	1848	0	0	12	1
	MISSOURI.							
221	Albany	Central Christian College	Christian	1892	0	1	4	0
222	do	Northwest Missouri College	M. E. So	1893	1	1	6	2
223	Bolivar	Southwest Baptist College	Bapt	1878	3	2	4	3
224	Bowling Green	Pike College	Nonsect	1882	0	1	1	3
225	Cameron	Missouri Wesleyan College	M. E	1887	4	4	4	2
226	Canton	Christian University	Christian	1855	4	3	12	7
227	Cape Girardeau	St. Vincent's College	R. C	1843	2	0	2	0
228	Clarksburg	Clarksburg Baptist College	Bapt	1876	1	2	4	1
229	Columbia	University of the State of Missouri.	State	1841	0	0	41	1
230	Edinburg	Grand River Christian Union College.	Christian	1850	2	2	4	0
231	Fayette	Central College	M. E. So	1857	2	0	7	0
232	Fulton	Westminster College	Presb	1853	1	0	9	0
233	Glasgow	Pritchett College	Nonsect	1866	0	4	5	2
234	Lagrange	Lagrange College	Bapt	1858	9	5	9	5
235	Liberty	William Jewell College	Bapt	1849	15	0	13	0
236	Marshall	Missouri Valley College	Cumb. Presb	1889	8	3	8	3
237	Morrisville	Morrisville College	M. E. So	1872	2	1	4	3
238	Neosho	Scarritt Collegiate Institute	M. E. So	1888	3	4	3	4
239	Odessa	Odessa College	Nonsect	1883	0	1	2	2
240	Parkville	Park College	Presb	1875	4	9	10	0
241	St. Louis	Christian Brothers College	R. C	1851	9	0	10	0
242	do	St. Louis University	R. C	1829	6	0	9	0
243	do	Washington University	Nonsect	1859	29	34	24	0
244	Springfield	Drury College	Cong	1873	2	4	10	2
245	Tarkio	Tarkio College	U. Presb	1883	2	5	5	3
246	Trenton	Avalon College	U. B	1869	5	1	5	1
247	Warrenton	Central Wesleyan College	M. E	1864	4	1	5	0
	MONTANA.							
248	Deer Lodge	College of Montana*	Presb	1878	1	2	2	2
249	Helena	Montana Wesleyan University	M. E	1890	5	4	4	3
250	Missoula	University of Montana	State	1895	7	5	7	5

* Statistics of 1897-98.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Non-resident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	0	11	8	22	19	28	14	0	0	0	0	0	0	67	54	201
105	3	188	9	0	0	880	575	53	18	1	1	1,458	79	2,386	673	202
0	0	16	0	171	0	65	0	0	0	0	0	0	0	236	0	203
3	0	13	5	66	33	75	50	1	1	0	0	35	9	177	93	204
3	0	14	1	83	22	82	5	0	0	0	0	22	0	187	27	205
0	0	10	4	57	30	90	61	0	3	0	0	0	0	147	94	206
0	0	13	9	60	48	52	44	0	0	0	0	0	0	112	92	207
4	0	32	0	41	0	148	0	0	0	0	0	47	0	236	0	208
2	0	8	0	50	0	96	0	0	0	0	0	34	0	180	0	209
118	2	214	20	0	0	646	495	147	48	0	0	887	35	2,099[a]	826 [a]	210
0	0	13	9	59	51	88	121	1	0	2	0	0	0	150	172	211
0	0	9	3	64	22	36	4	0	0	0	0	0	0	100	26	212
47	0	63	2	64	51	101	69	0	1	9	1	116	9	290	131	213
0	0	8	2	45	20	55	10	0	0	0	0	0	0	100	30	214
0	0	14	5	85	26	62	9	0	0	0	0	0	0	217	43	215
0	0	3	3	39	37	1	10	0	0	0	0	0	0	40	47	216
0	0	9	0	40	0	100	0	4	0	0	0	0	0	144	0	217
0	0	8	4	16	20	7	2	0	0	0	0	0	0	33	37	218
2	0	12	0	45	0	102	0	0	0	0	0	18	0	165	0	219
6	0	18	1	0	0	131	29	4	0	15	5	44	0	192	34	220
3	0	5	5	14	6	17	20	0	0	0	0	11	0	51	33	221
0	0	8	3	10	8	40	34	0	0	0	0	0	0	50	42	222
0	0	4	3	40	30	25	20	0	0	0	0	0	0	65	50	223
0	0	1	4	11	9	27	29	0	0	0	0	0	0	38	38	224
0	0	4	4	43	37	15	8	0	0	0	0	0	0	58	45	225
0	0	13	9	10	4	93	42	0	0	0	0	0	0	103	46	226
0	0	4	0	14	0	3	0	0	0	0	0	0	0	17	0	227
0	0	5	3	38	23	39	32	0	0	0	0	0	0	77	55	228
15	0	64	1	0	0	486	167	22	6	0	0	137	3	645	176	229
0	0	6	2	25	42	16	10	0	0	0	0	0	0	41	52	230
0	0	9	0	76	0	110	20	0	0	0	0	0	0	186	20	231
0	0	10	0	14	0	80	0	0	3	2	0	0	0	96	3	232
0	0	5	6	28	37	5	11	1	1	0	0	0	0	34	49	233
0	0	9	5	31	17	33	32	0	0	0	0	0	0	64	49	234
0	0	27	0	149	0	152	0	0	0	15	0	0	0	316	0	235
0	0	9	5	85	71	42	24	0	0	0	0	0	0	127	95	236
0	0	5	3	30	25	18	22	0	0	0	0	0	0	48	47	237
0	0	3	4	25	35	20	32	0	0	0	0	0	0	45	67	238
0	0	2	3	23	13	13	19	0	0	0	0	0	0	36	32	239
0	0	14	9	140	115	79	69	0	0	0	0	0	0	219	184	240
0	0	25	0	220	0	115	0	0	0	0	0	0	0	450	0	241
0	0	23	0	168	0	82	0	0	0	0	0	0	0	360	0	242
65	0	118	34	604	408	114	53	8	6	2	0	356	0	1,084	467	243
0	0	12	6	134	100	49	42	0	0	0	0	0	0	183	142	244
0	0	9	8	45	61	23	33	0	0	0	0	0	0	113	99	245
0	0	8	3	10	2	3	5	0	0	0	0	0	0	80	56	246
2	0	11	4	55	35	25	12	0	0	0	0	41	0	150	65	247
0	0	3	4	6	8	8	14	0	0	0	0	0	0	14	22	248
0	0	8	7	37	30	8	2	0	0	0	0	0	0	45	32	249
0	0	7	5	69	73	30	35	1	0	0	0	0	0	100	108	250

a Includes 328 men and 60 women in school of agriculture.

TABLE 38.—*Statistics of universities and*

	Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	NEBRASKA.							
251	Bellevue	University of Omaha	Presb	1883	5	5	5	5
252	Bethany	Cotner University	Christian	1889	4	3	6	5
253	College View	Union College	7 D. Adv	1891	6	4	11	1
254	Crete	Doane College	Cong	1872	7	1	7	1
255	Grand Island	Grand Island College	Bapt	1892	4	2	4	2
256	Hastings	Hastings College	Presb	1882	5	3	6	1
257	Lincoln	University of Nebraska	State	1871	----	----	59	10
258	Neligh	Gates College *a*	Cong	1882	4	3	4	3
259	Omaha	Creighton University	R. C	1879	6	0	8	0
260	University Place	Nebraska Wesleyan University	M. E	1888	11	3	9	1
261	York	York College	U. B	1890	3	2	4	1
	NEVADA.							
262	Reno	State University of Nevada	State	1886	7	5	15	6
	NEW HAMPSHIRE.							
263	Hanover	Dartmouth College	Nonsect	1769	0	0	41	0
264	Manchester	St. Anselm's College	R. C	1893	8	0	10	0
	NEW JERSEY.							
265	Jersey City	St. Peter's College	R. C	1878	5	0	7	0
266	Newark	St. Benedict's College	R. C	1868	1	0	7	0
267	New Brunswick	Rutgers College	Reformed	1766	6	4	27	0
268	Princeton	Princeton University	Nonsect	1746	0	0	81	0
269	South Orange	Seton Hall College	R. C	1856	8	0	9	0
	NEW MEXICO.							
270	Albuquerque	University of New Mexico	Territory	1892	13	4	19	2
	NEW YORK.							
271	Alfred	Alfred University	7 D. Bapt	1836	4	3	14	5
272	Allegany	St. Bonaventure's College	R. C	1859	8	0	7	0
273	Annandale	St. Stephen's College	P. E	1860	1	0	8	0
274	Brooklyn	Adelphi College	Nonsect	1896	24	47	16	9
275	----do	Polytechnic Institute of Brooklyn	Nonsect	1855	24	3	12	0
276	----do	St. Francis College	R. C	1859	13	0	13	0
277	----do	St. John's College	R. C	1870	6	0	9	0
278	Buffalo	Canisius College	R. C	1870	17	0	8	0
279	Canton	St. Lawrence University	Univ	1858	0	0	11	1
280	Clinton	Hamilton College	Nonsect	1812	0	0	18	0
281	Geneva	Hobart College	P. E	1822	0	0	15	0
282	Hamilton	Colgate University	Bapt	1819	9	0	16	0
283	Ithaca	Cornell University	Nonsect	1868	0	0	202	5
284	New York	College of St. Francis Xavier	R. C	1847	28	0	23	0
285	----do	College of the City of New York	City	1849	17	0	43	0
286	----do	Columbia University	Nonsect	1754	0	0	189	0
287	----do	Manhattan College	R. C	1863	9	0	20	0
288	----do	New York University	Nonsect	1831	0	0	32	0
289	----do	St. John's College	R. C	1846	14	0	13	0
290	Niagara University	Niagara University	R. C	1856	17	0	12	0
291	Rochester	University of Rochester	Bapt	1850	0	0	15	0
292	Schenectady	Union College	Nonsect	1795	0	0	23	0
293	Syracuse	Syracuse University	M. E	1871	0	0	45	4
	NORTH CAROLINA.							
294	Belmont	St. Mary's College	R. C	1878	4	0	8	0
295	Chapel Hill	University of North Carolina	State	1795	0	0	22	0
296	Charlotte	Biddle University	Presb	1867	4	0	7	0
297	Davidson	Davidson College	Presb	1837	0	0	10	0
298	Durham	Trinity College	M. E. So	1851	6	0	13	0
299	Elon College	Elon College	Christian	1890	6	2	8	4

a Discontinued college work in June, 1899.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Non-resident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	0	5	5	25	42	16	13	0	0	5	5	0	0	46	60	251
26	0	33	5	25	11	12	5	2	0	0	0	54	5	93	20	252
0	0	17	4	97	71	76	78	0	0	0	0	0	0	173	149	253
0	0	10	1	36	29	45	41	0	1	0	0	0	0	81	71	254
0	0	6	4	48	15	17	12	0	0	1	1	0	0	86	39	255
0	0	6	4	51	48	30	20	0	0	0	0	0	0	81	68	256
14	0	81	19	140	96	529	446	40	28	38	16	116	2	981	591	257
0	0	4	3	32	84	9	5	0	0	0	0	0	0	41	89	258
28	1	52	1	121	0	55	0	0	0	0	0	93	15	269	15	259
0	0	15	7	126	109	72	45	0	0	0	0	0	0	198	154	260
0	0	7	3	63	52	5	8	0	0	0	0	0	0	106	65	261
0	0	15	8	63	87	94	78	2	7	0	0	0	0	159	172	262
14	0	55	0	0	0	579	0	4	0	0	0	131	0	694	0	263
1	0	19	0	20	0	31	0	0	0	0	0	10	0	61	0	264
0	0	12	0	103	0	54	0	0	0	21	0	0	0	178	0	265
0	0	8	0	24	0	70	0	0	0	0	0	0	0	94	0	266
0	0	31	4	99	39	166	0	2	0	0	0	0	0	267	39	267
0	0	81	0	0	0	967	0	132	0	0	0	0	0	1,099	0	268
4	0	11	0	54	0	80	0	0	0	0	0	31	0	165	0	269
0	0	13	4	30	36	10	0	3	0	0	0	0	0	43	36	270
3	0	17	7	47	53	42	24	1	2	0	1	2	0	92	80	271
6	0	18	0	35	0	50	0	0	0	0	0	70	0	155	0	272
0	0	9	0	10	0	51	0	0	0	0	0	0	0	61	0	273
0	0	24	49	448	563	15	92	0	0	0	0	0	0	463	655	274
0	0	36	3	520	0	82	0	1	0	0	0	0	0	603	0	275
0	0	26	0	199	0	42	0	0	0	0	0	0	0	241	0	276
4	0	19	0	116	0	58	0	0	0	0	0	60	0	234	0	277
0	0	25	0	185	0	39	0	0	0	0	0	0	0	224	0	278
7	0	18	1	0	0	73	31	0	0	13	8	15	5	96	43	279
0	0	18	0	0	0	150	0	0	0	0	0	0	0	150	0	280
0	0	15	0	0	0	92	0	0	0	0	0	0	0	92	0	281
8	0	33	0	141	0	131	0	1	0	0	0	49	0	322	0	282
77	0	279	5	0	0	1,208	249	149	41	0	0	439	26	1,885	316	283
0	0	50	0	449	0	197	0	0	0	35	0	0	0	681	0	284
0	0	60	0	687	0	1,017	0	0	0	0	0	0	0	1,704	0	285
150	0	339	0	0	0	862	0	271	0	0	0	1,075	0	2,208	0	286
0	0	29	0	570	0	146	0	0	0	0	0	0	0	716	0	287
118	0	151	0	0	0	219	0	129	32	0	0	1,116	297	1,364	329	288
0	0	27	0	161	0	86	0	0	0	0	0	0	0	247	0	289
8	0	22	0	81	0	92	0	0	0	0	0	59	0	232	0	290
0	0	15	0	0	0	196	0	8	0	9	0	0	0	213	0	291
0	0	23	0	0	0	186	0	0	0	0	0	0	0	186	0	292
60	0	105	4	0	0	372	198	15	14	0	0	164	7	*a*551	*a*219	293
4	0	14	0	28	0	67	0	0	0	0	0	14	0	95	0	294
17	0	28	0	0	0	339	7	12	2	0	0	133	0	480	9	295
5	0	12	0	135	0	69	0	0	0	0	0	19	0	223	0	296
0	0	10	0	0	0	152	0	1	0	13	0	35	0	173	0	297
0	0	19	0	63	7	123	20	7	0	0	0	0	0	193	27	298
0	0	8	4	28	20	32	20	0	0	0	0	0	0	60	40	299

a In the college of fine arts there are 55 men and 342 women, with 23 instructors.

TABLE 38.—*Statistics of universities and*

	Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	NORTH CAROLINA—continued.							
300	Guilford College	Guilford College	Friends	1837	0	3	6	4
301	Hickory	Lenoir College	Luth	1891	3	2	4	0
302	Mount Pleasant	North Carolina College	Luth	1859	2	0	3	0
303	Newton	Catawba College	Reformed	1851	6	2	6	2
304	Raleigh	Shaw University	Bapt	1865	5	1	5	1
305	Rutherford College	Rutherford College	Nonsect	1853	0	3	5	0
306	Salisbury	Livingstone College	A. M. E. Zion	1882	0	5	4	0
307	Wake Forest	Wake Forest College	Bapt	1834	0	0	13	0
308	Weaverville	Weaverville College	M. E. So	1873	3	2	3	2
	NORTH DAKOTA.							
309	Fargo	Fargo College	Cong	1887	6	3	4	1
310	University	University of North Dakota	State	1884	9	4	11	1
311	Wahpeton	Red River Valley University	M. E	1892	1	2	3	2
	OHIO.							
312	Akron	Buchtel College	Univ	1872	6	3	7	4
313	Alliance	Mount Union College	M. E	1846	8	3	9	1
314	Athens	Ohio University	State	1809	4	4	11	3
315	Berea	Baldwin University	M. E	1846	6	1	7	1
316	do	German Wallace College	M. E	1864	3	0	8	0
317	Cedarville	Cedarville College	Ref. Presb	1894	3	1	3	3
318	Cincinnati	St. Xavier College	R. C	1840	11	0	14	0
319	do	University of Cincinnati	City	1874	0	0	28	3
320	Cleveland	St. Ignatius College	R. C	1886	8	0	6	0
321	do	Western Reserve University	Nonsect	1826	4	5	61	9
322	Columbus	Capital University	Luth	1850	5	0	8	0
323	do	Ohio State University	State	1870	0	0	93	4
324	Defiance	Defiance College	Nonsect	1885	3	2	3	1
325	Delaware	Ohio Wesleyan University	M. E	1844	12	5	16	2
326	Findlay	Findlay College	Ch. of God	1886	3	0	3	0
327	Gambier	Kenyon College	P. E	1825	9	0	11	0
328	Granville	Denison University	Bapt	1831	6	0	15	0
329	Hiram	Hiram College	Christian	1850	13	2	12	1
330	Lima	Lima College	Luth	1893	3	2	6	4
331	Marietta	Marietta College	Nonsect	1835	3	1	13	1
332	New Athens	Franklin College*	Nonsect	1825	3	3	4	3
333	New Concord	Muskingum College	U. Presb	1837	6	1	5	1
334	Oberlin	Oberlin College	Nonsect	1833	7	8	24	3
335	Oxford	Miami University	State	1824	7	0	13	0
336	Richmond	Richmond College	Nonsect	1835	5	2	5	2
337	Rio Grande	Rio Grande College	Free Bapt	1876	4	3	4	3
338	Scio	Scio College	M. E	1857	8	3	8	2
339	Springfield	Wittenberg College	Luth	1845	6	1	9	0
340	Tiffin	Heidelberg University	Reformed	1850	11	0	11	2
341	Westerville	Otterbein University	U. B	1847	5	1	10	1
342	Wilberforce	Wilberforce University	A. M. E	1856	4	4	6	2
343	Wilmington	Wilmington College	Friends	1870	2	2	4	2
344	Wooster	University of Wooster	Presb	1870	8	3	9	1
345	Yellow Springs	Antioch College	Nonsect	1852	8	6	8	3
	OKLAHOMA.							
346	Norman	University of Oklahoma	Territory	1892	10	1	8	1
	OREGON.							
347	Albany	Albany College	Presb	1866	4	4	7	1
348	Eugene	University of Oregon	State	1876	14	1	20	3
349	Forest Grove	Pacific University	Cong	1854	2	1	10	2
350	Lafayette	Lafayette Seminary	Un. Evang	1889	1	1	4	0
351	McMinnville	McMinnville College	Bapt	1858	1	1	4	0
352	Newberg	Pacific College	Friends	1891	3	3	4	4
353	Philomath	Philomath College	U. B	1867	5	4	4	3
354	Salem	Willamette University	M. E	1844	5	5	5	4
355	University Park	Portland University *a*	M. E	1891	9	2	10	1

* Statistics of 1897–98. *a* Consolidated with Willamette University, Salem, Oreg.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Non-resident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	0	6	4	71	50	70	29	0	0	0	0	0	0	141	79	300
0	0	6	2	40	32	29	5	0	0	0	0	0	0	69	37	301
0	0	4	0	28	0	25	0	0	0	0	0	0	0	53	0	302
0	0	6	4	79	47	18	3	0	0	0	0	0	0	97	50	303
12	0	17	9	26	26	21	10	0	0	0	0	117	0	202	163	304
1	0	6	3	20	20	50	30	0	0	0	0	6	0	76	50	305
0	0	4	5	108	131	19	1	0	0	0	0	0	0	127	132	306
1	0	14	0	0	0	231	0	0	0	0	0	41	0	272	0	307
0	0	3	2	25	14	63	27	0	0	0	0	0	0	88	41	308
0	0	6	3	47	31	16	10	0	0	0	0	0	0	63	41	309
0	0	11	4	100	223	52	37	0	3	6	1	0	0	158	264	310
0	0	4	4	65	78	7	2	0	0	0	0	0	0	72	80	311
0	0	8	5	36	38	43	49	0	0	0	0	0	0	79	87	312
0	0	15	7	143	65	75	22	0	0	0	0	0	0	295	109	313
0	0	15	5	163	91	69	31	0	0	0	0	0	0	232	122	314
0	0	8	1	22	14	42	26	2	0	1	1	76	0	161	56	315
		11	0	73	16	45	5	5	0	0	0	27	0	150	21	316
0	0	4	4	7	4	28	35	0	0	0	0	0	0	35	39	317
0	0	25	0	257	0	111	0	30	0	0	0	0	0	481	0	318
76	0	104	3	0	0	170	184	28	23	0	0	767	0	938	207	319
0	0	14	0	157	0	33	0	0	0	0	0	0	0	190	0	320
81	0	117	14	63	39	182	183	13	12	0	0	311	0	565	234	321
3	0	8	0	10	0	45	0	0	0	0	0	33	0	88	0	322
9	0	102	4	0	0	715	177	29	12	0	0	190	1	934	190	323
1	0	6	4	63	59	22	17	0	0	0	0	2	0	87	76	324
10	0	40	13	285	115	293	233	4	4	22	2	87	5	691	364	325
1	0	4	0	5	3	8	3	0	0	0	0	15	1	28	7	326
5	0	24	0	74	0	94	0	0	0	0	0	18	0	184	0	327
0	0	20	0	98	24	138	73	0	0	0	0	0	0	236	97	328
0	0	18	6	122	84	131	47	1	0	4	0	0	0	271	136	329
0	0	7	4	30	13	11	13	0	0	0	0	0	0	90	81	330
0	0	16	2	50	37	76	35	0	0	0	0	0	0	126	72	331
0	0	7	3	19	16	55	25	0	0	0	0	0	0	74	41	332
0	0	10	5	33	18	50	25	0	0	0	0	0	0	83	43	333
10	0	49	19	192	124	179	240	2	4	0	0	38	1	414	398	334
0	0	15	0	80	12	55	0	1	0	0	0	0	0	136	12	335
0	0	5	2	20	14	3	1							23	15	336
0	0	4	3	21	6	13	6	0	0	0	0	0	0	34	12	337
2	1	16	3	71	45	44	28	0	0	0	0	44	3	213	92	338
3	0	14	1	90	26	100	52	0	0	11	1	33	0	234	79	339
5	0	24	4	72	29	74	41	2	1	12	1	22	0	204	104	340
0	0	17	3	44	53	47	43	0	0	1	0	0	0	92	96	341
4	0	13	7	28	31	76	82	0	0	0	0	23	1	132	134	342
0	0	4	5	34	50	29	26	0	0	0	0	0	0	63	76	343
0	0	21	2	84	64	143	101	0	0	150	6	0	0	377	171	344
0	0	8	6	46	46	21	9	0	0	6	0	0	0	67	55	345
		10	2	114	75	22	14	2	0	0	0	23	3	161	92	346
0	0	9	5	27	7	14	10	0	0	0	0	0	0	99	66	347
23	0	40	2	59	40	39	21	1	3	0	0	81	15	179	78	348
0	0	12	3	117	59	24	22	0	0	0	0	0	0	141	81	349
0	0	5	2	4	2	22	16	0	0	0	0	0	0	26	18	350
0	0	5	3	30	19	28	28	0	0	0	0	0	0	57	47	351
0	0	4	4	26	44	30	18	0	0	0	0	0	0	56	62	352
0	0	5	4	41	38	28	14	0	0	0	0	0	0	69	52	353
29	0	38	9	51	52	13	14	5	0	0	0	43	2	112	68	354
5	0	14	3	92	70	21	6	0	0	0	0	1	0	114	76	355

TABLE 38.—*Statistics of universities and*

	Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	PENNSYLVANIA.							
356	Allegheny	Western University of Pennsylvania.	Nonsect	1819	0	0	16	0
357	Allentown	Muhlenberg College	Luth	1867	2	0	10	0
358	Annville	Lebanon Valley College	U. B	1866	6	4	9	1
359	Beatty	St. Vincent College	R. C	1846	6	0	8	0
360	Beaver	Beaver College	M. E	1853	0	4	2	6
361	Beaver Falls	Geneva College	Ref. Presb	1849	1	2	6	1
362	Bethlehem	Moravian College	Moravian	1807	0	0	4	0
363	Carlisle	Dickinson College	M. E	1783	6	0	15	1
364	Chester	Pennsylvania Military College	Nonsect	1862	----	----	12	0
365	Collegeville	Ursinus College	Reformed	1870	11	4	13	2
366	Easton	Lafayette College	Presb	1832	0	0	23	0
367	Gettysburg	Pennsylvania College	Luth	1832	4	0	13	0
368	Greenville	Thiel College	Luth	1870	5	1	7	0
369	Grove City	Grove City College	Nonsect	1884	3	8	9	0
370	Haverford	Haverford College	Friends	1833	0	0	19	0
371	Huntingdon	Juniata College	Ger. Bapt. Breth.	1876	14	2	11	0
372	Lancaster	Franklin and Marshall College	Reformed	1836	7	0	14	0
373	Lewisburg	Bucknell University	Bapt	1846	5	7	21	1
374	Lincoln University.	Lincoln University*	Presb	1854	0	0	8	0
375	Meadville	Allegheny College	M. E	1813	5	2	12	1
376	Myerstown	Albright College	Un. Evang	1881	3	1	8	5
377	New Berlin	Central Pennsylvania College	Un. Evang	1855	2	0	4	1
378	New Wilmington	Westminster College	Un. Presb	1852	4	4	6	4
379	Philadelphia	Central High School	City	1837	0	0	45	0
380	do	La Salle College	R. C	1867	8	0	9	0
381	do	University of Pennsylvania	Nonsect	1740	0	0	106	0
382	Pittsburg	Holy Ghost College	R. C	1878	9	0	6	0
383	Selinsgrove	Susquehanna University	Luth	1858	4	0	6	0
384	South Bethlehem	Lehigh University	Nonsect	1866	0	0	42	0
385	State College	Pennsylvania State College	State	1859	2	0	40	3
386	Swarthmore	Swarthmore College	Friends	1869	0	0	12	9
387	Villanova	Villanova College	R. C	1842	6	0	13	0
388	Volant	Volant College	Nonsect	1890	5	1	7	2
389	Washington	Washington and Jefferson College	Presb	1802	8	0	13	0
	RHODE ISLAND.							
390	Providence	Brown University	Bapt	1764	0	0	71	1
	SOUTH CAROLINA.							
391	Charleston	College of Charleston	City	1791	0	0	7	0
392	Clinton	Presbyterian College of South Carolina.	Presb	1880	1	0	6	0
393	Columbia	Allen University	A. M. E	1881	1	6	5	0
394	do	South Carolina College	State	1805	0	0	12	0
395	Duewest	Erskine College	A. R. Presb	1839	1	0	5	0
396	Greenville	Furman University	Bapt	1852	4	0	10	0
397	Newberry	Newberry College	Luth	1858	1	0	7	0
398	Orangeburg	Claflin University	M. E	1869	4	17	6	2
399	Spartanburg	Wofford College	M. E. So	1854	2	0	7	0
	SOUTH DAKOTA.							
400	Hot Springs	Black Hills College*	M. E	1890	2	3	3	4
401	Huron	Huron College	Presb	1883	5	5	5	2
402	Mitchell	Dakota University	M. E	1885	8	1	7	1
403	Redfield	Redfield College*	Cong	1887	6	3	6	3
404	Vermilion	University of South Dakota	State	1882	14	7	14	7
405	Yankton	Yankton College	Cong	1882	6	5	6	3

* Statistics of 1897-98.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Non-resident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
86	0	102	0	0	0	150	3	2	0	0	0	610	11	764	14	356
0	0	12	0	36	0	119	0	0	0	0	0	0	0	155	0	357
0	0	11	5	52	23	87	24	0	0	16	1	0	0	155	48	358
5	0	27	0	115	0	91	0	18	0	0	0	43	0	273	0	359
0	0	2	6	4	11	9	35	0	0	0	0	0	0	39	48	360
0	0	7	3	68	29	23	11	0	0	0	0	0	0	91	40	361
4	0	4	0	0	0	24	0	0	0	12	0	11	0	47	0	362
9	0	28	1	115	6	208	31	0	0	0	0	99	2	422	39	363
0	0	14	0	39	0	101	0	0	0	0	0	0	0	140	0	364
7	0	23	5	59	10	74	7	1	0	0	0	21	0	155	17	365
0	0	28	0	0	0	276	0	9	0	24	0	0	0	309	0	366
0	0	17	0	46	20	178	7	0	1	2	0	0	0	226	28	367
0	0	8	1	29	24	42	14	0	0	0	0	0	0	71	38	368
0	0	12	8	181	99	144	51	0	0	2	0	0	0	365	160	369
0	0	19	0	0	0	117	0	0	0	0	0	0	0	117	0	370
5	0	19	3	11	3	14	0	0	0	0	0	29	24	209	132	371
6	0	26	0	122	0	165	0	0	0	0	0	59	0	332	0	372
0	0	25	7	70	64	204	65	1	0	26	4	0	0	293	133	373
8	0	10	0	0	0	156	0	0	0	0	0	47	0	203	0	374
0	0	14	2	78	47	110	63	0	1	0	0	0	0	188	111	375
0	0	11	6	27	9	44	46	0	0	0	0	0	0	71	55	376
0	0	6	1	50	5	43	15	0	0	0	0	0	0	93	20	377
0	0	7	7	47	27	125	53	0	0	0	0	0	0	172	80	378
0	0	45	0	0	0	1,275	0	32	0	0	0	0	0	1,307	0	379
0	0	15	0	104	0	108	0	0	0	0	0	0	0	212	0	380
165	0	258	0	0	0	622	304	123	35	0	0	1,724	2	2,449	341	381
0	0	14	0	80	0	100	0	0	0	0	0	0	0	180	0	382
3	0	11	2	70	22	62	5	0	0	0	0	15	0	147	27	383
0	0	42	0	0	0	304	0	11	0	10	0	0	0	325	0	384
0	0	42	3	31	0	227	10	3	0	0	0	0	0	319	10	385
0	0	12	9	0	0	74	114	0	0	0	0	0	0	74	114	386
4	0	19	0	47	0	94	0	0	0	0	0	21	0	162	0	387
0	0	7	2	30	20	25	20	8	0	0	0	0	0	63	40	388
0	0	16	0	92	0	253	0	0	0	0	0	0	0	345	0	389
0	0	71	1	0	0	661	165	45	39	12	3	0	0	718	207	390
0	0	7	0	0	0	41	0	0	0	0	0	0	0	41	0	391
0	0	6	0	8	1	24	16	0	0	0	0	0	0	32	17	392
0	0	6	6	58	53	14	5	0	0	0	0	0	0	72	58	393
1	0	13	0	0	0	135	18	6	0	0	0	25	0	166	18	394
0	0	6	0	9	0	71	0	0	0	0	0	0	0	80	0	395
0	0	14	0	26	0	150	5	0	0	0	0	0	0	176	5	396
0	0	8	0	40	0	95	12	0	0	7	0	0	0	142	12	397
0	0	10	19	251	248	20	7	0	0	0	0	0	0	271	255	398
0	0	9	0	50	0	127	4	0	0	0	0	0	0	177	4	399
0	0	4	5	12	20	11	8	1	0	2	0	0	0	32	38	400
0	0	7	5	37	30	8	0	0	0	0	0	0	0	75	35	401
0	0	10	4	85	43	26	15	0	0	0	0	0	0	169	102	402
0	0	8	4	16	6	15	4	0	0	0	0	0	0	38	29	403
0	0	14	7	106	111	40	42	1	3	0	0	0	0	164	180	404
0	0	7	7	79	63	27	16	0	0	0	0	0	0	106	79	405

TABLE 38.—*Statistics of universities and*

	Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	TENNESSEE.							
406	Athens	U. S. Grant University	M. E	1867	10	7	10	7
407	Bristol	King College	Presb	1867	4	0	4	0
408	Clarksville	Southwestern Presbyterian University.	Presb	1855	0	0	11	0
409	Harriman	American Temperance University.	Nonsect	1893	10	3	16	5
410	Hiwassee College	Hiwassee College	Nonsect	1849	...	...	5	1
411	Jackson	Southwestern Baptist University.*	Bapt	1847	2	1	9	1
412	Knoxville	Knoxville College	Un. Presb	1875	4	7	5	3
413	do	University of Tennessee	State	1794	0	0	27	1
414	Lebanon	Cumberland University	Cumb. Presb	1842	2	0	7	0
415	McKenzie	Bethel College	Cumb. Presb	1850	3	4	3	4
416	Maryville	Maryville College	Presb	1819	4	4	8	0
417	Memphis	Christian Brothers College*	R. C	1871	5	0	6	0
418	Milligan	Milligan College	Christian	1882	1	2	5	1
419	Mossy Creek	Carson and Newman College	Bapt	1851	8	4	8	4
420	Nashville	Central Tennessee College	M. E	1866	3	1	4	1
421	do	Fisk University	Cong	1866	5	7	6	4
422	do	Roger Williams University	Bapt	1865	3	3	4	2
423	do	University of Nashville	Nonsect	1785	7	5	16	12
424	do	Vanderbilt University	M. E. So	1875	0	0	35	0
425	Sewanee	University of the South	P. E	1868	6	0	15	0
426	Spencer	Burritt College	Christian	1848	1	1	4	6
427	Sweetwater	Sweetwater College*	Nonsect	1874	1	1	2	6
428	Tusculum	Greeneville and Tusculum College.	Presb	1794	4	2	5	3
429	Washington College.	Washington College	Presb	1795	2	1	3	2
	TEXAS.							
430	Austin	St. Edward's College	R. C	1881	13	0	5	0
431	do	University of Texas	State	1883	0	0	31	7
432	Brownwood	Howard Payne College	Bapt	1890	3	3	3	0
433	Campbell	Henry College	Nonsect	1892	2	1	7	1
434	Fort Worth	Fort Worth University	M. E	1881	6	5	8	2
435	do	Polytechnic College	M. E. So	1891	6	2	5	0
436	Galveston	St. Mary's University*	R. C	1854	2	4	10	0
437	Georgetown	Southwestern University	M. E. So	1873	3	2	13	4
438	Greenville	Burleson College	Bapt	1893	4	0	4	3
439	Marshall	Wiley University	M. E	1873	5	4	5	4
440	San Antonio	St. Louis College	R. C	1894	10	0	5	0
441	Sherman	Austin College	Presb	1850	4	0	8	0
442	Tehuacana	Trinity University	Cumb. Presb	1869	6	2	5	1
443	Waco	Add-Ran Christian University	Christian	1873	2	1	7	4
444	do	Baylor University	Bapt	1845	1	3	7	0
445	do	Paul Quinn College	A. M. E	1881	3	4	3	4
	UTAH.							
446	Logan	Brigham Young College	L. D. S	1878	14	2	7	0
447	Salt Lake City	Salt Lake College	Cong	1895	1	1	2	1
448	do	Sheldon Jackson College	Presb	1897	1	4	2	0
449	do	University of Utah	State	1850	10	2	16	1
	VERMONT.							
450	Burlington	University of Vermont and State Agricultural College.	State	1800	0	0	33	0
451	Middlebury	Middlebury College	Nonsect	1800	0	0	11	0
452	Northfield	Norwich University	Nonsect	1834	0	0	10	0

* Statistics of 1897-98.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Non-resident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
50	0	60	7	100	100	29	10	0	0	1	0	253	2	569	216	406
0	0	4	0	25	0	58	0	0	0	0	0	0	0	70	0	407
6	0	12	0	0	0	117	0	1	0	0	0	26	0	142	0	408
8	0	25	5	85	38	36	10	3	1	27	0	15	0	197	106	409
0	0	5	1	------	------	40	20	0	0	0	0	0	0	40	20	410
------	------	10	1	28	0	127	22	0	0	0	0	60	0	223	47	411
7	0	13	10	106	133	10	8	0	0	0	0	7	0	123	141	412
42	0	64	1	0	0	228	73	4	2	0	0	367	0	595	75	413
9	0	18	0	51	4	48	3	7	0	0	0	120	0	225	7	414
0	0	3	4	60	62	50	30	0	0	0	0	0	0	110	92	415
0	0	12	4	206	103	45	26	0	0	0	0	0	0	251	129	416
0	0	13	0	93	0	51	0	0	0	0	0	0	0	179	0	417
0	0	6	3	64	47	52	30	0	0	0	0	0	0	116	77	418
0	0	8	4	80	60	100	65	0	0	0	0	0	0	180	125	419
27	0	34	2	14	4	11	1	0	0	0	0	219	14	257	70	420
3	0	9	22	77	11	47	10	0	0	0	0	4	0	131	118	421
------	------	5	4	50	7	13	2	0	0	0	0	16	0	98	32	422
20	0	47	23	180	200	202	404	0	0	0	0	317	3	699	607	423
54	0	93	0	0	0	193	18	34	5	0	0	570	4	739	27	424
40	0	56	0	100	0	120	0	4	0	0	0	168	0	391	0	425
0	0	5	6	44	38	62	46	0	0	0	0	0	0	106	84	426
0	0	3	6	4	11	54	50	0	0	0	0	0	0	58	61	427
0	0	5	3	78	43	22	12	0	0	0	0	0	0	100	55	428
0	0	5	3	75	33	20	16	0	0	0	0	0	0	95	54	429
0	0	18	0	130	0	20	0	0	0	0	0	0	0	150	0	430
26	1	57	8	0	0	287	165	10	10	0	0	337	26	599	201	431
0	0	6	4	66	48	27	25	0	0	0	0	0	0	93	73	432
0	0	9	2	69	40	155	70	0	0	0	0	0	0	215	110	433
17	0	26	5	126	84	21	16	1	0	0	0	142	3	290	103	434
0	0	7	7	160	80	50	18	0	0	0	0	0	0	210	98	435
0	0	12	4	80	100	126	0	0	0	0	0	0	0	206	100	436
0	0	13	6	113	89	151	75	0	0	0	0	0	0	264	164	437
0	0	8	3	90	60	40	20	0	0	0	0	0	0	130	80	438
0	0	5	4	23	20	7	4	0	0	0	0	0	0	30	24	439
0	0	15	0	88	0	20	0	2	0	0	0	0	0	110	0	440
0	0	8	0	39	0	69	0	0	0	0	0	0	0	108	0	441
0	0	10	5	51	21	53	16	0	0	0	0	0	0	115	38	442
0	0	9	5	28	27	99	40	0	0	0	0	0	0	127	67	443
2	0	11	8	144	73	77	87	0	2	5	3	65	0	226	165	444
0	0	3	4	16	5	10	11	0	0	0	0	3	0	29	16	445
0	0	21	2	209	260	10	3	0	0	0	0	0	0	219	263	446
0	0	3	4	16	29	2	5	0	0	0	0	0	0	18	34	447
0	0	3	4	35	41	5	3	0	0	0	0	0	0	40	44	448
0	0	20	2	211	286	75	69	0	0	0	0	0	0	286	355	449
28	0	60	0	0	0	229	63	3	1	3	0	210	0	a 497	64	450
0	0	11	0	0	0	60	48	0	2	1	0	0	0	61	50	451
0	0	10	0	0	0	50	0	0	0	0	0	0	0	50	0	452

a Includes 52 men in dairy school.

TABLE 38.—*Statistics of universities and*

	Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	VIRGINIA.							
453	Ashland	Randolph-Macon College	M. E. So.	1832	0	0	11	0
454	Bridgewater	Bridgewater College	Ger. Bapt.	1882	3	3	4	0
455	Charlottesville	University of Virginia	State	1825	0	0	21	0
456	Emory	Emory and Henry College	M. E. So.	1838	2	0	5	0
457	Fredericksburg	Fredericksburg College	Presb	1893	6	0	3	0
458	Hampden-Sidney	Hampden-Sidney College	Nonsect.	1776	0	0	9	0
459	Lexington	Washington and Lee University	Nonsect.	1749	0	0	19	0
460	Richmond	Richmond College	Bapt	1832	0	0	14	0
461	Salem	Roanoke College	Luth	1853	2	0	10	0
462	Williamsburg	College of William and Mary	State	1693	7	0	7	0
	WASHINGTON.							
463	Burton	Vashon College	Nonsect.	1892	4	4	8	3
464	Colfax	Colfax College *a*	Bapt	1885	----	----	3	3
465	Seattle	University of Washington	State	1862	----	----	25	2
466	Spokane	Gonzaga College	R. C.	1887	1	0	12	0
467	Sumner	Whitworth College *b*	Presb	1890	3	0	3	2
468	Tacoma	Puget Sound University*	M. E	1890	2	3	9	0
469	Vancouver	St. James College	R. C.	1856	3	0	6	0
470	Walla Walla	Whitman College	Cong	1863	9	2	8	1
	WEST VIRGINIA.							
471	Barboursville	Barboursville College	M. E. So.	1888	0	1	3	4
472	Bethany	Bethany College*	Christian	1841	0	0	9	2
473	Morgantown	West Virginia University	State	1868	8	0	41	2
	WISCONSIN.							
474	Appleton	Lawrence University	M. E.	1849	8	6	9	4
475	Beloit	Beloit College	Nonsect.	1847	8	0	16	2
476	Franklin	Mission House	Reformed	1859	9	0	10	0
477	Galesville	Gale College	Presb	1859	3	3	12	4
478	Madison	University of Wisconsin	State	1849	0	0	104	8
479	Milton	Milton College	7 D. Bapt.	1844	4	2	6	2
480	Milwaukee	Concordia College	Luth	1881	9	0	9	0
481	....do	Marquette College	R. C.	1881	9	0	8	0
482	Ripon	Ripon College	Nonsect.	1853	8	5	8	3
483	Watertown	Northwestern University	Luth	1865	3	0	5	0
	WYOMING.							
484	Laramie	University of Wyoming	State	1887	11	3	11	3

* Statistics of 1897-98. *a* Closed in 1900. *b* Removed to Tacoma, Wash.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Non-resident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	0	11	0	0	0	114	0	3	0	3	0	0	0	120	0	453
0	0	6	3	52	48	18	6	0	0	0	0	0	0	70	54	454
32	0	51	0	0	0	238	0	28	0	2	0	324	0	595	0	455
0	0	7	0	33	0	65	0	0	0	0	0	0	0	98	0	456
0	0	9	3	30	40	21	15	0	0	0	0	0	0	62	52	457
0	0	9	0	0	0	114	0	2	0	0	0	0	0	116	0	458
8	0	26	0	0	0	117	0	8	0	9	0	42	0	159	0	459
3	0	17	0	0	0	208	4	0	0	0	0	56	0	258	4	460
0	0	12	0	20	0	122	12	3	0	0	0	0	0	161	13	461
0	0	7	0	143	0	51	0	0	0	0	0	0	0	194	0	462
0	0	8	5	53	13	13	4	0	0	0	0	0	0	78	28	463
0	0	3	3	-----	-----	42	69	0	0	0	0	0	0	42	69	464
0	0	25	2	24	18	110	102	8	2	0	0	0	0	142	122	465
0	0	12	0	36	0	113	0	0	0	0	0	0	0	149	0	466
0	0	3	2	4	7	11	9	0	0	0	0	0	0	15	16	467
0	0	11	3	93	72	21	4	2	0	1	0	0	0	117	76	468
0	0	9	0	40	0	44	0	0	0	0	0	0	0	84	0	469
0	0	11	5	55	39	20	10	0	0	0	0	0	0	75	49	470
0	0	3	4	9	15	40	42	0	0	0	0	0	0	49	67	471
0	0	9	4	0	0	69	25	0	0	0	0	0	0	69	25	472
4	0	56	6	251	44	173	86	9	5	15	1	140	3	624	153	473
0	0	14	9	99	63	64	47	16	4	0	0	0	0	179	114	474
0	0	24	2	152	0	140	64	0	0	0	0	0	0	292	64	475
4	0	17	0	33	0	46	0	0	0	0	0	16	0	95	0	476
0	0	17	6	20	15	30	20	0	0	30	0	0	0	80	35	477
46	0	124	13	0	0	1,102	364	67	28	3	1	260	7	1,441	400	478
0	0	8	2	23	46	32	22	0	0	0	0	0	0	55	68	479
0	0	9	0	57	0	133	0	0	0	0	0	0	0	190	0	480
0	0	17	0	167	0	56	0	0	0	0	0	0	0	223	0	481
0	0	8	5	38	29	37	23	0	0	0	0	0	0	75	52	482
0	0	8	0	65	4	52	14	0	0	0	0	0	0	117	18	483
0	0	11	3	39	42	33	23	2	1	2	0	0	0	76	66	484

TABLE 39.—*Statistics of universities and colleges*

	Name.	Expenses in collegiate department.		Living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	ALABAMA.									
1	Howard College	$60	$15	$200	$250	----	----	1,500	------	------
2	Southern University	50	8	150	160	----	19	10,000	------	$5,500
3	Hartselle College	30	1	54	72	----	3	200	25	200
4	Lafayette College	13	------	75	100	0	0	200	300	100
5	Lineville College	10	------	75	90	----	----	900	200	500
6	St. Bernard College	------	------	*a* 180	------	0	0	3,000	500	7,000
7	Spring Hill College	60	10	200	240	----	----	75,000	------	------
8	University of Alabama	*b* 40	------	130	175	5	----	15,000	3,000	25,000
	ARIZONA.									
9	University of Arizona	0	------	140	175	----	----	4,000	------	6,646
	ARKANSAS.									
10	Arkadelphia Methodist College	50	------	90	120	0	11	1,000	100	500
11	Ouachita Baptist College	50	5	75	95	----	----	3,000	------	3,000
12	Arkansas College	50	5	82	108	----	4	3,500	1,000	5,000
13	Arkansas Cumberland College	40	------	130	150	----	----	3,000	200	4,000
14	Hendrix College	60	4	90	110	----	6	5,300	4,500	5,000
15	University of Arkansas	*b* 30	5	63	110	0	0	8,118	6,688	9,000
16	Philander Smith College	12	------	48	65	----	----	800	200	700
	CALIFORNIA.									
17	University of California	0	0	150	300	6	87	79,124	------	------
18	Pomona College	60	8	120	225	----	----	3,000	1,000	6,000
19	University of the Pacific	25	------	------	100	0	0	4,000	2,000	6,000
20	Occidental College	60	------	125	175	0	1	1,000	200	1,000
21	St. Vincent's College	50	------	200	------	----	----	3,000	500	3,000
22	California College	70	------	200	200	----	----	3,100	600	2,000
23	Throop Polytechnic Institute	105	4	140	220	0	17	1,700	1,200	2,100
24	St. Ignatius College	80	26	------	------	----	----	27,941	7,737	70,000
25	Santa Clara College	------	------	*a* 350	------	----	----	22,300	1,800	25,000
26	Pacific Methodist College	70	------	133	170	2	8	1,000	200	1,500
27	Leland Stanford Junior University.	0	20	------	225	0	0	43,000	18,000	45,000
28	University of Southern California	60	2	100	175	0	2	4,000	3,000	6,000
	COLORADO.									
29	University of Colorado	*b* 20	------	150	250	6	----	20,000	3,000	33,000
30	Colorado College	35	3	150	225	----	70	25,000	20,000	25,000
31	College of the Sacred Heart	30	5	150	220	----	9	4,500	100	1,500
32	University of Denver	30	6	110	225	0	2	9,800	6,000	11,000
	CONNECTICUT.									
33	Trinity College	100	30	250	400	1	69	39,682	32,000	25,000
34	Wesleyan University	75	33	200	325	----	2	55,000	------	50,000
35	Yale University	150	------	350	545	24	49	290,000	------	------
	DELAWARE.									
36	State College for Colored Students.	*b* 20	2	76	95	----	----	400	300	500
37	Delaware College	*b* 60	11	150	200	----	----	10,600	8,000	10,000
	DISTRICT OF COLUMBIA.									
38	Catholic University of America	75	------	350	500	7	17	30,000	------	------
39	Columbian University	100	0	200	250	0	45	12,000	3,000	15,000
40	Gallaudet College	------	------	------	------	4	60	4,000	------	4,000
41	Georgetown University	100	12	175	325	----	6	85,000	50,000	90,000
42	Gonzaga College	40	------	------	------	----	----	1,000	500	1,000
43	Howard University	0	0	------	------	0	0	14,000	------	------
44	St. John's College	100	------	------	------	----	----	3,000	------	5,000

a Includes tuition.

b To nonresidents

for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			From tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
11	12	13	14	15	16	17	18	19	20	
	$100,000	$1,000	$13,000	$80	0	0	0	$13,080	$34,500	1
$10,000	100,000	50,000	5,258	2,140	0	0	$2,294	9,692		2
	4,500	0	1,800	0	$300	0	0	2,100		3
500	15,000	0	1,500	0	1,200	0	300	3,000	10	4
450	4,000	0	1,800	0	500	0	0	2,300		5
4,000	88,000	0	10,000	0	0	0	0	10,000		6
40,000	500,000	0	30,000	0	0	0	0	30,000		7
50,000	225,000	300,000	600	24,000	5,000	0	9,007	38,600		8
40,600	90,000	0	239	0	15,000	$39,000	2,680	56,919		9
2,000	40,000									10
1,500	85,000	0	9,000	0	0	0	0	9,000		11
1,000	20,000	5,500	1,700	200	0	0	1,200	3,100		12
1,000	40,000	20,000	3,000	1,000	0	0	0	4,000		13
3,000	60,000	0	3,500	0	0	0	1,200	4,700	12,000	14
37,644	239,600	130,000	3,055	10,400	31,741	32,454	0	77,650		15
600	30,000	0	1,472	0	0	0	2,300	3,772		16
370,000	1,775,671	2,843,693	0	176,876	255,565	39,000	13,735	485,176	757,000	17
3,000	75,000	100,000	8,500	6,000	0	0	0	14,500	65,000	18
4,000	200,000	30,000	20,000	900	0	0	100	21,000	1,500	19
500	17,000	0	1,800	0	0	0	0	1,800	2,500	20
1,000	55,000									21
1,000	40,000	35,000	2,000	2,500	0	0	0	4,500	5,000	22
20,000	70,000	28,200	14,000	1,600	0	0	0	15,600	27,885	23
115,000	800,000	0	4,509	0	0	0	0	4,509		24
55,000	95,000	0	35,000	0	0	0	0	35,000		25
500	30,000	10,000	1,500	500	0	0	500	2,500		26
60,000	2,000,000	15,000,000	22,000	180,000	0	0	0	202,000	11,000,000	27
4,000	70,000	20,845	6,612	1,168	0	0	3,700	11,480	7,500	28
39,129	230,300	80,000	3,524	4,000	126,000	0	0	133,524		29
21,600	425,000	323,635	10,400	19,764	0	0	0	30,164	27,466	30
4,000	150,000	0	11,000	0	0	0	0	11,000		31
36,000	650,000	175,085	17,500	13,511	0	0	38,000	69,011	6,240	32
15,000	1,200,000	762,000	18,000	33,000	0	0	0	51,000	30,000	33
142,890	531,300	1,258,943	36,188	60,858	0	0	11,623	108,669	11,940	34
		4,554,829	500,200	220,642	0	0	9,580	730,422	200,197	35
8,500	18,800	0	1,251	0	0	4,800	0	6,051		36
42,000	82,700	83,000	3,940	4,980	0	34,200	0	43,120		37
91,868	756,821	1,017,063	7,740	47,545	0	0	21,926	77,211	43,135	38
20,000	1,000,000	256,075	83,556	29,814	0	0	0	113,370		39
1,000	700,000	0		0	0	57,500		57,500		40
25,000	1,215,500	50,000	120,216	2,134	0	0	0	122,350	30,000	41
500	100,000	0							1,000	42
	700,000	180,000	8,497	8,500	0	33,600	6,500	57,097	2,500	43
900	136,000	0	8,000	0	0	0	0	8,000		44

TABLE 39.—*Statistics of universities and colleges*

	Name.	Expenses in collegiate department.		Living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	FLORIDA.									
45	John B. Stetson University	$60	.....	$148	.....	0	3	9,000	.....	$20,000
46	Florida Agricultural College	a 0	$6	89	.....	.....	3	2,650	2,600	6,050
47	St. Leo Military College	25	0	140	$175	0	1	7,000	1,000	10,000
48	Seminary West of the Suwanee River.	0	10	120	160	0	0	1,500	300	1,000
49	Rollins College	50	.....	132	.....	.....	.....	3,500	.....	3,000
	GEORGIA.									
50	University of Georgia	0	15	125	184	.....	.....	30,000	.....	30,000
51	Atlanta Baptist College	12	0	.....	80	0	0	2,500	100	1,500
52	Atlanta University	16	0	80	80	0	0	10,500	600	10,000
53	Morris Brown College	9	.....	60	70	.....	.....	1,500	500	1,500
54	Bowdon College	30	1	90	115	0	0	1,950	1,000	2,000
55	North Georgia Agricultural College.	0	10	75	100	0	0	1,500	1,000	2,000
56	Mercer University	50	.....	75	100	0	18	15,000	.....	5,000
57	Emory College	60	3	75	125	.....	.....	20,000	5,000	15,000
58	Clark University*	.....	.....	.....	.....	.....	.....	1,000	.....	1,000
59	Nannie Lou Warthen College	20	.....	90	100	.....	.....	200	100	300
60	Young Harris College*	10	.....	72	72	.....	.....	500	.....	500
	IDAHO.									
61	University of Idaho	b 0	.....	85	170	.....	.....	4,000	1,500	.....
	ILLINOIS.									
62	Hedding College*	38	9	140	175	0	24	2,000	1,000	2,000
63	Illinois Wesleyan University	40	10	175	225	0	2	6,000	3,000	.....
64	St. Viateur's College	.....	.....	c 200	.....	.....	.....	10,000	.....	5,000
65	Blackburn University	35	2	100	125	.....	9	3,000	.....	2,000
66	Carthage College	32	.....	95	114	.....	1	5,000	.....	3,000
67	University of Illinois	0	24	159	233	4	63	47,000	18,500	60,000
68	St. Ignatius College	40	0	.....	.....	.....	1	20,000	5,000	25,000
69	University of Chicago	120	5	165	250	72	145	342,000	.....	254,138
70	Austin College	40	.....	80	120	.....	.....	4,000	1,000	5,000
71	Evangelical Proseminary	50	.....	75	100	.....	.....	1,406	53	700
72	Enreka College	39	.....	50	150	0	0	3,200	2,800	3,500
73	Northwestern University	69	5	140	232	2	36	40,279	25,000	50,000
74	Ewing College	30	5	100	150	.....	.....	4,500	1,000	5,000
75	Northern Illinois College	40	.....	130	145	.....	5	3,000	450	3,750
76	Knox College	50	.....	140	250	.....	3	6,000	.....	6,000
77	Lombard University	35	12	100	175	0	16	7,000	1,000	10,000
78	Greenville College	48	4	110	125	.....	10	700	.....	.....
79	Illinois College	50	2	78	89	2	10	15,000	.....	10,000
80	Lake Forest University	40	12	163	250	0	20	13,000	2,500	20,000
81	McKendree College	36	.....	.....	114	.....	.....	9,000	3,000	12,000
82	Lincoln University	10	15	125	150	.....	.....	2,000	500	3,000
83	Monmouth College	30	10	100	135	.....	.....	6,000	.....	2,000
84	Northwestern College	24	15	95	150	0	0	5,000	500	10,000
85	St. Bede College	30	0	200	.....	0	0	8,000	1,000	.....
86	Chaddock College	40	10	.....	114	.....	.....	1,500	50	2,000
87	St. Francis Solanus College	30	17	130	130	.....	2	4,200	500	7,000
88	Augustana College	36	0	140	160	0	0	16,000	10,000	10,000
89	St. Joseph's Diocesan College	20	.....	120	150	.....	.....	5,000	.....	.....
90	Shurtleff College	36	4	95	105	.....	40	8,000	200	10,000
91	Westfield College	30	.....	90	120	.....	.....	3,000	1,000	2,000
92	Wheaton College	24	12	100	144	0	9	3,000	1,000	2,000
	INDIANA.									
93	Indiana University	0	18	160	275	0	0	33,000	.....	60,000
94	Wabash College	47	9	108	144	1	20	35,000	.....	50,000
95	Concordia College	40	.....	72	.....	.....	.....	4,300	.....	4,300
96	Franklin College	24	15	76	114	.....	.....	11,600	500	11,867

* Statistics of 1897-98.

a Nonresidents, $20.

for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			From tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
11	12	13	14	15	16	17	18	19	20	
$5,000	$250,000	$200,000	$10,000	$10,000	0	0	$2,500	$22,500	$3,000	45
15,000	32,000	154,300	0	9,107	$2,500	$27,000	0	38,607	.....	46
.....	25,000	0	.....	.....	.....	.....	.....	.....	1,000	47
1,500	40,000	60,000	800	4,600	2,000	0	0	6,800	0	48
2,000	67,000	6,000	4,100	210	0	0	0	4,310	.....	49
60,000	500,000	372,702	3,120	34,089	0	24,000	847	62,056	.....	50
5,000	68,500	21,000	485	1,050	0	0	6,579	8,114	6,233	51
1,000	250,000	42,000	2,000	900	0	0	1,400	4,300	28,000	52
500	75,000	0	900	0	0	0	7,100	8,000	.....	53
750	4,000	0	1,800	0	600	0	0	2,400	.....	54
1,500	40,000	0	1,000	0	8,000	0	0	9,000	10,000	55
3,000	250,000	165,000	8,000	7,000	0	0	0	15,000	30,000	56
4,000	120,000	175,000	14,435	8,846	0	0	2,535	25,816	3,500	57
500	350,000	0	1,951	0	0	0	8,500	10,451	.....	58
200	10,000	0	2,500	0	600	0	0	3,100	.....	59
.....	20,000	0	1,500	0	0	0	1,200	2,700	.....	60
45,000	155,000	49,000	.....	210	26,000	39,000	250	65,460	.....	61
2,000	125,000	50,000	3,000	1,500	0	0	0	4,500	.....	62
10,000	150,000	120,000	23,000	3,000	0	0	2,500	28,500	40,000	63
.....	150,000	0	35,000	0	0	0	0	35,000	0	64
1,000	50,000	25,000	1,500	2,000	0	0	1,000	4,500	.....	65
2,000	35,000	36,920	2,279	1,676	0	0	1,609	5,564	8,415	66
250,000	800,000	475,444	29,575	35,807	229,550	39,000	45,262	379,294	.....	67
50,000	200,000	1,000	12,828	50	0	0	0	12,878	0	68
289,065	3,082,357	5,192,584	270,059	209,952	0	0	19,132	499,143	786,624	69
5,000	40,000	0	6,000	0	0	0	1,000	7,000	.....	70
1,800	100,000	3,805	4,753	190	0	0	12,485	17,428	3,676	71
2,000	150,000	45,000	6,000	2,500	0	0	0	8,500	32,000	72
96,000	1,485,000	2,463,758	189,352	109,557	0	0	33,131	335,040	13,305	73
300	40,000	15,000	.....	.....	.....	.....	.....	.....	25,000	74
200	60,000	0	2,500	0	0	0	600	3,100	.....	75
26,031	206,693	227,776	17,053	9,824	0	0	1,983	28,860	13,500	76
7,000	70,000	150,000	2,800	11,000	0	0	2,000	15,800	3,500	77
2,000	30,000	8,000	.....	.....	.....	.....	.....	.....	.....	78
.....	195,000	130,000	8,000	8,000	0	0	0	16,000	.....	79
.....	625,226	500,000	50,000	25,000	0	0	0	75,000	71,000	80
3,000	60,000	22,500	3,514	1,665	0	0	1,083	6,212	4,020	81
1,500	50,000	61,000	1,255	3,367	0	0	482	5,104	2,828	82
10,000	77,000	200,000	12,000	6,000	0	0	0	18,019	100,000	83
12,000	85,000	100,000	6,245	5,000	0	0	745	11,990	10,000	84
.....	.....	0	.....	.....	.....	.....	.....	.....	.....	85
1,000	100,000	8,000	4,600	400	0	0	0	5,000	.....	86
1,500	150,000	0	18,000	0	0	0	0	18,000	.....	87
14,000	150,000	355,000	13,301	20,835	0	0	11,459	45,595	700	88
1,000	100,000	0	15,000	0	0	0	0	15,000	.....	89
5,000	100,000	129,145	4,616	7,346	0	0	0	11,962	9,793	90
2,500	40,000	1,000	3,100	65	0	0	390	3,555	8,000	91
6,200	144,000	54,000	7,000	3,000	0	0	1,000	11,000	20,000	92
50,000	250,000	600,000	15,446	28,200	87,136	0	412	131,194	750	93
75,000	300,000	468,000	6,000	28,000	0	0	0	34,000	5,000	94
800	90,000	.....	.....	.....	.....	.....	.....	.....	.....	95
15,000	75,000	213,000	4,200	11,000	0	0	0	15,200	25,000	96

b Nonresidents, $15.

c Includes tuition.

TABLE 39.—*Statistics of universities and colleges*

	Name.	Expenses in collegiate department.		Living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	INDIANA—continued.									
97	De Pauw University	------	$37	$100	$200	----	----	24,630	3,482	$36,970
98	Hanover College	0	21	76	133	----	----	12,000	2,000	15,000
99	Butler College	$36	------	90	108	----	----	10,000	------	15,000
100	Union Christian College	30	------	120	150	----	----	3,890	200	4,000
101	Moores Hill College	34	------	125	160	----	----	3,000	2,000	4,500
102	University of Notre Dame	------	------	a300	------	0	4	50,000	------	75,000
103	Earlham College	77	------	139	------	----	----	6,000	------	10,000
104	St. Meinrad College	------	------	a155	------	0	0	14,000	------	14,000
105	Taylor University	36	------	72	72	0	0	3,000	1,000	6,000
	INDIAN TERRITORY.									
106	Indian University	18	------	125	140	----	----	500	------	500
107	Henry Kendall College	23	------	90	------	0	0	1,250	1,000	750
	IOWA.									
108	Coe College	37	0	130	150	0	25	2,500	500	3,000
109	Charles City College	39	------	82	102	----	----	1,500	100	1,500
110	Wartburg College	40	15	90	------	----	----	2,233	------	3,500
111	Amity College	30	5	125	200	----	9	4,000	1,000	5,000
112	Luther College	0	22	74	------	0	0	9,291	------	9,000
113	Des Moines College	36	3	126	176	0	16	3,000	2,000	4,000
114	Drake University	40	8	100	150	----	----	7,000	------	10,000
115	St. Joseph's College	40	5	155	------	----	3	2,500	650	3,800
116	Parsons College	38	3	150	200	----	16	5,000	------	5,000
117	Upper Iowa University	36	1	68	87	----	2	5,600	1,500	10,000
118	Iowa College	50	------	76	133	0	15	25,000	------	10,000
119	Lenox College	30	7	78	90	----	----	2,800	2,000	3,000
120	Simpson College	32	6	95	133	----	----	3,200	1,800	4,700
121	State University of Iowa	25	0	200	300	0	0	43,000	------	50,000
122	Graceland College	32	5	80	100	0	----	900	200	1,000
123	Palmer College	30	------	75	100	----	----	1,000	100	500
124	German College	30	5	125	150	----	----	1,000	------	------
125	Iowa Wesleyan University	13	30	120	150	----	----	4,000	------	2,000
126	Cornell College	41	7	87	150	0	100	17,249	5,000	25,000
127	Penn College	38	------	75	150	1	2	5,000	1,300	5,000
128	Central University of Iowa	24	------	135	175	----	18	4,000	------	3,000
129	Morningside College	34	2	108	127	0	0	700	100	1,000
130	Buena Vista College	36	------	90	130	0	0	1,200	200	2,000
131	Tabor College	39	------	150	250	0	18	8,300	3,800	------
132	Western College	36	1	100	150	----	----	3,000	------	3,000
	KANSAS.									
133	Midland College	40	------	125	150	----	----	5,000	1,000	4,000
134	St. Benedict's College	50	------	150	------	0	1	17,400	1,600	------
135	Baker University	28	------	72	150	----	----	7,000	1,500	25,000
136	Soule College	30	3	108	125	----	----	1,200	200	1,200
137	College of Emporia	30	------	85	115	0	1	4,000	500	3,000
138	Highland University	25	3	100	150	----	2	5,000	------	3,500
139	Campbell University	40	------	110	130	----	----	2,800	500	3,000
140	Kansas City University	36	------	114	152	----	----	500	------	500
141	University of Kansas	b0	------	100	150	----	3	30,823	7,000	65,000
142	Lane University	27	3	73	90	----	----	1,000	500	2,000
143	Kansas Christian College	29	0	75	100	----	----	3,000	200	3,000
144	Bethany College	40	2	90	110	----	----	5,000	1,000	4,000
145	Ottawa University	30	4	120	160	----	----	2,500	1,000	2,000
146	St. Mary's College	30	------	150	200	----	----	8,000	------	------
147	Kansas Wesleyan University	33	5	80	133	----	----	3,000	1,500	3,500
148	Cooper Memorial College	30	------	140	175	----	----	1,000	200	1,000
149	Washburn College	40	0	130	150	----	12	8,000	2,000	5,000
150	Fairmount College	25	25	80	110	0	----	18,000	30,000	10,000
151	St. John's Lutheran College	33	------	70	120	----	----	300	200	400
152	Southwest Kansas College	30	------	110	150	0	0	1,500	2,000	2,500

a Includes tuition.

b Nonresidents, $10.

for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			From tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
11	12	13	14	15	16	17	18	19	20	
$5,794	$250,000	$216,000	$15,988	$8,470	0	0	$7,390	$31,848	$12,480	97
5,000	125,000	175,000								98
7,500	150,000	250,000	5,000	15,000	0	0	0	20,000		99
1,780	50,000	38,000	2,180	2,300	0	0	600	5,080	6,290	100
800	30,000	18,000	3,000	2,000	0	0	550	5,550	500	101
25,000	2,000,000									102
15,000	300,000	130,000	13,000	6,000	0	0	5,600	24,000	278	103
30,000	300,000	0	12,000	0	0	0	5,000	17,000	0	104
2,000	60,000	0	4,500	0	0	0	0	4,500	2,000	105
50	35,000	0	450	0	0	0	3,000	3,450	5,100	106
1,000	35,000	0	5,640	0	0	0	0	5,640	7,500	107
7,000	120,000	50,000	3,200	3,000	0	0	800	7,000	5,000	108
200	50,000	18,000	2,900	1,030	0	0	1,600	5,530	10,000	109
1,500	75,000	0	2,757	0	0	0	5,389	8,146	1,965	110
2,000	40,000	30,000	3,000	2,500	0	0	1,000	6,500		111
3,000	80,000	8,527	2,214	386	0	0	0	2,600		112
2,216	65,000	56,500	3,122	3,769	0	0	0	6,891	4,203	113
15,000	150,000	150,000	30,000	10,000	0	0	0	40,000	62,600	114
10,000	150,000									115
20,000	100,000	160,000	5,000	10,000	0	0	0	15,000	20,000	116
2,000	125,000	50,000	6,490	2,250	0	0	0	8,740	6,800	117
15,000	150,000	400,000	23,000	22,000	0	0	2,000	47,000	40,000	118
1,500	30,000	8,000	2,966	450	0	0	125	3,541		119
2,300	100,000	65,322	8,261	4,068	0	0	0	12,329	1,338	120
200,000	500,000	232,000	61,000	14,800	$75,500	0	0	151,360	0	121
200	30,000	0	600	0	0	0	0	600		122
10	10,000	2,600	600	120	0	0	0	720	600	123
	20,000	27,000	916	2,167	0	0	752	3,835		124
13,000	150,000	57,900	7,620	3,888	0	0	1,665	13,173	1,800	125
30,000	204,925	160,000	20,901	4,107	0	0	1,879	26,887	140,000	126
3,500	75,000	30,000	8,383	1,500	0	0	400	10,283	3,000	127
2,600	50,000	23,349	2,190	1,538	0	0	0	3,728	1,993	128
500	50,000	0	7,500	0	0	0	0	7,500	80,000	129
200	30,000	600	2,800	15	0	0	85	2,900	5,715	130
24,476	53,384	103,620	4,935	5,100	0	0	461	10,496	2,700	131
5,000	80,000	0	5,576	0	0	0	2,560	8,136	15,000	132
3,500	45,000	24,165	3,392	1,669	0	0	5,373	10,434		133
										134
15,000	60,000	40,000	12,000	1,000	0	0	5,000	18,000	20,000	135
500	100,000	0	1,100	0	0	0	800	1,900		136
2,000	100,000	0	2,000	0	0	0	8,000	10,000		137
500	22,000	40,000	600	2,400	0	0	0	3,000	1,125	138
2,500	75,000	0	12,595	0	0	0	0	12,595		139
1,000	200,000	0	2,000	0	0	0	3,000	5,000	8,000	140
250,000	470,000	135,000	1,500	5,000	120,000	0	0	126,500		141
1,000	40,000	12,000	2,000	800	0	0	1,000	3,800	19,000	142
75	15,000	500	2,000	30	0	0	50	2,080		143
1,000	125,000	0	15,000	0	0	0	10,000	25,000	2,000	144
3,000	56,000	80,000	7,000	5,600	0	0	1,621	14,221		145
	180,000	0	45,000	0	0	0	5,000	50,000	0	146
800	50,000	0	8,200	0	0	0	1,500	9,700		147
250	27,000	25,000	2,000	2,000	0	0	300	4,300	5,000	148
3,000	200,000	70,000	8,394	4,562	0	0	1,771	14,727	5,018	149
800	62,000									150
5,000	50,000	0	1,600	0	0	0	0	1,600	2,900	151
2,500	59,500	0	7,500	0	0	0	0	7,500	3,000	152

TABLE 39.—*Statistics of universities and colleges*

	Name.	Expenses in collegiate department.		Living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	KENTUCKY.									
153	Union College	$38	.....	$90	$120	....	5	1,000	300	$1,500
154	Berea College	0	$14	100	125	....	....	15,000	1,000	10,000
155	Ogden College	40	10	100	120	0	40	3,360	1,500	6,500
156	Centre College	50	16	120	250	....	47	12,988	4,120	10,000
157	Georgetown College	45	10	75	120	0	0	12,000	1,500	10,000
158	Liberty College	40	0	150	180	0	0	0	0	0
159	South Kentucky College	40	5	120	130	....	10	1,000	.....	1,000
160	Agricultural and Mechanical College of Kentucky.	15	5	175	225	3	0	3,688	5,309	7,000
161	Kentucky University*	2	20	95	152	....	....	15,000	1,200	15,000
162	Central University	60	15	100	110	....	20	8,000	1,000	5,000
163	Bethel College	55	.....	80	100	....	....	5,000	2,000	5,000
164	St. Mary s College	30	.....	.....	126	....	2	4,000	1,500	5,000
165	Kentucky Wesleyan College	40	15	110	150	0	1	2,000	1,000	2,000
	LOUISIANA.									
166	Louisiana State University	0	12	.....	113	....	....	21,000	2,000	21,000
167	Jefferson College	50	.....	180	200	....	6	4,000	2,000	10,000
168	Centenary College of Louisiana	50	5	95	125	....	3	4,000	400	6,000
169	Keatchie College	50	.....	125	150	0	0	1,250	.....	1,500
170	College of the Immaculate Conception.	60	.....	.....	.....	....	....	10,000	.....	10,000
171	Leland University	0	8	85	.....	....	....	1,500	.....	1,000
172	New Orleans University	.....	1	64	.....	....	....	5,000	500	2,000
173	Straight University	8	.....	88	88	0	0	2,500	1,000	2,500
174	Tulane University	105	.....	.....	.....	0	226	25,000	5,000	20,000
	MAINE.									
175	Bowdoin College	75	8	148	185	0	98	64,861	2,000	93,600
176	Bates College	50	17	90	140	0	49	20,684	.....	25,000
177	University of Maine	30	30	125	200	7	101	15,500	6,500	15,550
178	Colby College	60	0	95	125	0	60	34,500	20,000	50,000
	MARYLAND.									
179	St. John's College	75	5	150	200	0	67	6,000	2,000	5,000
180	Johns Hopkins University	150	20	150	200	21	67	90,000	100,000	116,340
181	Loyola College	50	.....	.....	.....	....	13	30,000	.....	20,000
182	Morgan College	12	1	50	.....	....	8	3,000	1,000	4,500
183	Washington College	50	0	131	145	....	....	2,500	.....	3,000
184	Maryland Agricultural College	.....	15	*a* 150	.....	....	26	2,500	1,000	3,500
185	Rock Hill College	60	6	200	260	0	0	7,500	530	6,000
186	St. Charles College	.....	0	*a* 180	.....	....	....	14,000	.....	14,000
187	Mount St. Mary's College	.....	.....	*a* 300	.....	....	2	20,000	2,000	50,000
188	New Windsor College	45	.....	130	130	0	0	2,000	500	1,500
189	Western Maryland College	45	0	200	.....	....	52	5,000	.....	.....
	MASSACHUSETTS.									
190	Amherst College	110	.....	350	500	2	57	70,000	.....	50,000
191	Boston College	60	.....	.....	.....	....	....	30,000	.....	.....
192	Boston University	100	10	150	225	2	280	35,000	.....	.....
193	Harvard University	150	0	.....	.....	35	257	540,000	420,000	.....
194	French-American College	40	6	75	100	....	....	2,800	500	3,000
195	Tufts College	100	10	133	152	2	59	43,000	16,000	40,000
196	Williams College	105	8	260	370	1	142	40,750	15,110	16,500
197	Clark University	.....	.....	180	250	....	....	17,500	2,000	.....
198	College of the Holy Cross	60	15	200	.....	....	5	13,000	2,000	19,500
	MICHIGAN.									
199	Adrian College	15	.....	126	.....	....	....	6,000	500	4,000
200	Albion College	21	1	.....	110	....	....	12,000	5,000	20,000
201	Alma College	30	.....	130	160	0	30	17,000	10,000	17,000
202	University of Michigan	*b* 40	.....	114	190	....	....	130,000	22,000	.....

* Statistics of 1897-98.

a Includes tuition.

for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			From tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
11	12	13	14	15	16	17	18	19	20	
----------	$10,000	$8,000	$2,000	$130	0	0	0	$2,130	$1,700	153
$21,800	119,500	301,670	4,709	5,251	0	0	$43,200	53,160	184,485	154
1,500	40,000	130,000	1,405	7,692	0	0	0	9,097	0	155
5,000	100,000	250,000	6,000	14,000	0	0	0	20,000	----------	156
2,000	194,000	225,000	10,250	12,875	0	0	275	23,400	----------	157
0	25,000	0	4,200	0	0	0	0	4,200	0	158
100	60,000	----------	----------	----------	----------	----------	----------	----------	----------	159
57,000	167,000	165,000	1,416	8,645	$34,660	$35,520	16,631	96,872	0	160
----------	250,000	203,479	5,085	11,593	0	0	232	16,910	----------	161
3,000	120,000	160,000	15,000	8,000	0	0	2,000	25,000	15,000	162
1,500	100,000	100,000	3,500	6,000	0	0	0	9,500	----------	163
----------	50,000	----------	----------	----------	----------	----------	----------	----------	----------	164
2,000	55,000	34,000	2,500	1,900	0	0	1,200	5,600	5,000	165
50,000	150,000	318,313	----------	14,556	15,500	26,623	5,655	62,334	----------	166
5,000	80,000	0	22,000	0	0	0	0	22,000	0	167
1,500	80,000	0	6,000	0	0	0	0	6,000	1,000	168
3,000	20,000	0	5,000	0	0	0	0	5,000	2,000	169
5,000	----------	----------	----------	----------	----------	----------	----------	----------	----------	170
200	120,000	117,500	0	5,600	0	0	0	5,600	26,409	171
500	100,000	0	7,170	0	0	0	350	7,520	----------	172
250	100,000	6,000	2,000	500	0	0	3,000	5,500	525	173
45,000	810,000	1,477,000	20,000	85,000	0	0	0	105,000	----------	174
50,000	500,000	644,665	29,163	33,567	0	0	0	62,730	4,760	175
10,000	200,000	352,000	10,099	20,481	0	0	0	30,580	19,090	176
35,000	191,566	219,900	22,212	9,915	20,000	39,000	2,504	93,631	0	177
25,000	200,000	473,353	12,314	18,065	0	0	0	30,379	14,800	178
10,000	250,000	0	8,000	0	14,200	0	0	22,200	----------	179
117,177	747,626	3,250,000	47,500	72,227	100,000	0	0	219,727	----------	180
5,000	250,000	----------	----------	----------	----------	----------	----------	----------	----------	181
1,000	45,000	20,000	1,100	1,000	0	0	5,523	7,623	15,500	182
1,000	60,000	30,000	3,000	1,200	5,000	0	0	9,200	----------	183
30,000	113,000	105,000	12,542	6,142	23,000	39,000	27,464	108,148	0	184
5,000	67,000	0	24,000	0	0	0	0	24,000	0	185
----------	150,000	----------	----------	----------	----------	----------	----------	----------	----------	186
5,000	175,000	0	55,000	0	0	0	0	55,000	235	187
----------	20,000	0	2,000	0	0	0	350	2,350	----------	188
5,000	200,000	0	45,000	0	0	0	0	45,000	0	189
200,000	800,000	1,400,000	50,000	50,000	0	0	0	100,000	65,000	190
----------	400,000	0	----------	----------	----------	----------	----------	----------	0	191
----------	800,000	790,000	77,331	65,891	0	0	91,820	235,042	2,951	192
1,500,000	4,500,000	11,766,372	644,564	462,867	0	0	127,309	1,234,740	1,544,330	193
2,500	75,000	2,000	2,300	0	0	0	200	2,500	25,000	194
40,000	600,000	1,360,000	45,000	600,000	0	0	0	105,000	----------	195
10,000	452,425	1,048,317	35,595	48,319	0	0	982	84,896	----------	196
----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	197
3,500	300,000	0	19,800	0	0	0	0	19,800	0	198
3,000	120,000	80,000	5,750	3,474	0	0	3,220	12,444	1,700	199
15,000	80,000	230,000	12,909	10,500	0	0	6,040	29,449	17,150	200
6,200	60,000	218,401	3,000	5,700	0	0	2,317	11,017	131,513	201
540,000	1,610,000	554,946	184,126	38,500	240,000	0	18,726	481,352	----------	202

b For residents; $65 for nonresidents.

TABLE 39.—*Statistics of universities and colleges*

	Name.	Expenses in collegiate department.		Living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	MICHIGAN—continued.									
203	Detroit College	$40	.....	.....	.....	....	23	14,000	.....	$14,000
204	Hillsdale College	2	$19	$95	$140	....	....	11,000	3,000	20,000
205	Hope College	18	.....	128	200	....	....	15,000	.....	.....
206	Kalamazoo College	26	5	150	260	3	0	6,721	3,524	3,750
207	Olivet College	23	22	120	150	....	....	25,500	.....	.....
	MINNESOTA.									
208	St. John's University	.....	.....	.....	.....	....	....	2,000	.....	3,000
209	Augsburg Seminary	25	.....	60	80	....	....	1,000	.....	1,000
210	University of Minnesota	15	.....	200	350	2	22	55,000	.....	70,000
211	Carleton College	34	6	125	175	....	....	15,000	.....	15,000
212	St. Olaf College	0	10	60	80	0	0	2,040	600	.....
213	Hamline University	30	6	60	90	0	0	6,500	400	6,000
214	Macalester College	30	15	150	200	....	....	7,000	200	.....
215	Gustavus Adolphus College	30	20	90	140	....	....	7,200	2,000	.....
216	Parker College	10	10	80	120	....	....	600	.....	500
	MISSISSIPPI.									
217	Mississippi College	35	.....	85	100	0	1	3,000	1,000	3,000
218	Rust University	14	.....	54	72	....	....	2,000	500	5,000
219	Millsaps College	30	5	72	108	3	5	5,000	2,000	5,000
220	University of Mississippi	0	10	108	120	1	6	15,000	2,000	20,000
	MISSOURI.									
221	Central Christian College	40	5	95	105	....	....	100	12	200
222	Northwest Missouri College	50	5	100	140	....	4	1,000	200	800
223	Southwest Baptist College	36	.....	72	100	....	....	1,000	800	1,300
224	Pike College	40	.....	.....	114	....	75	0	0	0
225	Missouri Wesleyan College	37	.....	76	133	....	....	1,000	500	.....
226	Christian University	39	3	80	120	0	0	1,000	500	1,000
227	St. Vincent's College	.....	.....	*a* 200	.....	....	....	12,050	2,100	.....
228	Clarksburg Baptist College	35	5	120	150	....	....	1,500	500	1,600
229	University of the State of Missouri.	0	5	76	133	6	....	50,000	35,000	44,000
230	Grand River Christian Union College.	30	.....	75	100	....	....	800	400	1,000
231	Central College	50	10	130	175	....	....	6,000	.....	10,000
232	Westminster College	50	0	90	150	....	5	6,000	600	6,500
233	Pritchett College	46	.....	175	200	0	14	750	.....	750
234	Lagrange College	40	.....	60	100	....	....	5,000	1,000	1,000
235	William Jewell College	40	10	125	175	....	19	11,000	2,000	15,000
236	Missouri Valley College	40	6	90	100	....	57	4,900	1,500	11,000
237	Morrisville College	45	10	66	85	....	....	1,300	.....	.....
238	Scarritt Collegiate Institute	42	.....	.....	.....	0	0	2,000	200	2,000
239	Odessa College	38	0	60	80	0	0	200	100	300
240	Park College	30	.....	60	150	....	....	12,000	5,000	80,000
241	Christian Brothers College	50	10	.....	.....	....	....	20,000	200	12,000
242	St. Louis University	60	.....	.....	.....	....	....	40,000	10,000	200,000
243	Washington University	150	0	225	350	....	30	5,000	.....	.....
244	Drury College	48	3	150	200	0	8	24,000	20,000	15,000
245	Tarkio College	30	5	100	140	....	....	1,094	1,000	2,000
246	Avalon College	40	.....	80	100	....	....	.....	.....	.....
247	Central Wesleyan College	36	4	90	120	....	5	6,000	.....	8,000
	MONTANA.									
248	College of Montana *	50	.....	200	275	1	1	3,200	900	1,200
249	Montana Wesleyan University	50	.....	192	236	....	....	2,000	.....	2,000
250	University of Montana	0	10	150	165	0	0	3,500	2,520	5,000
	NEBRASKA.									
251	University of Omaha	36	6	108	125	0	....	3,500	40	5,000
252	Cotner University	30	.....	48	76	0	0	500	.....	500
253	Union College	35	.....	.....	120	....	....	3,000	.....	.....

* Statistics of 1897–98.

a Includes tuition.

for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			From tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
11	12	13	14	15	16	17	18	19	20	
	$160,000									203
$5,000	150,000	$240,000	$2,080	$11,943	0	0	0	$14,023	$3,000	204
	75,000	230,000	2,561	11,041	0	0	$445	14,047	1,905	205
1,000	60,000	219,433	6,135	12,273	0	0	4,398	22,806	950	206
46,254	158,757	90,205	13,009	4,634	0	0	0	17,643	25,168	207
2,000	300,000	0	30,000	0	0	0	0	30,000	0	208
	100,000	30,000	3,005	2,000	0	0	0	5,005	6,500	209
90,000	1,672,000	1,307,219	91,000	55,429	$129,335	$39,000	58,777	373,541		210
50,000	200,000	100,000	12,637	6,243	0		4,437	23,317	3,582	211
1,800	29,883	7,000	2,960	240	0	0	100	3,300	6,000	212
5,000	180,000	109,110	12,578	4,500	0	0	3,535	20,613		213
3,500	200,000	8,000	4,000	500	0	0	3,500	8,000	4,000	214
7,000	60,000	0	6,799	0	0	0	7,880	14,679	200	215
1,000	25,000	60,000	900	2,500	0	0	100	3,500		216
3,000	50,000	39,000	4,200	2,750	0	0	10,000	16,950	3,000	217
400	100,000	0	2,250	0	0	0	4,000	6,250	2,000	218
2,000	70,000	110,000	3,500	6,500	0	0	2,000	12,000	1,000	219
40,000	250,000	544,000	5,000	32,640	6,000	0	1,400	45,040		220
125	30,000	7,000	2,000	420	0	0	0	2,420		221
150	32,000	0	4,500	0	0	0	500	5,000		222
800	25,000	0	14,000	0	0	0	0	14,000		223
400	5,000									224
500	33,000	19,000	2,100	0	0	0	0	2,100	1,600	225
300	30,000	15,000	2,600	800	0	0	200	3,600	200	226
8,000	75,000									227
900	10,000	20,000	2,900	1,200	0	0	0	4,100	7,000	228
114,000	935,000	1,235,839	13,228	62,762	57,714	32,720	5,400	171,821		229
	20,000	0	2,500	0	0	0	0	2,500		230
15,000	275,000	140,000	6,500	5,500	0	0	1,000	13,000	140,000	231
2,000	40,000	210,000	3,500	11,360	0	0	0	14,860	533	232
15,000	46,000	77,000	2,300	6,200	0	0	0	8,500		233
600	20,000	12,000	1,500	600	0	0	0	2,100		234
5,000	109,500	200,000	7,200	10,833	0	0	0	18,033	10,000	235
5,000	125,000	112,000	8,308	8,298	0	0	3,380	19,986	408	236
1,200	25,000	0	4,200	0	0	0	0	4,200		237
	30,000	0	6,000	0	0	0	0	6,000		238
100	6,560	0	1,800	0	0	0	0	1,800	0	239
7,000	500,000	200,000								240
5,800	600,000									241
20,000	800,000									242
178,000	660,000	1,267,000	124,000	27,000	0	0	7,000	158,000	142,000	243
7,000	150,000	250,000	7,500	13,456	0	0	1,170	22,126	2,120	244
3,000	80,000	59,000	5,540	2,110	0	0	1,093	8,743	5,748	245
150	30,000	0	4,750	0	0	0	600	5,350	13,518	246
1,000	100,000	70,000	4,300	4,000	0	0	1,000	9,300	2,000	247
800	30,000									248
1,000	60,000	0	8,442	0	0	0	0	8,442	12,000	249
25,000	100,000	(*b*)	1,400	11,000	19,000	0	0	31,400	300	250
6,000	82,000	5,000	1,800	300	0	0	900	3,000	6,000	251
	100,000	0	2,000	0	0	0	200	2,200	12,700	252
15,000	200,000	0	16,000	0	0	0	0	16,000		253

b 46,080 acres of land.

TABLE 39.—*Statistics of universities and colleges*

	Name.	Expenses in collegiate department.		Living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	NEBRASKA—continued.									
254	Doane College	$24	$4	$100	$140	....	7	7,800	4,900	$5,000
255	Grand Island College	25	2	116	169	0	1	2,160	1,200	3,000
256	Hastings College	27	.....	100	110	0	0	3,600	1,000	4,000
257	University of Nebraska	0	.....	160	190	24	10	41,000	.....	120,000
258	Gates College	29	.....	.....	.....	....	10	5,000	3,000	7,000
259	Creighton University	0	0	156	208	....	....	7,000	1,000	10,000
260	Nebraska Wesleyan University	20	.....	100	175	....	....	3,000	900	4,500
261	York College	26	1	75	100	....	....	1,000	300	2,000
	NEVADA.									
262	State University of Nevada	0	.....	150	175	0	3	7,093	5,314	12,149
	NEW HAMPSHIRE.									
263	Dartmouth College	100	6	300	500	1	200	80,000	20,000	80,000
264	St. Anselm's College	60	.....	.....	.....	....	1	2,000	500	.....
	NEW JERSEY.									
265	St. Peter's College	40	.....	.....	.....	....	....	15,000	.....	.....
266	St. Benedict's College	60	.....	.....	.....	....	....	1,100	200	1,500
267	Rutgers College	75	24	171	200	0	....	40,000	5,000	.....
268	Princeton University	150	.....	329	450	13	106	193,000	35,000	.....
269	Seton Hall College	60	.....	260	.....	....	3	18,000	.....	.....
	NEW MEXICO.									
270	University of New Mexico	5	5	180	225	2	....	3,554	870	5,475
	NEW YORK.									
271	Alfred University	38	.....	100	200	0	....	12,136	6,129	18,500
272	St. Bonaventure's College	60	35	140	.....	....	3	8,617	580	.....
273	St. Stephen's College	0	0	225	225	0	46	16,768	7,150	20,000
274	Adelphi College	180 160	.....	320	360	0	5	7,860	.....	6,608
275	Polytechnic Institute of Brooklyn	200	0	240	275	0	2	7,500	0	15,000
276	St. Francis College	60	5	125	200	0	2	4,200	1,100	10,200
277	St. John's College	60	.....	.....	.....	....	4	4,000	.....	4,500
278	Canisius College	40	.....	180	200	....	32	21,165	15	40,000
279	St. Lawrence University	50	6	108	144	0	22	12,953	5,887	15,000
280	Hamilton College	75	.....	100	130	1	50	40,000	20,000	100,000
281	Hobart College	75	31	350	500	0	50	36,439	9,055	45,000
282	Colgate University	60	5	114	152	0	80	28,215	.....	50,000
283	Cornell University	100 125	.....	.....	.....	23	567	225,024	36,600	452,668
284	College of St. Francis Xavier	60	2	.....	.....	....	29	50,000	.....	41,000
285	College of the City of New York	0	0	.....	.....	0	0	32,326	1,162	69,000
286	Columbia University	150	5	230	400	35	230	275,000	75,000	525,000
287	Manhattan College	100	.....	250	275	0	40	9,352	2,629	17,498
288	New York University	100	20	236	292	4	68	49,945	.....	70,576
289	St. John's College	60	10	.....	.....	....	....	37,000	3,000	63,200
290	Niagara University	100	.....	100	.....	0	5	10,000	1,500	25,000
291	University of Rochester	60	15	133	190	0	2	35,626	.....	58,732
292	Union College	75	.....	225	280	....	142	32,608	.....	.....
293	Syracuse University	75	30	250	350	1	48	46,618	15,000	92,500
	NORTH CAROLINA.									
294	St. Mary's College	.....	.....	a200	.....	....	....	11,000	2,000	.....
295	University of North Carolina*	60	23	72	108	....	....	29,000	12,000	100,000
296	Biddle University	.....	.....	75	90	....	....	10,500	6	.....
297	Davidson College	60	20	80	115	....	16	12,000	2,000	20,000
298	Trinity College	50	14	75	90	....	3	12,000	.....	20,000
299	Elon College	50	5	125	160	....	....	1,500	.....	2,000
300	Guilford College	52	0	45	81	0	10	4,000	.....	5,000

*Statistics of 1897-98.

a Includes tuition.

for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			From tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
11	12	13	14	15	16	17	18	19	20	
$19,000	$132,000	$76,657	$3,039	$5,372	0	0	$1,956	$10,367	$16,903	254
5,000	60,000	35,000	3,000	1,500	0	0	0	4,500	125	255
3,000	75,000	15,000	3,500	500	0	0	1,500	5,500	1,000	256
180,000	750,000	1,000,000	16,000	64,500	$80,000	$39,000	0	199,500	0	257
1,000	40,000	0	1,800	0	0	0	0	1,800	4,000	258
18,000	175,000	180,000	0	7,600	0	0	0	7,600	4,500	259
5,000	150,000	0	5,000	0	0	0	12,909	17,909	1,000	260
5,000	45,000	0	2,000	0	0	0	0	2,000	5,000	261
17,080	156,184	----------	----------	----------	17,000	39,000	522	56,522	12,000	262
100,000	800,000	1,500,000	38,000	60,000	5,000	0	0	103,000	160,000	263
15,000	135,000	0	10,000	0	0	0	0	10,000	----------	264
----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	265
----------	30,000	----------	----------	----------	----------	----------	----------	----------	----------	266
70,000	366,500	500,000	----------	----------	0	39,000	0	47,253	----------	267
----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	268
10,000	500,000	----------	----------	----------	----------	----------	----------	----------	----------	269
3,500	50,000	0	385	0	11,371	0	0	11,756	10,000	270
30,000	90,000	279,945	5,340	13,766	947	0	23,906	43,959	5,155	271
8,175	257,500	0	25,475	0	0	0	2,907	28,382	0	272
6,000	206,000	110,412	0	6,861	0	0	12,356	19,217	6,551	273
49,013	495,329	2,000	89,556	80	114	0	0	89,750	2,384	274
30,500	325,000	50,000	15,675	1,851	100	0	5,162	22,788	0	275
12,215	161,300	0	17,000	0	0	0	27,927	44,927	800	276
1,000	850,000	0	15,900	0	0	0	0	15,900	----------	277
10,000	342,000	0	9,600	0	0	0	10,852	20,452	1,851	278
12,000	109,000	361,016	3,165	16,334	0	0	4,296	23,795	10,991	279
20,000	500,000	400,000	8,000	20,000	150	0	1,850	30,000	5,000	280
16,300	168,957	451,874	6,413	19,296	0	0	8,894	34,603	44,005	281
26,000	604,000	1,719,345	14,050	46,240	0	0	2,371	62,661	30,600	282
1,183,971	1,805,373	6,467,435	193,416	376,033	70,000	37,500	3,349	680,298	64,855	283
22,000	750,000	0	26,000	0	0	0	1,100	27,100	5,000	284
57,000	665,000	45,050	0	1,982	187,500	0	0	189,482	500	285
235,000	8,500,000	9,500,000	350,448	458,529	0	0	45,350	854,327	518,667	286
39,610	622,056	0	10,829	0	0	0	28,538	39,367	100	287
61,840	1,446,613	1,699,859	143,506	82,995	0	0	41,438	267,939	327,830	288
11,200	840,000	0	13,920	0	0	0	76,594	90,514	268	289
15,000	300,000	0	40,000	0	0	0	10,000	50,000	3,000	290
71,381	398,130	724,501	8,465	33,368	0	0	0	41,833	400	291
93,700	500,000	----------	5,111	18,401	0	0	49,309	72,821	20,396	292
205,448	2,185,700	1,313,610	50,144	47,106	0	0	35,361	132,611	112,140	293
12,000	90,000	0	20,000	0	0	0	0	20,000	4,000	294
10,000	300,000	100,000	18,000	5,000	25,000	0	5,000	53,000	----------	295
7,000	140,000	7,000	4,000	250	0	0	3,760	8,000	----------	296
10,000	150,000	120,000	9,500	8,000	0	0	0	17,500	8,000	297
----------	240,000	230,000	4,500	18,000	0	0	8,000	30,500	152,000	298
2,000	75,000	0	4,000	0	0	0	0	4,000	----------	299
5,000	100,000	50,000	6,000	1,000	0	0	0	7,000	0	300

TABLE 39.—*Statistics of universities and colleges*

	Name.	Expenses in collegiate department.		Living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	NORTH CARCLINA—continued.									
301	Lenoir College	$38	0	$66	$78	0	0	300	100	$500
302	North Carolina College	40	$4	56	70	----	----	2,000	500	2,500
303	Catawba College	40	2	50	70	----	1	3,000	100	1,500
304	Shaw University	12	------	42	64	----	100	2,000	--------	1,500
305	Rutherford College	30	------	50	75	----	----	5,000	2,000	6,000
306	Livingstone College	25	5	70	150	0	20	4,000	2,000	4,500
307	Wake Forest College	60	10	75	150	----	22	15,000	3,000	25,000
308	Weaverville College	36	3	75	110	----	----	250	100	200
	NORTH DAKOTA.									
309	Fargo College	30	8	108	150	----	----	2,875	500	3,030
310	University of North Dakota	0	5	120	140	0	0	6,500	3,500	15,000
311	Red River Valley University	30	2	72	128	0	0	1,600	500	3,000
	OHIO.									
312	Buchtel College	40	6	125	175	0	49	7,500	--------	10,500
313	Mount Union College	30	6	105	180	----	----	4,700	3,000	3,500
314	Ohio University	10	5	120	220	0	0	15,000	--------	15,000
315	Baldwin University	36	------	76	114	0	0	7,030	3,500	10,000
316	German Wallace College	20	------	80	120	----	----	2,050	--------	2,500
317	Cedarville College	22	5	116	150	----	----	950	50	1,000
318	St. Xavier College	60	10	------	------	----	----	18,000	--------	18,000
319	University of Cincinnati	75	------	114	190	5	0	36,581	3,400	160,000
320	St. Ignatius College	40	------	------	------	0	7	7,000	--------	18,000
321	Western Reserve University	85	0	145	200	4	110	36,050	12,000	40,000
322	Capital University	40	0	125	150	----	20	6,000	--------	--------
323	Ohio State University	0	15	144	221	14	----	31,000	7,000	77,500
324	Defiance College	32	0	75	100	----	----	400	150	750
325	Ohio Wesleyan University	10	36	100	200	0	0	35,000	3,000	40,000
326	Finlay College	32	------	75	100	----	----	1,000	--------	2,000
327	Kenyon College	75	18	130	200	----	15	35,000	--------	20,000
328	Denison University	39	8	100	150	----	30	20,000	12,000	25,000
329	Hiram College	45	0	76	114	0	20	8,000	--------	5,000
330	Lima College	40	2	90	120	----	----	800	150	1,000
331	Marietta College	30	10	------	135	----	26	62,000	15,000	65,000
332	Franklin College*	40	5	90	95	----	----	3,000	--------	3,000
333	Muskingum College	38	------	100	125	----	----	3,280	--------	3,000
334	Oberlin College	75	------	260	300	----	39	50,000	34,000	105,000
335	Miami University	0	10	150	200	----	----	15,120	500	--------
336	Richmond College	36	3	100	150	----	2	3,000	400	3,000
337	Rio Grande College	28	0	80	100	0	0	1,200	500	500
338	Scio College	36	------	54	66	----	----	1,000	--------	--------
339	Wittenberg College	50	------	100	120	----	----	12,000	1,000	12,000
340	Heidelberg University	18	18	120	150	0	0	14,000	2,000	20,000
341	Otterbein University	36	------	150	225	0	----	9,000	3,042	9,000
342	Wilberforce University	17	0	78	100	0	23	5,000	1,500	5,000
343	Wilmington College	39	1	75	100	0	1	2,000	500	1,500
344	University of Wooster	45	15	108	140	----	40	20,756	3,000	20,000
345	Antioch College	38	------	100	125	----	----	7,000	--------	--------
	OKLAHOMA.									
346	University of Oklahoma	--------	------	140	175	----	----	5,000	2,000	--------
	OREGON.									
347	Albany College	50	0	76	95	0	0	2,500	0	1,000
348	University of Oregon	0	10	76	114	0	0	7,000	1,000	15,000
349	Pacific University	45	3	100	200	----	----	9,000	4,000	15,000
350	Lafayette Seminary	26	------	40	80	----	----	300	500	400
351	McMinnville College	33	------	108	140	----	----	2,400	1,000	5,000
352	Pacific College	35	3	150	175	0	12	1,060	500	1,000
353	Philomath College	25	------	80	100	----	----	800	600	1,200
354	Willamette University	45	------	80	100	----	23	4,575	2,693	16,000
355	Portland University	52	31	150	167	0	0	1,000	300	1,500

*Statistics of 1897-98.

for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			From tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
11	12	13	14	15	16	17	18	19	20	
$1,000	$25,000	0	$2,000	0	0	0	0	$2,000	$1,500	301
1,000	15,000	$6,000	1,500	$360	0	0	0	1,860	----------	302
600	12,000	32,000	2,200	1,920	0	0	0	4,120	10,000	303
7,875	82,125	31,238	3,677	275	0	0	$11,914	15,866	12,361	304
----------	10,000	0	2,000	0	0	0	0	2,000	----------	305
1,500	125,000	0	1,000	0	$45	0	6,000	7,045	4,500	306
20,000	100,000	256,135	8,700	13,723	0	0	0	22,423	5,550	307
400	20,000	----------	----------	----------	----------	----------	----------	----------	----------	308
2,165	40,300	30,000	1,507	1,321	0	0	0	2,828	27,460	309
15,000	125,000	0	2,000	0	49,000	0	2,500	53,500	0	310
200	43,000	0	1,100	0	0	0	2,000	3,100	130	311
21,000	225,000	200,000	4,200	8,400	0	0	2,600	15,200	----------	312
5,000	50,000	62,800	10,200	3,700	0	0	1,300	15,200	1,000	313
25,000	250,000	150,000	3,500	11,000	31,000	0	0	45,500	----------	314
2,000	133,584	80,987	3,175	3,906	0	0	1,470	8,551	557	315
1,000	97,049	93,933	----------	----------	----------	----------	----------	----------	10,145	316
200	20,000	20,000	1,200	1,200	0	0	1,100	3,500	1,100	317
7,000	100,000	0	----------	----------	----------	----------	----------	----------	----------	318
35,000	315,000	800,000	24,000	33,600	66,000	0	0	123,600	170,000	319
2,000	150,000	0	4,000	0	0	0	0	4,000	----------	320
95,000	979,090	1,113,718	65,000	158,779	0	0	0	223,779	124,500	321
2,000	125,000	36,793	2,530	1,410	0	0	6,766	10,506	----------	322
150,000	2,278,000	553,065	30,281	33,065	176,058	$24,000	14,169	277,573	1,000	323
250	20,000	0	1,798	0	0	0	300	2,098	50	324
5,000	524,000	744,000	32,500	29,500	0	0	0	62,000	250,000	325
500	100,000	31,000	2,217	1,116	0	0	0	3,333	1,936	326
45,240	312,651	293,608	2,591	17,589	0	0	2,470	22,650	44,700	327
18,000	160,000	420,000	6,500	22,000	0	0	2,500	31,000	20,000	328
10,000	100,000	135,000	8,700	5,000	0	0	5,144	18,844	----------	329
2,000	50,000	0	3,000	0	0	0	2,400	5,400	30,000	330
18,000	120,000	120,000	5,300	7,700	0	0	0	13,000	800	331
3,000	12,000	0	2,500	0	0	0	0	2,500	----------	332
2,500	30,000	36,500	4,575	2,569	0	0	0	7,144	8,893	333
91,500	562,700	912,803	75,107	50,350	0	0	9,552	135,009	19,790	334
30,000	150,000	60,000	1,800	4,000	25,000	0	6,000	36,800	----------	335
1,000	40,000	0	3,000	0	0	0	0	3,000	1,000	336
500	35,000	69,000	2,200	3,900	0	0	0	6,100	200	337
4,000	50,000	0	8,400	0	0	0	0	8,400	----------	338
5,000	350,000	200,000	10,000	10,000	0	0	0	20,000	----------	339
500	125,000	95,000	4,403	5,187	0	0	0	9,590	2,500	340
25,000	65,000	69,000	4,200	4,800	0	0	2,000	11,000	8,000	341
14,000	114,000	30,400	2,364	1,636	18,868	0	6,142	27,010	8,629	342
4,000	25,000	40,000	4,000	2,500	0	0	0	6,500	2,000	343
40,000	250,000	379,000	17,500	10,355	0	0	3,000	30,855	19,200	344
2,000	100,000	100,000	3,527	2,500	0	0	0	6,027	1,200	345
6,000	60,000	0	1,158	0	19,000	0	0	20,158	----------	346
1,500	37,900	1,600	4,500	80	0	0	0	4,580	2,300	347
20,000	110,000	150,000	2,000	10,000	30,000	0	0	42,000	0	348
2,500	150,000	200,000	6,000	14,000	0	0	2,500	22,5000	5,000	349
600	8,000	0	850	0	0	0	125	975	----------	350
3,000	35,000	38,000	2,100	2,500	0	0	0	4,600	1,000	351
500	25,000	8,000	2,500	500	0	0	0	3,000	6,000	352
1,500	12,000	5,000	1,600	300	0	0	0	1,900	----------	353
6,000	160,000	40,000	3,700	3,200	0	0	0	6,900	----------	354
2,000	150,000	0	5,020	0	0	0	0	5,020	1,200	355

TABLE 39.—*Statistics of universities and colleges*

	Name.	Expenses in collegiate department.		Living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	PENNSYLVANIA.									
356	Western University of Pennsylvania.	$100	$20	$133	$190	....	26	16,000	.....	$20,000
357	Muhlenberg College	50	10	117	156	....	33	10,500	3,000	.....
358	Lebanon Valley College	40	5	146	.....	....	5	10,000	.....	10,000
359	St. Vincent College	50	.....	.....	150	....	....	40,000	.....	40,000
360	Beaver College	60	2	.....	210	....	....	1,000	.....	1,500
361	Geneva College	42	0	76	85	....	....	4,000	.....	4,000
362	Moravian College	50	0	200	250	0	0	7,000	1,000	20,000
363	Dickinson College	6	70	150	175	....	....	45,000	.....	20,000
364	Pennsylvania Military College	.....	.....	a500	.....	0	0	1,600	.....	.....
365	Ursinus College	60	34	100	140	....	15	7,500	.....	.....
366	Lafayette College	100	36	160	197	0	0	20,000	.....	20,000
367	Pennsylvania College	30	26	151	193	0	50	24,000	.....	20,000
368	Thiel College	50	.....	120	150	0	21	6,378	1,500	15,000
369	Grove City College	43	0	.....	.....	....	....	3,000	1,100	3,000
370	Haverford College	150	.....	.....	350	1	44	36,000	4,000	50,000
371	Juniata College	40	3	123	133	0	6	17,000	4,000	6,000
372	Franklin and Marshall College	0	45	120	130	....	....	34,435	3,820	.....
373	Bucknell University	75	.....	200	300	....	55	20,000	.....	.....
374	Lincoln University*	25	20	77	77	....	....	15,000	4,000	15,000
375	Allegheny College	45	6	120	160	....	....	12,000	2,000	50,000
376	Albright College	40	.....	100	.....	....	....	1,200	.....	.....
377	Central Pennsylvania College	48	4	85	100	....	4	5,200	325	5,000
378	Westminster College	42	.....	135	160	....	....	12,000	2,000	12,000
379	Central High School	0	0	.....	.....	....	....	3,000	.....	3,000
380	LaSalle College	80	.....	.....	.....	....	....	8,000	1,000	6,000
381	University of Pennsylvania	150 200	.....	355	500	39	125	145,000	125,000	123,500
382	Holy Ghost College	60	.....	200	300	0	2	3,000	500	4,000
383	Susquehanna University	40	22	100	125	0	3	5,000	1,000	2,000
384	Lehigh University	60 100	.....	220	350	0	....	83,008	32,198	100,000
385	Pennsylvania State College	0	.....	.....	190	....	....	15,166	.....	.....
386	Swarthmore College*	150	.....	a250	.....	2	62	18,309	.....	.....
387	Villanova College	.....	.....	250	.....	....	1	14,000	.....	.....
388	Volant College	24	1	70	125	....	....	300	500	500
389	Washington and Jefferson College.	24	36	130	180	....	6	14,000	.....	20,000
	RHODE ISLAND.									
390	Brown University	105	45	200	320	2	100	105,000	35,000	200,000
	SOUTH CAROLINA.									
391	College of Charleston	40	.....	118	135	....	14	13,000	2,000	.....
392	Presbyterian College of South Carolina.	40	5	64	80	0	6	1,400	2,000	1,800
393	Allen University	8	7	60	.....		....	210	200	100
394	South Carolina College	40	18	135	165	....	6	33,000	.....	40,000
395	Erskine College	35	.....	115	125	....	....	1,000	300	2,000
396	Furman University	50	13	54	72	....	12	4,000	2,000	.....
397	Newberry College	40	.....	60	85	....	14	8,000	.....	.....
398	Claflin University	14	0	50	.....	....	....	7,000	4,000	7,000
399	Wofford College	40	15	120	180	....	....	8,000	.....	.....
	SOUTH DAKOTA.									
400	Black Hills College*	30	.....	100	120	....	....	600	400	700
401	Huron College	30	3	100	125	....	....	1,500	.....	.....
402	Dakota University*	24	6	75	100	....	....	2,332	500	4,000
403	Redfield College*	30	0	100	135	....	....	3,000	500	3,000
404	University of South Dakota	4	.....	125	175	....	....	4,000	.....	.....
405	Yankton College	30	.....	100	125	....	40	6,700	4,000	7,300

*Statistics of 1897-98.

a Includes tuition.

for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			From tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
11	12	13	14	15	16	17	18	19	20	
$50,000	$318,000	$425,000	$76,000	$18,000	$1,750	0	$2,000	$97,750	$45,000	356
2,000	100,000	153,780	4,347	7,500	0	0	5,000	16,847	15,119	357
2,000	95,000	75,000	----------	----------	----------	----------	----------	----------	----------	358
----------	156,000	0	----------	----------	----------	----------	----------	----------	0	359
4,000	66,000	0	7,000	0	0	0	3,000	10,000	2,000	360
----------	175,000	150,000	5,000	6,000	0	0	0	11,000	----------	361
5,000	100,000	115,633	498	5,592	0	0	0	6,090	3,336	362
10,000	303,300	305,000	37,104	14,000	0	0	2,706	53,810	----------	363
----------	150,000	0	----------	----------	----------	----------	----------	----------	----------	364
15,000	120,000	135,000	6,800	7,600	0	0	3,000	17,400	28	365
30,000	650,000	258,250	22,756	17,559	0	0	0	40,315	10,000	366
75,000	249,000	210,000	14,160	9,126	0	0	1,226	24,452	2,300	367
2,000	60,000	62,500	4,500	3,500	0	0	2,500	10,500	2,200	368
5,000	200,000	----------	20,000	0	0	0	0	20,000	----------	369
80,000	400,000	725,000	43,958	25,599	0	0	0	69,557	12,775	370
10,000	100,000	0	7,224	0	0	0	0	7,224	1,747	371
75,000	255,000	345,000	12,000	18,000	0	0	0	30,000	10,000	372
----------	350,000	400,000	15,000	17,500	0	0	17,500	50,000	30,000	373
34,000	200,000	467,650	1,250	30,000	0	0	10,000	41,250	----------	374
10,000	200,000	200,000	13,000	9,000	0	0	3,000	25,000	3,000	375
----------	40,000	0	7,436	0	0	0	5,300	12,736	----------	376
1,100	22,000	25,000	2,910	230	0	0	839	3,979	1,200	377
40,000	200,000	200,000	16,128	7,872	0	0	0	24,000	10,000	378
15,000	1,011,262	0	0	0	107,054	0	0	107,054	----------	379
800	250,000	0	----------	----------	----------	----------	----------	----------	----------	380
509,021	4,037,179	5,110,539	331,566	72,533	125,000	0	0	529,099	510,658	381
1,000	100,000	0	8,000	0	0	0	0	8,000	2,000	382
2,000	60,000	43,000	5,000	2,000	0	0	0	7,000	----------	383
50,000	1,200,000	2,000,000	23,500	0	75,000	0	7,000	105,500	----------	384
60,000	790,000	517,000	100	31,070	43,416	$39,000	17,244	130,780	----------	385
20,000	500,000	250,000	49,613	12,300	0	0	4,434	66,347	----------	386
2,000	350,000	0	----------	----------	----------	----------	----------	----------	----------	387
600	6,000	0	1,500	0	0	0	400	1,900	----------	388
15,000	272,500	258,130	18,308	15,174	0	0	0	33,482	565	389
340,000	1,177,967	817,612	100,748	23,186	0	0	744	129,678	33,000	390
2,000	75,000	291,000	500	10,572	2,000	0	0	13,072	----------	391
500	15,000	5,000	1,300	150	0	0	0	1,450	1,500	392
0	25,000	0	600	0	0	0	3,500	4,100	----------	393
10,000	300,000	0	7,000	0	25,000	0	0	32,000	----------	394
350	70,000	86,000	3,800	5,000	0	0	0	8,800	15,000	395
----------	80,000	65,000	6,000	5,000	0	0	0	11,000	----------	396
----------	40,000	35,000	3,300	2,700	0	0	800	6,800	----------	397
10,000	100,000	0	4,000	0	0	0	8,000	12,000	10,000	398
2,500	125,000	63,000	4,000	4,500	0	0	1,500	10,000	----------	399
250	36,000	30,000	1,500	300	0	0	250	2,050	----------	400
500	25,000	0	2,100	0	0	0	4,400	6,500	----------	401
1,500	60,000	0	5,505	0	0	0	3,000	8,505	----------	402
----------	20,000	0	3,000	0	0	0	9,600	12,600	----------	403
1,750	150,000	----------	4,000	----------	36,000	0	800	40,800	----------	404
12,300	100,000	55,000	4,000	3,000	0	0	0	7,000	11,300	405

TABLE 39.—*Statistics of universities and colleges*

	Name.	Expenses in collegiate department.		Living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	TENNESSEE.									
406	U. S. Grant University	$30	$9	$50	$100	----	----	8,000	2,000	----
407	King College	50	8	90	112	----	----	4,000	700	$2,500
408	Southwestern Presbyterian University.	60	16	82	108	----	----	8,000	2,000	10,000
409	American Temperance University.	39	------	80	100	----	----	1,000	200	1,000
410	Hiwasse College	40	2	50	75	----	6	2,000	1,000	2,000
411	Southwestern Baptist University.*	60	------	73	------	----	----	4,000	500	4,000
412	Knoxville College	5	------	60	------	----	----	2,000	500	2,000
413	University of Tennessee	0	20	100	175	0	6	16,000	12,000	17,000
414	Cumberland University	60	8	75	135	0	0	12,000	3,000	10,000
415	Bethel College	40	3	63	90	----	----	1,000	1,000	2,000
416	Maryville College	12	------	75	125	0	3	12,000	----	----
417	Christian Brothers College*	----	------	------	------	----	----	2,000	1,500	----
418	Milligan College	35	------	65	90	----	----	2,000	----	1,000
419	Carson and Newman College	35	5	75	90	----	6	3,160	----	3,500
420	Central Tennessee College	18	3	88	95	0	0	5,550	800	8,000
421	Fisk University	14	1	105	------	0	----	6,632	----	----
422	Roger Williams University	12	------	72	------	0	0	4,500	----	5,000
423	University of Nashville	10	------	120	200	----	202	12,000	----	----
424	Vanderbilt University	85	15	100	125	15	25	15,000	5,000	48,000
425	University of the South*	100	10	120	200	0	51	40,000	21,000	85,000
426	Burritt College	20	10	40	60	----	----	3,650	1,200	3,000
427	Sweetwater College*	30	2	100	125	----	----	500	25	600
428	Greeneville and Tusculum College.	38	------	75	100	0	10	8,100	400	2,500
429	Washington College	27	3	50	60	----	----	1,800	300	2,000
	TEXAS.									
430	St. Edward's College	60	------	160	------	0	0	3,000	500	4,000
431	University of Texas	0	10	114	154	7	0	32,361	6,000	50,000
432	Howard Payne College	50	------	100	125	----	----	2,000	1,000	2,500
433	Henry College	45	3	75	90	----	----	----	300	----
434	Fort Worth University	48	2	128	150	----	----	3,000	----	----
435	Polytechnic College	42	5	85	105	----	----	1,800	200	1,500
436	St. Mary's University*	60	------	------	------	----	----	2,369	----	2,000
437	Southwestern University	60	5	90	135	0	0	3,000	1,500	3,000
438	Burleson College	50	2	110	150	----	1	600	300	2,000
439	Wiley University	10	------	84	100	----	----	3,200	1,000	12,000
440	St. Louis College	40	0	150	200	0	0	900	200	800
441	Austin College	50	11	72	135	----	----	10,000	----	----
442	Trinity University	50	6	81	90	0	0	4,000	----	6,000
443	Add Ran Christian University	50	------	80	125	----	----	3,000	1,000	3,500
444	Baylor University	50	3	75	120	1	4	8,000	700	10,000
445	Paul Quinn College	23	2	75	85	----	----	800	400	1,500
	UTAH.									
446	Brigham Young College	10	1	76	95	0	0	2,500	800	2,127
447	Salt Lake College	22	3	108	125	0	0	3,048	1,870	1,500
448	Sheldon Jackson College	35	------	100	------	----	----	500	----	1,000
449	University of Utah	0	10	67	133	0	0	16,000	4,000	25,000
	VERMONT.									
450	University of Vermont and State Agricultural College.	60	22	130	180	0	45	56,903	25,000	100,000
451	Middlebury College	60	12	120	150	0	120	23,383	1,600	25,000
452	Norwich University	65	25	120	------	----	32	5,000	----	----

* Statistics of 1897–98.

for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			From tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
11	12	13	14	15	16	17	18	19	20	
----------	$300,000	$6,000	$16,084	$300	0	0	$6,098	$22,482	$1,200	406
$500	20,000	16,000	1,560	1,000	0	0	0	2,500	500	407
5,000	50,000	215,000	4,000	13,000	0	0	1,000	18,000	46,000	408
1,000	100,000	0	3,500	0	0	0	500	4,000	5,000	409
----------	10,000	0	800	0	0	0	0	800	----------	410
4,000	50,000	70,000	8,500	4,200	0	0	0	12,700	----------	411
3,500	100,000	0	300	0	$800	0	12,000	13,100	----------	412
93,500	611,000	425,000	8,409	25,410	0	$39,000	4,331	77,150	----------	413
2,000	100,000	95,000	8,597	4,500	0	0	0	13,097	----------	414
150	5,000	0	----------	----------	----------	----------	----------	----------	----------	415
5,000	99,420	198,303	3,396	12,253	0	0	5,294	20,943	10,000	416
----------	80,000	----------	----------	----------	----------	----------	----------	----------	----------	417
150	15,000	0	3,500	0	0	0	250	3,750	800	418
500	60,000	35,000	4,500	2,000	0	0	500	7,000	3,000	419
2,000	105,000	2,300	15,052	150	0	0	0	15,202	500	420
----------	350,000	41,841	4,223	2,400	435	0	0	7,058	----------	421
1,000	175,000	0	1,250	0	0	0	7,000	8,250	----------	422
13,000	300,000	100,000	20,000	5,000	20,000	0	39,800	84,800	----------	423
175,000	600,000	1,100,000	50,000	55,000	0	0	0	105,000	----------	424
2,000	460,000	160,000	18,360	9,600	0	0	8,000	35,960	----------	425
20,000	42,000	0	3,565	0	0	0	0	3,565	----------	426
25	20,000	0	3,500	0	0	0	0	3,500	----------	427
2,444	23,000	235	1,850	8	0	0	760	2,618	3,122	428
1,000	35,000	5,000	1,500	300	0	0	500	2,300	3,000	429
250	120,000	0	----------	----------	----------	----------	----------	----------	0	430
50,000	400,000	626,716	6,000	74,000	35,000	0	0	115,000	1,000	431
2,500	40,000	0	6,000	0	0	0	0	6,000	3,500	432
1,000	20,000	0	15,000	0	0	0	0	15,000	----------	433
7,500	125,000	----------	----------	----------	----------	----------	----------	----------	----------	434
----------	25,000	0	9,000	0	0	0	0	9,000	5,000	435
500	200,000	----------	----------	----------	----------	----------	----------	----------	----------	436
3,000	130,000	0	15,627	0	0	0	6,380	22,007	----------	437
3,000	25,000	0	8,000	0	0	0	0	8,000	1,500	438
3,000	50,000	0	9,872	0	0	0	3,128	13,000	----------	439
800	200,000	0	15,000	0	0	0	0	15,000	0	440
3,000	40,000	60,000	4,000	3,000	0	0	0	7,000	5,000	441
2,000	87,500	33,500	7,000	3,000	0	0	0	10,000	----------	442
2,500	120,000	0	10,000	0	0	0	0	10,000	----------	443
2,000	200,000	1,000	20,803	100	0	0	0	20,903	----------	444
5,000	75,000	0	3,195	0	0	0	3,228	6,423	150	445
8,600	83,829	100,000	3,508	6,469	0	0	9,000	18,977	----------	446
300	55,000	45,000	300	1,200	0	0	0	1,500	30,000	447
----------	85,000	----------	----------	----------	----------	----------	----------	----------	71,000	448
35,000	300,000	150,000	6,330	----------	52,798	0	6,250	65,378	45	449
70,000	600,000	375,000	15,115	16,061	6,000	32,130	7,466	76,772	1,055	450
10,000	100,000	384,000	1,500	20,000	2,400	0	0	23,900	49,500	451
2,500	30,000	1,500	1,930	150	5,000	0	1,200	8,280	1,100	452

TABLE 39.—*Statistics of universities and colleges*

	Name.	Expenses in collegiate department.		Living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fees.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	VIRGINIA.									
453	Randolph-Macon College	$75	$21	$90	$90	----	20	8,500	-------	$6,500
454	Bridgewater College	33	3	80	108	----	----	700	300	500
455	University of Virginia	75	40	135	162	1	5	40,196	831	85,000
456	Emory and Henry College	50	30	85	85	0	4	10,000	2,000	12,000
457	Fredericksburg College	50	5	100	135	----	----	800	200	800
458	Hampden-Sidney College	50	19	90	144	2	16	16,000	2,000	15,000
459	Washington and Lee University	50	30	100	150	1	17	40,000	10,000	50,000
460	Richmond College	70	19	110	150	----	29	13,300	2,000	40,000
461	Roanoke College	50	12	82	115	0	23	21,000	-------	25,000
462	College of William and Mary	35	6	90	108	----	6	10,500	3,500	-------
	WASHINGTON.									
463	Vashon College	60	6	132	150	0	0	1,208	-------	900
464	Colfax College	45	------	75	100	----	----	600	300	1,200
465	University of Washington	0	------	90	150	0	0	10,030	10,000	30,000
466	Gonzaga College	30	------	220	------	----	----	4,000	2,000	4,000
467	Whitworth College	36	------	159	------	----	----	588	100	850
468	Puget Sound University*	45	------	100	150	0	0	3,000	1,000	7,000
469	St. James College	40	10	200	------	----	----	8,000	1,000	-------
470	Whitman College	48	------	140	175	----	17	6,000	1,500	5,000
	WEST VIRGINIA.									
471	Barboursville College	30	3	------	100	----	----	600	200	-------
472	Bethany College*	40	------	180	250	----	----	-------	3,000	-------
473	West Virginia University	0	15	114	152	9	0	11,017	-------	-------
	WISCONSIN.									
474	Lawrence University	6	30	70	125	2	20	15,823	6,460	26,000
475	Beloit College	36	9	118	225	4	40	25,000	8,000	20,000
476	Mission House	20	10	80	80	0	----	6,000	-------	-------
477	Gale College	33	5	100	120	----	3	5,000	1,000	10,000
478	University of Wisconsin	a 12	------	200	300	18	6	57,000	17,000	94,487
479	Milton College	36	0	85	120	----	----	4,800	1,000	4,500
480	Concordia College	40	20	68	68	----	----	3,540	490	2,500
481	Marquette College	60	------	150	190	0	8	9,350	1,160	-------
482	Ripon College	36	18	------	86	0	----	8,000	3,000	5,000
483	Northwestern University	30	5	80	120	----	----	3,759	500	8,000
	WYOMING.									
484	University of Wyoming	0	3	150	200	0	0	6,940	4,800	10,000

* Statistics of 1897–98.

a Nonresidents, $30.

for men for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			From tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
11	12	13	14	15	16	17	18	19	20	
$17,500	$95,000	$150,000	$7,002	$7,194	0	0	$3,676	$17,872	$55,120	453
1,000	9,200	11,000	3,060	290	0	0	0	3,350	.....	454
50,000	1,000,000	366,100	67,408	19,941	$43,750	0	1,219	132,318	20,000	455
1,000	100,000	20,000	5,000	600	0	0	2,400	8,000	0	456
1,000	15,000	0	4,500	0	0	0	0	4,500	.....	457
5,000	100,000	145,000	4,282	8,523	0	0	0	12,805	1,500	458
16,000	200,000	630,815	9,500	32,500	0	0	0	42,000	2,500	459
6,000	700,000	270,000	15,000	15,000	0	0	0	30,000	30,000	460
.....	100,000	60,000	6,500	2,000	0	0	6,000	14,500	30,000	461
25,000	125,000	127,900	1,198	4,034	15,000	0	0	20,232	.....	462
2,500	33,000	0	20,780	0	0	0	0	20,780	.....	463
1,000	12,000	0	2,900	0	0	0	0	2,900	.....	464
25,000	560,000	0	0	0	40,250	0	0	40,250	1,500	465
1,000	300,000	0	.....	.....	.....	.....	.....	.....	.....	466
225	20,000	0	.....	.....	.....	.....	.....	.....	65,000	467
1,500	30,000	0	12,000	0	0	0	1,000	13,000	.....	468
8,000	10,000	0	.....	.....	.....	.....	.....	.....	.....	469
1,000	40,000	165,000	7,000	9,000	0	0	0	16,000	85,000	470
.....	25,000	0	1,000	0	0	0	650	1,650	.....	471
1,000	200,000	0	1,900	0	0	0	0	1,900	.....	472
30,000	283,000	114,750	5,138	6,558	88,400	$34,000	26,876	160,972	.....	473
22,000	210,000	212,000	6,215	12,300	0	0	5,980	24,495	23,000	474
25,000	367,250	448,132	11,645	18,045	0	0	0	29,688	25,000	475
2,500	40,000	24,000	2,582	573	0	0	0	3,155	10,879	476
1,000	30,000	0	1,500	0	0	0	4,500	6,000	3,500	477
219,371	1,152,973	530,000	32,800	24,500	282,000	39,000	1,000	379,300	.....	478
8,000	31,000	83,743	2,594	4,498	0	0	0	7,092	328	479
1,500	150,000	0	40	0	0	0	0	40	500	480
2,700	130,000	0	6,000	0	0	0	500	6,500	500	481
10,000	90,000	201,548	2,271	13,863	0	0	4,107	20,241	.....	482
8,000	70,000	0	1,003	0	0	0	10,000	11,003	.....	483
62,500	111,540	0	514	0	9,268	39,000	437	49,219	.....	484

TABLE 40.—*Statistics of colleges*

	Location.	Name.	Religious denomination controlling.	Year of first opening.	Professors and instructors.						Students.				Expenses in collegiate department.	
					Preparatory department.		Collegiate department.		Total number (excluding duplicates).							
					Male.	Female.	Male.	Female.	Male.	Female.	Preparatory.	Collegiate.	Graduate.	Total number (excluding duplicates).	Tuition fees.	Other fees.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	CALIFORNIA.															
1	Mills College	Mills College	None	1871	7	15	7	16	7	23	136	22	0	158	$180	...
	ILLINOIS.															
2	Rockford	Rockford College	None	1849	0	5	0	12	0	17	38	48	3	89	60	...
	MARYLAND.															
3	Baltimore	Woman's College of Baltimore.	M. E.	1888	0	0	12	16	12	16	0	276	0	276	125	0
	MASSACHUSETTS.															
4	Cambridge	Radcliffe College	None	1879	0	0	111	0	111	0	0	368	53	421	200	...
5	Northampton	Smith College	None	1875	0	0	26	42	26	42	0	1,070	4	1,074	100	...
6	South Hadley	Mount Holyoke College.	None	1837	0	0	1	43	1	43	0	438	3	441	100	...
7	Wellesley	Wellesley College.	None	1875	0	0	8	65	8	65	0	633	26	659	175	...
	NEW YORK.															
8	Aurora	Wells College	None	1868	0	0	5	15	5	15	0	90	0	90	100	$2
9	Elmira	Elmira College	Presb.	1855	0	5	5	8	8	16	43	108	0	151	75	...
10	New York	Barnard College	None	1889	0	0	40	0	40	0	0	201	75	276	150	5
11	Poughkeepsie	Vassar College	None	1865	0	0	13	46	13	46	0	614	11	625	100	...
	PENNSYLVANIA.															
12	Bryn Mawr	Bryn Mawr College.	None	1885	0	0	23	15	23	15	0	287	67	354	125	...
	VIRGINIA.															
13	Lynchburg	Randolph-Macon Woman's College.	M.E.So.	1893	...	...	5	8	9	14	30	193	3	226	75	15

for women, Division A.

Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.			Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.				Benefactions.	
Lowest.	Moderate.			Volumes.	Pamphlets.	Value.				From tuition fees.	From productive funds.	From other sources.	Total income.		
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
$180	----	---	15	6,000	2,000	$15,000	$2,000	$250,000	$75,000	$54,300	$3,105	0	$57,405	$20,000	1
----	$240	2	7	6,240	------	7,000	25,000	135,000	66,653	19,081	3,039	$1,082	23,202	22,284	2
----	250	2	34	7,600	1,600	10,000	45,000	680,000	337,000	29,957	19,284	13,560	62,741	57,500	3
350	450	0	12	14,000	------	-------	8,300	169,000	375,000	74,851	12,000	0	86,851	30,000	4
----	300	---	111	7,500	------	7,800	94,870	766,433	697,149	119,604	37,351	25,173	182,128	125,686	5
150	----	0	26	18,300	1,850	-------	40,000	500,000	475,000	92,395	20,301	0	112,696	168,438	6
225	225	---	67	49,700	500	135,000	215,800	1,122,000	273,175	215,915	10,533	0	226,448	93,000	7
200	300	---	---	7,200	800	15,868	41,000	150,000	200,000	40,642	8,905	0	49,547	3,383	8
225	----	---	13	7,500	------	12,000	28,000	185,000	100,000	8,111	3,300	20,000	31,411	50,000	9
----	----	1	38	1,000	50	2,000	8,000	500,000	----------	24,000	-------	-------	24,000	-------	10
300	300	1	8	31,000	1,500	47,525	91,293	1,113,865	1,016,122	238,083	45,413	36,461	319,957	22,909	11
275	300	14	46	29,425	7,000	60,000	50,000	700,000	1,000,000	46,000	60,000	0	106,000	25,000	12
160	160	---	12	2,600	500	3,000	14,000	122,900	102,000	26,500	5,500	0	32,000	11,000	13

TABLE 41.—*Statistics of colleges*

	Location.	Name.	Religious denomination controlling.	Year of first opening.	Professors and instructors.		Students.					
					Male.	Female.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1899.
	1	2	3	4	5	6	7	8	9	10	11	12
	ALABAMA.											
1	Athens	Athens Female College	M. E. So	1842	1	9	25	15	55	5	100	17
2	East Lake	East Lake Atheneum	None	1890	1	7	41	23	31	0	95	7
3	Eufaula	Union Female College		1853	2	9	0	46	63	6	130	4
4	Marion	Judson Female Institute*	Bapt	1839	2	8	---	---	---	---	128	19
5	do	Marion Female Seminary	None	1836	2	7	20	25	55	---	100	7
6	Taliadega	Isbell College	Presb	1852	1	6	20	10	60	4	94	---
7	Tuscaloosa	Central Female College	Bapt	1857	3	6	0	10	80	0	90	16
8	do	Tuscaloosa Female College	M. E. So	1860	2	16	30	32	148	0	210	27
9	Tuskegee	Alabama Conference Female College.	M. E	1855	3	10	29	20	100	9	149	33
	ARKANSAS.											
10	Conway	Central Baptist College	Bapt	1892	2	7	6	50	50	0	100	6
	CALIFORNIA.											
11	San José	College of Notre Dame	R. C	1851	1	21	15	35	28	3	81	9
	GEORGIA.											
12	Athens	Lucy Cobb Institute	None	1858	0	15	25	40	85	0	150	35
13	College Park	Southern Female College	Bapt	1843	4	18	0	0	160	0	160	32
14	Cuthbert	Andrew Female College	M. E. So	1854	2	10	50	23	100	0	173	3
15	Dalton	Dalton Female College	M. E. So	1872	1	8	---	37	59	3	99	5
16	Forsyth	Monroe Female College	Bapt	1848	4	11	30	15	75	1	121	2
17	Gainesville	Georgia Female Seminary	None	1878	4	15	0	25	200	0	225	26
18	La Grange	La Grange Female College	M. E. So	1833	4	15	29	36	137	22	224	28
19	do	Southern Female College	Bapt	1842	5	15	40	10	120	0	170	18
20	Macon	Wesleyan Female College	M. E. So	1839	5	15	0	28	152	5	185	21
21	Rome	Shorter College	Bapt	1877	4	10	25	---	100	4	129	14
22	Thomasville	Young Female College	None	1870	1	4	25	---	57	0	82	2
	ILLINOIS.											
23	Jacksonville	Academy for Young Women.	None	1830	2	6	18	34	42	1	95	7
24	do	Illinois Woman's College	M. E	1847	4	12	20	188	40	---	248	24
25	Knoxville	St. Mary's School	P. E	1868	5	13	0	64	45	1	110	11
	KANSAS.											
26	Oswego	Oswego College for Young Ladies.	Presb	1888	2	5	20	26	30	0	76	3
27	Topeka	College of the Sisters of Bethany.	P. E	1860	3	13	30	63	35	0	214	3
	KENTUCKY.											
28	Bowling Green	Potter College	None	1889	1	18	0	0	160	0	160	11
29	Danville	Caldwell College	Presb	1860	2	10	43	13	95	0	151	4
30	Harrodsburg	Beaumont College	None	1894	3	7	14	20	59	7	100	8
31	Hopkinsville	Bethel Female College	Bapt	1854	3	7	21	16	66	0	103	4
32	Lexington	Hamilton Female College*	Christian	1869	4	14	10	4	146	0	160	16
33	do	Sayre Female Institute	Presb	1854	3	6	25	25	65	0	115	5
34	Millersburg	Millersburg Female College	M. E. So	1851	2	13	27	20	56	0	103	3
35	Nicholasville	Jessamine Female Institute	None	1854	1	11	15	20	90	0	125	10
36	Owensboro	Owensboro Female College.*	None	1890	2	6	30	50	20	0	100	0
37	Russellville	Logan Female College	M. E. So	1856	2	7	20	35	50	0	105	6
38	Stanford	Stanford Female College	None	1869	1	6	25	35	45	0	105	6
	LOUISIANA.											
39	Clinton	Silliman Collegiate Institute.	Presb	1852	2	8	28	32	56	0	116	2
40	Mansfield	Mansfield Female College	M. E. So	1855	1	7	30	30	30	1	91	3

*Statistics of 1897-98.

for women, Division B.

Annual expenses in collegiate department.		Annual living expenses.		Library.		Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.	
Tuition fee.	Other fees.	Lowest.	Moderate.	Volumes.	Value.				From tuition fees.	From productive funds.	From State appropriations.	From other sources.	Total income.		
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
$50	$4	$110	$130	300	$150	.....	$35,000	0	.....	0	0	0	.....	0	1
45	....	135	150	250	.....	.....	30,000	.....	.....	.....	.....	.....	.....	.....	2
....	....	....	....	.....	.....	.....	20,000	.....	.....	.....	.....	.....	.....	.....	3
50	3	140	....	1,500	1,500	.....	70,000	.....	.....	.....	.....	.....	.....	.....	4
50	....	100	140	800	.....	$250	25,000	.....	.....	.....	.....	.....	.....	.....	5
54	....	125	150	100	100	50	15,000	.....	.....	.....	.....	$2,000	.....	.....	6
50	0	....	130	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7
40	1	180	200	750	1,000	50	15,000	0	$11,140	0	0	0	$11,140	$75	8
50	0	100	150	2,000	2,000	500	85,000	0	.....	0	0	.....	16,500	0	9
45	3	108	117	1,000	500	60	30,000	0	4,000	0	0	4,000	8,000	1,000	10
....	....	....	....	6,500	7,000	15,000	238,000	0	59,000	0	0	0	59,000	1,000	11
60	8	....	162	1,500	2,000	300	30,000	.....	.....	.....	.....	.....	.....	.....	12
60	9	....	152	5,000	.....	1,500	53,000	.....	.....	.....	.....	.....	.....	.....	13
40	....	90	....	1,000	250	50	30,000	0	5,000	0	0	3,500	8,500	200	14
40	2	130	175	130	75	.....	12,000	0	2,038	0	0	0	2,038	0	15
40	3	54	75	500	300	1,500	45,000	0	6,250	0	0	0	6,250	10,000	16
50	2	100	135	2,000	1,200	1,000	75,000	0	30,000	0	0	0	30,000	.....	17
54	1	120	150	1,000	750	350	50,000	$10,000	4,400	$500	$100	15,000	20,000	0	18
50	3	120	150	2,000	2,000	500	50,000	.....	.....	.....	.....	.....	.....	2,000	19
50	3	150	150	5,000	5,000	5,000	200,000	50,000	12,000	2,000	0	18,000	32,000	2,500	20
60	....	150	....	6,000	6,000	5,000	150,000	50,000	.....	.....	0	.....	.....	.....	21
30	25	150	....	.....	.....	400	20,000	.....	1,200	.....	.....	.....	1,200	.....	22
50	....	....	225	2,000	1,500	300	70,000	.....	.....	.....	.....	.....	.....	.....	23
50	....	....	225	1,000	1,000	600	60,000	8,000	7,000	.....	.....	20,000	27,000	1,000	24
....	....	....	....	3,000	2,100	1,200	149,000	0	45,000	0	0	8,000	53,000	0	25
40	....	....	200	500	500	.....	22,000	.....	.....	.....	.....	.....	.....	.....	26
45	0	205	....	2,000	2,000	.....	300,000	9,000	19,931	500	0	500	20,931	3,500	27
60	....	200	....	5,000	5,000	1,000	80,000	.....	25,000	.....	0	0	25,000	.....	28
50	2	150	160	1,200	1,000	200	13,000	0	6,000	0	0	2,500	8,500	.....	29
50	0	175	175	4,000	700	1,000	20,000	0	9,325	0	0	0	9,325	0	30
50	10	160	170	1,500	1,500	25	40,000	.....	.....	.....	.....	.....	.....	.....	31
50	....	180	....	2,000	1,500	500	100,000	.....	.....	.....	.....	.....	.....	.....	32
65	....	....	....	.....	.....	5,000	130,000	.....	.....	.....	.....	.....	.....	.....	33
50	....	100	140	500	150	300	10,000	0	7,000	0	0	0	7,000	.....	34
50	....	160	....	400	400	.....	20,000	0	.....	0	0	.....	.....	0	35
50	....	130	....	700	700	.....	30,000	.....	.....	.....	.....	.....	.....	.....	36
50	5	120	150	2,000	1,500	250	35,000	0	3,750	0	0	300	4,050	300	37
50	2	120	160	1,000	2,000	1,000	6,000	0	4,000	0	0	0	4,000	0	38
50	10	150	....	1,100	1,100	1,000	50,000	30,000	.....	3,000	.....	.....	.....	.....	39
50	2	125	140	500	500	.....	28,000	.....	5,000	.....	.....	.....	5,000	.....	40

TABLE 41.—*Statistics of colleges*

	Location.	Name.	Religious denomination controlling.	Year of first opening.	Professors and instructors.		Students.					
					Male.	Female.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1899.
	1	2	3	4	5	6	7	8	9	10	11	12
	MAINE.											
41	Deering	Westbrook Seminary	Univ	1834	4	6	8	71	12	6	97	13
42	Kents Hill	Maine Wesleyan Seminary and Female College.	M. E	1821	7	6	0	153	15	0	168	3
	MARYLAND.											
43	Baltimore	Notre Dame of Maryland	R. C	1873	5	20	0	79	90	0	169	6
44	Frederick	Woman's College	Reformed	1893	6	15	26	31	74	0	174	18
45	Hagerstown	Kee Mar College*	Luth	1852	5	10	8	...	98	4	110	22
46	Lutherville	Maryland College for Young Ladies.	Luth	1853	5	7	0	4	90	1	95	23
	MASSACHUSETTS.											
47	Auburndale	Lasell Seminary	None	1851	11	20	0	15	124	1	140	29
	MINNESOTA.											
48	Albert Lea	Albert Lea College	Presb	1885	0	9	0	36	14	0	50	2
	MISSISSIPPI.											
49	Blue Mountain	Blue Mountain Female College.	None	1873	2	13	20	30	196	1	247	11
50	Brookhaven	Whitworth Female College	M. E. So	1857	4	10	20	16	118	0	154	13
51	Clinton	Hillman College	Bapt	1853	2	6	35	25	75	0	135	7
52	Columbus	Industrial Institute and College.*	State	1885	1	20	0	197	122	0	319	13
53	French Camp	Central Mississippi Institute.	Presb	1886	2	4	20	21	42	0	83	2
54	Jackson	Belhaven College for Young Ladies.	None	1894	1	8	10	22	100	6	138	6
55	McComb	McComb City Female Institute.	None	1894	2	2	29	13	31	0	73	0
56	Meridian	East Mississippi Female College.	M. E	1869	3	25	60	41	202	4	307	7
57	Natchez	Stanton College for Young Ladies.	None	1894	1	11	63	57	63	2	185	5
58	Pontotoc	Chickasaw Female College	Presb	1852	1	4	10	35	15	0	60	1
59	Port Gibson	Port Gibson Female College.	M. E	1843	0	7	25	8	36	0	69	4
60	Water Valley	Hamilton College	None	1894	1	8	25	56	65	4	150	14
	MISSOURI.											
61	Columbia	Christian College	Christian	1851	4	18	15	30	130	0	175	34
62	... do	Stephens College	Bapt	1856	6	14	...	...	...	...	150	18
63	Fayette	Howard-Payne College	M. E. So	1844	2	10	0	71	41	4	138	2
64	Fulton	Synodical Female College	Presb	1872	3	8	0	15	89	0	104	14
65	Jennings	St. Louis Seminary	None	1871	2	7	0	0	20	0	20	4
66	Lexington	Baptist Female College*	Bapt	1855	5	15	15	20	64	1	100	15
67	... do	Central Female College	M. E. So	1869	5	10	0	50	73	1	124	16
68	Liberty	Liberty Ladies' College	None	1890	6	9	7	22	120	1	150	22
69	Mexico	Hardin College	Bapt	1873	9	14	6	82	164	0	252	...
70	Nevada	Cottey College for Young Ladies.	M. E. So	1884	2	11	20	40	48	0	158	3
71	St. Charles	Lindenwood College for Women.	Presb	1830	4	11	3	30	32	0	65	11
	NEW JERSEY.											
72	Bordentown	Bordentown Female College.	None	1853	8	7	6	33	5	1	45	5
	NEW YORK.											
73	Brooklyn	Packer Collegiate Institute.	None	1845	5	45	37	476	120	7	604	35

*Statistics of 1897–98.

for women, Division B—Continued.

Annual expenses in collegiate department.		Annual living expenses.		Library.		Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.	
Tuition fee.	Other fees.	Lowest.	Moderate.	Volumes.	Value.				From tuition fees.	From productive funds.	From State appropriations.	From other sources.	Total income.		
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
$30	$8	$126	$150	3,500	$2,000	$1,000	$100,000	$30,000	$3,000	$1,700	$2,000	$500	$7,200	$1,000	41
30	----	140	160	7,692	10,000	1,000	100,000	120,000	5,000	6,000	0	500	11,500	-------	42
100	7	156	156	10,000	-------	30,000	400,000	-------	-------	-------	-------	-------	-------	5,000	43
50	----	190	190	2,800	3,500	3,000	50,000	24,000	18,000	1,200	0	0	19,200	4,000	44
40	----	----	180	2,500	2,500	150	50,000	3,500	-------	-------	-------	-------	-------	-------	45
60	5	175	175	1,000	1,500	300	40,000	-------	5,500	-------	-------	-------	5,500	-------	46
100	0	----	400	2,300	3,000	2,000	140,000	0	15,000	0	0	60,000	75,000	0	47
31	3	200	200	1,000	1,000	500	40,000	0	2,500	0	0	2,500	5,000	2,500	48
50	1	40	110	2,000	1,500	500	40,000	0	15,000	0	0	20,000	35,000	0	49
45	1	125	150	1,500	2,000	250	70,000	0	7,000	0	0	0	7,000	-------	50
50	----	105	140	1,000	1,000	-------	10,000	-------	-------	-------	-------	-------	-------	-------	51
0	0	67	72	1,200	-------	2,000	125,000	0	0	0	20,490	0	20,490	-------	52
40	2	----	100	500	300	-------	5,000	0	1,000	0	0	1,000	2,000	-------	53
60	----	130	160	250	400	150	50,000	0	6,500	0	0	6,000	12,500	-------	54
50	----	120	150	500	300	-------	4,000	-------	-------	-------	-------	-------	-------	-------	55
50	2	100	125	3,000	1,000	-------	25,000	0	-------	0	0	-------	-------	0	56
60	2	----	162	1,200	1,500	500	48,000	0	8,900	0	0	3,100	12,000	300	57
40	----	----	100	2,000	-------	-------	35,000	0	2,100	0	0	0	2,100	-------	58
40	15	100	100	200	275	50	18,000	0	2,000	0	0	2,473	4,473	-------	59
50	1	90	126	600	400	-------	20,000	0	6,000	0	0	0	6,000	-------	60
40	2	----	195	5,000	7,500	600	100,000	0	-------	-------	-------	-------	-------	-------	61
40	----	150	170	500	500	150	125,000	20,000	-------	-------	-------	-------	10,000	-------	62
55	0	195	210	1,200	2,000	1,500	50,000	7,500	13,500	487	0	0	13,987	300	63
50	----	----	210	600	600	900	15,000	0	5,239	0	0	3,672	8,911	-------	64
150	----	----	400	3,000	-------	-------	50,000	0	-------	-------	-------	-------	-------	-------	65
50	----	210	----	2,000	2,000	500	50,000	0	10,000	0	0	10,000	20,000	-------	66
50	10	176	----	500	1,000	1,000	75,000	1,200	19,000	72	0	0	19,072	-------	67
50	----	175	175	300	200	-------	50,000	0	7,000	0	0	15,750	22,750	0	68
40	3	175	250	1,500	2,000	1,000	90,000	57,800	15,000	4,000	0	15,000	34,000	-------	69
45	----	120	140	600	300	300	30,000	0	3,000	0	0	9,000	12,000	0	70
55	----	290	350	2,000	1,500	1,000	50,000	25,000	13,023	1,500	0	250	14,773	-------	71
100	----	200	300	3,000	4,000	200	25,000	0	12,000	0	0	0	12,000	-------	72
160	0	----	----	7,678	12,612	12,958	222,047	40,000	69,903	2,086	600	817	73,406	-------	73

TABLE 41.—*Statistics of colleges*

	Location.	Name.	Religious denomination controlling.	Year of first opening.	Professors and instructors.		Students.					
					Male.	Female.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1899.
	1	2	3	4	5	6	7	8	9	10	11	12
	NORTH CAROLINA.											
74	Asheville	Asheville College for Young Women.	None	1842	5	11	25	70	80	0	175	6
75	Charlotte	Elizabeth College	Luth	1897	7	10	0	20	92	1	113	6
76	Dallas	Gaston College	Luth	1879	2	4	0	13	29	0	42	2
77	Greensboro	Greensboro Female College.	M. E. So	1846	3	12	0	0	150	0	150	7
78	Hickory	Claremont Female College.	None	1880	3	12	15	25	120	3	163	14
79	Louisburg	Louisburg Female College.	M. E	1857	1	9	20	25	80	0	125	8
80	Murfreesboro	Chowan Baptist Female Institute.	Bapt	1848	2	6	0	10	46	1	47	3
81	Oxford	Oxford Female Seminary	Bapt	1850	2	7	25	20	85	0	130	5
82	Salem	Salem Female Academy	Moravian	1802	4	25	0	72	149	2	300	40
	OHIO.											
83	Glendale	Glendale College	Presb	1854	1	11	1	10	46	1	58	8
84	Oxford	Oxford College	Presb	1849	3	22	19	61	57	2	139	15
85	do	Western College	None	1855	2	23	0	96	48	0	144	8
86	Painesville	Lake Erie College and Seminary.	None	1859	2	21	0	49	62	5	128	6
	PENNSYLVANIA.											
87	Allentown	Allentown College for Women.	Reformed	1867	6	9	16	19	57	0	109	7
88	Bethlehem	Moravian Seminary and College for Women.	Moravian	1749	4	18	15	80	2	0	97	1
89	Blairsville	Blairsville College	None	1851	3	7	0	23	30	0	71	5
90	Chambersburg	Wilson College	Presb	1870	4	25	21	60	232	4	317	43
91	Mechanicsburg	Irving Female College	Luth	1856	7	6	0	0	119	0	119	16
92	Ogontz School	Ogontz School	None	1850	4	17	12	70	30	0	112	19
93	Pittsburg	Pennsylvania College for Women.	Presb	1869	3	20	0	160	47	1	208	4
	SOUTH CAROLINA.											
94	Columbia	Columbia Female College	M. E. So	1859	5	8	0	10	128	2	140	3
95	do	Presbyterian College for Women.	Presb	1890	5	12	0	27	89	2	153	3
96	Duewest	Duewest Female College	A.R. Presb	1859	4	8	0	6	76	0	76	24
97	Gaffney	Limestone College	Bapt	1845	1	5	60	0	42	0	102	16
98	Greenville	Greenville College for Women.	None	1894	2	5	15	19	45	0	70	3
99	do	Greenville Female College	Bapt	1854	5	10	10	20	150	0	180	21
100	Spartanburg	Converse College	None	1890	10	20	0	0	442	10	452	27
101	Union	Clifford Seminary	Presb	1881	3	4	11	5	29	2	47	5
102	Williamston	Williamston Female College.	M. E. So	1872	2	5	0	40	44	5	89	...
	TENNESSEE.											
103	Bristol	Sullins College	M. E. So	1868	2	15	23	101	52	6	182	5
104	Brownsville	Brownsville Female College.	Bapt	1851	1	6	54	...	32	0	86	4
105	do	Wesleyan Female College	M. E. So	1870	1	5	20	18	50	0	88	8
106	Columbia	Columbia Athenæum	None	1852	4	8	42	50	38	4	134	7
107	Franklin	Tennessee Female College	None	1856	3	11	30	60	100	2	192	6
108	Gallatin	Howard Female College*	None	1837	1	8	0	18	60	0	78	5
109	Jackson	Memphis Conference Female Institute.	M. E. So	1843	1	13	30	15	138	3	186	24
110	Murfreesboro	Soule Female College	M. E	1852	1	12	20	30	128	3	181	9
111	Nashville	Boscobel Female College	Bapt	1889	3	10	10	30	40	0	80	9
112	do	Ward Seminary	Presb	1865	7	19	29	12	276	0	317	28
113	Pulaski	Martin College for Young Ladies.	M. E	1870	3	15	30	20	91	2	143	10
114	Rogersville	Rogersville Synodical College.	Presb	1849	3	13	15	20	150	5	190	14

*Statistics of 1897-98.

for women, Division B—Continued.

Annual expenses in collegiate department.		Annual living expenses.		Library.		Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.	
Tuition fee.	Other fees.	Lowest.	Moderate.	Volumes.	Value.				From tuition fees.	From productive funds.	From State appropriations.	From other sources.	Total income.		
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
$100	----	----	$225	2,500	$2,000	$500	$100,000	0	-------	-------	-------	-------	$20,000	-------	74
50	$26	$175	200	-------	-------	-------	140,000	-------	-------	-------	-------	-------	-------	-------	75
40	0	152	247	600	600	0	8,000	0	$475	0	0	$225	700	0	76
60	2	----	150	6,000	6,000	2,000	100,000	$6,000	-------	$360	-------	-------	30,000	-------	77
40	2	80	100	1,000	1,500	0	30,000	0	5,000	0	0	1,000	6,000	-------	78
50	0	76	----	1,000	1,000	300	20,000	0	3,000	0	0	0	3,000	0	79
48	3	104	----	2,500	4,000	200	30,000	0	6,000	0	0	0	6,000	-------	80
50	0	125	165	700	700	-------	20,000	0	6,000	0	0	0	6,000	-------	81
40	----	----	210	6,000	6,000	1,000	200,000	10,000	29,500	500	0	0	30,000	$500	82
60	----	----	----	2,000	-------	1,000	60,000	-------	-------	-------	-------	-------	-------	-------	83
50	5	----	----	5,000	3,000	-------	50,000	-------	-------	-------	-------	-------	35,000	-------	84
----	5	----	----	9,820	12,000	3,000	154,424	56,725	27,636	1,720	0	1,809	31,165	600	85
----	----	----	250	4,500	6,000	12,000	300,000	34,000	27,000	1,800	0	0	28,800	11,000	86
40	----	----	230	800	-------	400	60,000	0	9,000	0	0	0	9,000	960	87
----	----	----	----	5,000	3,000	300	100,000	5,000	-------	-------	-------	-------	-------	5,000	88
40	8	250	300	500	800	300	50,000	0	8,000	0	0	0	8,000	3,000	89
60	0	190	190	10,000	-------	500	175,000	0	75,000	0	0	0	75,000	-------	90
50	0	----	175	1,000	1,000	-------	80,000	0	9,175	0	0	0	9,175	0	91
200	----	1000	----	8,500	-------	800	-------	-------	-------	-------	-------	-------	-------	-------	92
110	0	220	250	4,000	10,000	3,500	300,000	0	20,000	0	0	18,000	38,000	8,000	93
50	----	132	175	500	500	500	75,000	0	11,300	0	0	0	11,300	-------	94
50	0	150	----	200	200	500	60,000	0	16,169	0	0	0	16,169	-------	95
38	0	90	113	1,000	1,000	-------	10,000	0	-------	-------	-------	-------	-------	0	96
50	----	140	175	500	800	500	40,000	0	2,000	0	0	2,000	4,000	-------	97
50	0	72	90	500	1,000	-------	6,500	0	-------	-------	-------	-------	-------	-------	98
50	5	100	----	200	300	60	20,000	0	8,000	0	0	0	8,000	0	99
50	10	175	----	3,500	3,500	2,500	200,000	100,000	40,000	6,000	0	10,000	56,000	30,000	100
40	1	95	110	-------	-------	50	6,000	0	-------	0	0	0	-------	0	101
48	3	----	120	3,500	4,000	2,000	15,000	0	-------	-------	-------	-------	-------	0	102
40	----	100	125	500	400	200	75,000	5,000	7,000	300	0	8,000	15,300	15,000	103
50	----	----	90	1,800	2,500	200	25,000	0	1,600	0	0	1,900	3,500	-------	104
50	2	110	----	-------	-------	-------	10,000	0	2,500	0	0	0	2,500	-------	105
60	4	140	180	7,810	10,000	1,000	75,000	-------	-------	-------	-------	-------	-------	0	106
50	5	100	150	1,200	1,500	200	15,000	0	12,500	0	0	0	12,500	-------	107
45	1	125	----	500	400	-------	15,000	-------	6,500	-------	-------	-------	6,500	-------	108
60	4	150	----	5,621	2,500	3,500	50,000	0	-------	-------	-------	-------	-------	-------	109
70	----	----	130	500	900	300	15,000	-------	-------	-------	-------	-------	-------	-------	110
50	----	----	175	1,000	1,000	-------	50,000	0	-------	-------	-------	-------	-------	0	111
75	----	200	225	2,000	3,000	0	100,000	0	30,000	0	0	20,000	50,000	0	112
50	----	100	115	500	1,000	-------	80,000	30,000	-------	1,800	-------	-------	-------	0	113
34	2	120	135	1,000	2,000	100	40,000	12,000	6,000	500	0	6,000	12,500	0	114

TABLE 41.—*Statistics of colleges*

	Location.	Name.	Religious denomination controlling.	Year of first opening.	Professors and instructors.		Students.					
					Male.	Female.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1899.
	1	2	3	4	5	6	7	8	9	10	11	12
	TEXAS.											
115	Belton	Baylor Female College	Bapt	1845	3	12	0	60	190	3	253	31
116	Bonham	Carlton College	Christian	1867	2	8	42	9	39	0	92	9
117	Chappell Hill	Chappell Hill Female College.	M. E. So	1852	1	7	20	8	50	2	80	7
118	San Antonio	San Antonio Female College.	M. E. So	1894	3	8	10	20	47	4	81	7
119	Sherman	Mary Nash College	None	1877	5	14	0	25	160	30	225	12
	VIRGINIA.											
120	Abingdon	Martha Washington College.	M. E. So	1858	4	14	30	45	79	0	154	13
121	do	Stonewall Jackson Institute.	Presb	1869	1	7	16	22	48	0	111	4
122	Bristol	Southwest Virginia Institute.*	Bapt	1884	7	8	...	32	151	0	183	3
123	Charlottesville	Albemarle College for Young Ladies.	None	1897	3	7	7	15	25	0	70	3
124	Danville	Roanoke Female College	Bapt	1859	2	5	0	13	55	0	68	5
125	Hollins	Hollins Institute	Bapt	1842	9	12	19	...	188	...	207	11
126	Marion	Marion Female College	Luth	1874	2	6	30	10	50	0	90	4
127	Norfolk	Norfolk College for Young Ladies.	None	1878	3	14	34	53	96	7	190	18
128	Petersburg	Southern Female College	.....	1863	4	8	10	20	70	0	100	2
129	Staunton	Virginia Female Institute	P. E	1844	2	12	0	64	23	0	87	0
130	Winchester	Valley Female College	M. E. So	1872	2	7	6	18	30	1	55	5
	WEST VIRGINIA.											
131	Parkersburg	Parkersburg Seminary	None	1872	1	3	0	19	10	0	29	...
	WISCONSIN.											
132	Milwaukee	Milwaukee Downer College	None	1895	0	16	0	115	32	0	147	2

* Statistics of 1897-98.

for women, Division B—Continued.

Annual expenses in collegiate department.		Annual living expenses.		Library.		Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.	
Tuition fee.	Other fees.	Lowest.	Moderate.	Volumes.	Value.				From tuition fees.	From productive funds.	From State appropriations.	From other sources.	Total income.		
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
$50	----	$135	----	1,500	$2,000	$300	$100,000	0	$12,000	0	0	$20,000	$32,000	-------	115
45	$12	117	$126	560	1,050	300	7,000	0	4,064	0	0	0	4,064	-------	116
45	2	150	200	500	500	200	12,000	0	2,500	0	0	2,500	5,000	-------	117
75	----	100	150	1,015	2,000	500	30,000	-------	4,000	0	0	7,000	11,000	$1,000	118
50	----	----	175	5,000	5,000	-------	75,000	-------	-------	-------	------	-------	-------	-------	119
50	----	125	----	1,000	-------	400	50,000	-------	-------	-------	------	-------	15,000	-------	120
50	3	125	135	------	-------	250	25,000	-------	-------	-------	------	-------	-------	-------	121
60	0	165	225	1,000	500	25	150,000	-------	15,000	-------	------	5,000	20,000	-------	122
36	----	100	125	100	175	-------	-------	-------	4,000	0	0	0	4,000	0	123
50	----	126	----	1,000	600	500	25,000	0	3,350	0	0	0	3,350	175	124
60	0	----	186	2,000	-------	2,500	150,000	-------	20,000	0	0	0	20,000	0	125
25	0	100	----	200	-------	200	20,000	0	1,500	0	0	0	1,500	2,000	126
60	----	135	----	285	-------	1,500	75,000	-------	-------	-------	------	-------	-------	-------	127
80	----	----	----	2,000	-------	-------	10,000	-------	-------	-------	------	-------	-------	-------	128
50	----	250	----	1,500	-------	-------	60,000	-------	-------	-------	------	-------	-------	0	129
45	----	125	150	500	350	75	20,000	-------	-------	-------	------	-------	5,000	-------	130
----	----	180	----	350	350	-------	6,500	-------	-------	-------	------	-------	-------	-------	131
120	----	300	330	3,773	2,500	2,000	150,000	$150,000	27,955	$6,000	0	546	34,501	11,556	132

TABLE 42.—*Statistics*

	Location.	Name.	Control.	Year of first opening.
	1	2	3	4
1	Auburn, Ala	Alabama Polytechnic Institute	State	1872
2	Fort Collins, Colo	Colorado Agricultural College	State	1879
3	Golden, Colo	State School of Mines	State	1874
4	Storrs, Conn	Connecticut Agricultural College	State	1881
5	Atlanta, Ga	Georgia School of Technology	State	1888
6	Chicago, Ill	Armour Institute of Technology		1893
7	La Fayette, Ind	Purdue University	State	1874
8	Terre Haute, Ind	Rose Polytechnic Institute		1883
9	Ames, Iowa	Iowa State College of Agriculture and Mechanic Arts.	State	1868
10	Manhattan, Kans	Kansas State Agricultural College	State	1863
11	Annapolis, Md	United States Naval Academy	Nation	1845
12	Amherst, Mass	Massachusetts Agricultural College	State	1867
13	Boston, Mass	Massachusetts Institute of Technology	State	1865
14	Worcester, Mass	Worcester Polytechnic Institute		1868
15	Agricultural College, Mich	Michigan Agricultural College	State	1857
16	Houghton, Mich	Michigan College of Mines	State	1885
17	Agricultural College, Miss.	Mississippi Agricultural and Mechanical College.	State	1880
18	Westside, Miss	Alcorn Agricultural and Mechanical College.	State	1871
19	Bozeman, Mont	Montana College of Agriculture and Mechanic Arts.	State	1893
20	Durham, N. H	New Hampshire College of Agriculture and Mechanic Arts.	State	1867
21	Hoboken, N. J	Stevens Institute of Technology		1871
22	Newark, N. J	Newark Technical School	City	1885
23	Mesilla Park, N. Mex	New Mexico College of Agriculture and Mechanic Arts.	Territory	1891
24	Socorro, N. Mex	New Mexico School of Mines	Territory	1893
25	Potsdam, N. Y	Clarkson School of Technology		1896
26	Troy, N. Y	Rensselaer Polytechnic Institute *		1824
27	West Point, N. Y	United States Military Academy	Nation	1802
28	Greensboro, N. C	Agricultural and Mechanical College for the Colored Race.	State	1891
29	West Raleigh, N. C	North Carolina College of Agriculture and Mechanic Arts.	State	1889
30	Agricultural College, N. Dak.	North Dakota Agricultural College	State	1891
31	Cleveland, Ohio	Case School of Applied Science		1881
32	Stillwater, Okla	Oklahoma Agricultural and Mechanical College.	Territory	1891
33	Corvallis, Oreg	Oregon State Agricultural College	State	1870
34	Kingston, R. I	Rhode Island College of Agriculture and Mechanic Arts.	State	1890
35	Charleston, S. C	South Carolina Military Academy	State	1843
36	Clemson College, S. C	Clemson Agricultural College	State	1893
37	Brookings, S. Dak	South Dakota Agricultural College	State	1884
38	Rapid City, S. Dak	State School of Mines	State	1887
39	College Station, Tex	Agricultural and Mechanical College of Texas.	State	1876
40	Logan, Utah	Utah Agricultural College	State	1890
41	Blacksburg, Va	Virginia Agricultural and Mechanical College.	State	1872
42	Lexington, Va	Virginia Military Institute	State	1839
43	Pullman, Wash	Washington Agricultural College	State	1892

* Statistics of 1897-98.

of schools of technology.

Professors and instructors.						Students.										
Preparatory department.		Collegiate department.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Total number (excluding duplicates).		
										Resident.		Nonresident.				
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	
1	0	29	0	30	0	38	0	283	17	16	2	0	0	337	19	1
0	1	29	2	29	3	31	14	171	64	0	0	0	0	250	95	2
0	0	11	0	11	0	0	0	185	0	0	0	0	0	185	0	3
0	1	10	1	10	2	9	3	55	24	0	0	0	0	64	27	4
5	0	15	0	20	0	100	0	232	0	0	0	0	0	332	0	5
13	2	28	2	32	3	300	200	200	0	0	0	0	0	500	650	6
0	0	58	6	58	6	0	0	618	69	25	22	15	0	658	91	7
0	0	20	0	20	0	0	0	100	0	0	0	3	0	103	0	8
------	------	50	17	50	17	95	34	480	120	13	2	0	0	588	156	9
4	2	29	10	33	12	90	20	460	261	24	16	0	0	574	297	10
0	0	56	0	56	0	0	0	280	0	7	0	0	0	287	0	11
0	0	19	0	19	0	0	0	129	0	10	0	1	0	140	0	12
0	0	163	2	163	2	0	0	1,117	47	7	0	0	0	1,124	47	13
0	0	30	0	30	0	0	0	236	0	1	0	0	0	237	0	14
0	0	37	6	37	6	0	0	435	93	0	0	0	0	435	93	15
0	0	19	0	19	0	0	0	116	0	1	0	0	0	117	0	16
4	0	16	0	20	0	80	0	176	10	5	0	0	0	261	10	17
12	0	8	0	20	0	280	10	27	0	0	0	0	0	307	10	18
0	2	11	6	11	8	109	70	29	17	0	0	0	0	138	87	19
5	0	20	0	21	0	8	0	101	9	2	0	0	0	111	9	20
10	0	22	0	30	0	147	0	214	0	0	0	0	0	361	0	21
1	0	9	0	10	0	35	0	140	10	0	0	0	0	175	10	22
1	4	12	2	15	6	101	45	18	21	3	0	0	0	145	67	23
1	1	1	0	2	1	45	18	5	0	0	0	0	0	50	18	24
0	0	7	1	7	1	0	0	57	106	0	0	0	0	57	106	25
0	0	15	0	15	0	0	0	138	0	0	0	0	0	138	0	26
0	0	52	0	52	0	0	0	231	0	0	0	0	0	231	0	27
3	2	10	1	10	2	47	35	41	14	0	0	0	0	88	49	28
1	0	26	0	27	0	29	0	208	0	15	0	0	0	252	0	29
9	3	20	3	20	3	88	40	86	19	3	1	0	0	177	60	30
0	0	20	0	20	0	0	0	240	0	10	0	0	0	250	0	31
1	1	13	2	14	3	81	44	64	26	2	2	0	0	147	72	32
0	0	19	5	19	5	0	0	190	133	7	8	0	0	197	141	33
3	2	16	7	16	7	23	9	84	36	0	0	1	4	132	51	34
0	0	8	0	8	0	0	0	111	0	0	0	0	0	111	0	35
5	0	24	0	29	0	186	0	257	0	3	0	0	0	446	0	36
6	0	10	4	16	4	91	35	220	75	9	4	0	0	320	114	37
6	1	8	0	8	1	15	12	23	0	0	0	0	0	38	12	38
0	0	21	0	21	0	0	0	352	0	4	0	0	0	356	0	39
3	1	19	3	20	3	248	91	90	47	2	1	0	0	340	139	40
0	0	29	0	29	0	0	0	296	0	7	0	0	0	303	0	41
0	0	16	0	16	0	0	0	256	0	2	0	0	0	258	0	42
4	3	23	3	23	5	76	52	107	61	2	2	0	0	185	115	43

TABLE 43.—*Statistics of schools*

	Name.	Annual expenses in collegiate department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
1	Alabama Polytechnic Institute	*a* 0	$12	$137	$171	0	8	13,767	1,706	.....
2	Colorado Agricultural College	0	0	120	180	0	0	10,000	1,000	$10,752
3	(Colorado) State School of Mines	*b* 0	0	180	250	0	0	3,950	810	11,780
4	Connecticut Agricultural College	0	0	125	150	0	0	6,552	.....	10,000
5	Georgia School of Technology	*c* $25	20	72	135	....	1	500	.....	1,000
6	Armour Institute of Technology	75	....	190	250	....	6	18,000	.....	.....
7	Purdue University	0	{27–35}	150	250	0	0	8,950	3,000	15,500
8	Rose Polytechnic Institute	75	25	200	300	0	0	9,000	2,000	17,000
9	Iowa State College of Agriculture and Mechanic Arts.	0	10	113	....	0	0	12,460	2,000	50,000
10	Kansas State Agricultural College	0	0	100	200	....	....	19,425	14,600	33,219
11	United States Naval Academy	0	0	....	....	....	....	40,000	.....	40,000
12	Massachusetts Agricultural College	80	....	115	145	1	120	19,300	0	19,000
13	Massachusetts Institute of Technology	....	....	....	....	....	....	46,711	14,121	100,000
14	Worcester Polytechnic Institute	150	....	150	200	....	66	5,500	3,000	10,000
15	Michigan Agricultural College	0	0	125	150	....	....	21,000	5,000	42,125
16	Michigan College of Mines	*d* 25	....	171	190	....	3	14,240	2,100	37,270
17	Mississippi Agricultural and Mechanical College.	*a* 0	5	....	75	....	1	6,709	7,893	8,864
18	Alcorn Agricultural and Mechanical College	....	....	....	....	....	....	3,000	5,000	4,000
19	Montana College of Agriculture and Mechanic Arts.	....	10	150	160	0	0	3,761	3,000	10,000
20	New Hampshire College of Agriculture and Mechanic Arts.	60	15	105	123	0	54	6,300	4,000	6,600
21	Stevens Institute of Technology	{150 / 225}	....	200	280	....	24	9,500	.....	18,000
22	Newark Technical School	....	....	....	....	0	0	830	.....	2,000
23	New Mexico College of Agriculture and Mechanic Arts.	0	5	150	250	0	0	3,490	1,500	7,500
24	New Mexico School of Mines	10	40	180	250	0	0	250	200	400
25	Clarkson School of Technology	80	....	110	150	....	....	735	1,023	2,051
26	Rensselaer Polytechnic Institute*	200	0	190	300	0	0	6,500	1,500	10,000
27	United States Military Academy	0	0	180	....	....	....	43,011	7,090	.....
28	Agricultural and Mechanical College for the Colored Race.	....	....	....	....	....	....	700	2,200	1,000
29	North Carolina College of Agriculture and Mechanic Arts.	20	5	130	150	....	....	2,400	.....	2,500
30	North Dakota Agricultural College	0	2	110	150	0	0	8,000	2,500	.....
31	Case School of Applied Science	100	....	144	200	....	....	2,000	1,000	5,0000
32	Oklahoma Agricultural and Mechanical College.	0	....	72	125	0	0	4,598	3,500	7,500
33	Oregon State Agricultural College	....	....	100	150	....	....	4,000	.....	5,000
34	Rhode Island College of Agriculture and Mechanic Arts.	....	....	174	220	....	....	7,830	7,500	12,302
35	South Carolina Military Academy	....	....	....	....	....	68	5,000	400	5,000
36	Clemson Agricultural College	40	5	100	....	0	0	3,500	1,000	5,000
37	South Dakota Agricultural College	12	....	145	200	0	0	5,900	10,000	10,000
38	(South Dakota) State School of Mines	4	4	150	250	....	....	500	200	800
39	Agricultural and Mechanical College of Texas	....	5	135	....	....	....	5,000	3,500	5,500
40	Utah Agricultural College	0	5	80	90	....	....	6,941	4,310	8,000
41	Virginia Agricultural and Mechanical College	30	....	165	200	3	200	3,100	1,000	4,000
42	Virginia Military Institute	75	15	125	125	....	....	9,914	3,997	25,000
43	Washington Agricultural College	....	....	....	....	....	....	3,530	2,036	5,000

* Statistics of 1897-98. *a* Nonresidents, $20. *b* Nonresidents, $50.

of technology—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			From tuition fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
$80,000	$140,000	$253,500	0	$20,280	$6,433	$28,324	$7,623	$62,660	.....	1
74,413	178,875	68,612	0	3,532	37,966	39,000	5,950	86,448	0	2
64,000	123,000	0	0	0	38,000	0	0	38,000	0	3
7,770	150,000	135,000	0	6,750	15,000	31,500	60	53,310	0	4
65,000	150,000	0	$4,000	0	25,000	0	0	29,000	$27,500	5
.....	1,500,000	.....	30,000	.....	.....	.....	70,000	100,000	750,000	6
289,000	353,000	340,000	16,786	17,000	64,525	39,000	23,722	161,033	6,000	7
100,000	200,000	600,000	8,000	32,000	0	0	0	40,000	.....	8
180,000	475,000	682,833	3,266	47,178	30,203	39,000	0	119,647	0	9
230,142	243,572	502,813	.....	27,640	15,750	39,000	15,917	98,307	.....	10
100,000	795,896	0	0	0	0	998,171	0	998,171	.....	11
9,643	259,775	360,575	840	10,639	30,000	31,000	3,062	75,541	.....	12
200,000	636,000	2,449,393	.....	.....	25,000	8,000	.....	331,035	.....	13
90,000	500,000	610,000	28,000	34,000	3,000	0	0	65,000	10,000	14
152,377	336,802	694,000	.....	50,403	8,500	39,000	17,829	115,732	.....	15
121,635	120,496	0	7,787	0	42,000	0	0	49,787	0	16
39,243	176,210	93,575	140	5,915	20,500	26,153	12,968	65,616	.....	17
65,000	65,000	98,575	.....	5,515	.....	12,847	.....	.....	.....	18
40,000	130,000	5,000	3,000	.....	12,000	39,000	0	54,000	.....	19
55,500	204,516	41,800	.....	4,800	5,500	39,000	22,698	71,998	.....	20
55,000	250,000	500,000	32,000	20,000	0	0	5,000	57,000	50,500	21
8,000	75,000	0	615	0	10,000	0	0	10,615	1,000	22
35,000	62,000	0	1,006	0	4,195	39,000	328	44,529	0	23
1,500	45,000	0	315	0	4,796	0	0	5,111	.....	24
28,636	120,189	300,000	2,790	15,000	0	0	0	17,790	99	25
20,944	125,000	141,765	25,770	6,511	0	0	401	32,682	.....	26
.....	.....	0	0	0	0	458,689	0	458,689	.....	27
18,000	47,200	.....	.....	.....	7,500	8,414	241	16,155	.....	28
.....	103,054	125,000	.....	7,500	10,000	15,586	4,134	37,220	.....	29
18,000	117,000	0	338	0	27,700	39,000	4,608	71,646	0	30
200,000	500,000	.....	.....	.....	.....	.....	.....	.....	.....	31
37,000	30,000	.....	.....	.....	7,500	39,000	2,243	48,743	.....	32
17,500	106,500	137,306	.....	4,000	26,584	39,000	18,802	88,386	.....	33
91,239	182,650	50,000	0	2,500	15,000	39,000	0	56,500	.....	34
5,000	85,000	0	17,100	0	20,000	0	0	37,100	.....	35
88,713	232,230	154,439	.....	5,754	57,000	27,000	5,532	95,286	.....	36
9,000	93,000	0	.....	0	8,500	39,000	8,278	55,778	.....	37
9,000	24,000	.....	269	141	7,700	0	145	8,255	.....	38
40,629	347,335	209,000	0	14,280	27,500	33,000	0	74,780	.....	39
40,869	167,800	0	.....	0	13,750	39,000	7,553	60,303	.....	40
72,000	148,000	344,312	9,000	20,659	15,000	31,000	7,953	83,592	.....	41
50,000	250,000	20,000	10,000	1,200	30,000	0	0	41,200	.....	42
55,000	115,000	0	.....	.....	113,735	39,000	2,557	155,292	.....	43

c Nonresidents, $80.

d Nonresidents, $150.

TABLE 44.—*Technical, professional, and special courses of study maintained by universities, colleges, and schools of technology.*

Institutions.	Agriculture.	Architecture.	Civil engineering.	Electrical engineering.	Mechanical engineering.	Mining engineering.	Sanitary engineering.	Law.	Theology.	Medicine.	Dentistry.	Pharmacy.	Veterinary medicine.	Pedagogy.	Domestic science.	Military science.	Music.	Art.	Commercial course.
ALABAMA.																			
Alabama Polytechnic Institute	×		×	×	×	×						×	×			×			
Howard College														×		×			×
Lafayette College														×			×	×	×
Lineville College																	×		
St. Bernard College									×								×	×	×
Spring Hill College																	×		×
University of Alabama			×			×		×		×		×				×			
ARIZONA.																			
University of Arizona	×		×		×	×										×			×
ARKANSAS.																			
Arkadelphia Methodist College																	×	×	×
Ouachita College														×		×	×	×	×
Arkansas College																	×		
Arkansas Cumberland College														×			×		×
Hendrix College														×					×
University of Arkansas	×		×	×	×			×		×				×		×	×	×	
Philander Smith College									×					×	×		×		×
CALIFORNIA.																			
University of California	×		×	×	×	×	×	×		×	×	×	×	×		×		×	×
Pomona College														×			×	×	
University of the Pacific																	×	×	×
Occidental College														×			×		
St. Vincent's College																	×		×
California College																	×		×
Throop Polytechnic Institute				×										×	×			×	
Santa Clara College		×															×	×	×
Pacific Methodist College																	×		×
Leland Stanford Junior University			×	×	×	×		×						×				×	
University of Southern California									×	×	×			×			×	×	
COLORADO.																			
University of Colorado			×	×				×		×	×			×			×		
Colorado College														×			×	×	
College of the Sacred Heart																	×		×
Colorado Agricultural College	×		×		×										×	×			×
Colorado School of Mines			×	×		×													
University of Denver								×	×	×	×	×		×			×	×	
CONNECTICUT.																			
Yale University	×		×	×	×			×	×	×				×		×	×	×	
Connecticut Agricultural College	×												×		×	×	×		
DELAWARE.																			
State College for Colored Students	×																		
Delaware College	×		×	×	×								×			×			
DISTRICT OF COLUMBIA.																			
Catholic University of America			×	×	×			×	×										
Columbian University		×	×	×	×			×		×	×		×					×	
Georgetown University								×		×							×	×	
Gonzaga College																×			
Howard University	×							×	×	×	×	×		×			×		
St. John's College																			×
FLORIDA.																			
John B. Stetson University														×			×	×	×
Florida Agricultural College	×			×	×											×			×
Florida Conference College																	×	×	×
St. Leo Military College																×	×		×
Seminary West of the Suwanee River																			×
Rollins College																	×	×	×

TABLE 44.—*Technical, professional, and special courses of study maintained by universities, colleges, and schools of technology*—Continued.

Institutions.	Agriculture.	Architecture.	Civil engineering.	Electrical engineering.	Mechanical engineering.	Mining engineering.	Sanitary engineering.	Law.	Theology.	Medicine.	Dentistry.	Pharmacy.	Veterinary medicine.	Pedagogy.	Domestic science.	Military science.	Music.	Art.	Commercial course.
GEORGIA.																			
University of Georgia	×		×	×	×			×		×						×			
Atlanta Baptist College									×					×			×		
Atlanta University														×	×		×		
Morris Brown College								×	×					×	×		×		
Georgia School of Technology			×	×	×														
Bowdon College														×			×		×
North Georgia Agricultural College														×		×			×
Mercer University								×						×					
Emory College								×						×					
Clark University														×	×		×		
Nannie Lou Warthen College																	×	×	
Young Harris College																	×	×	
IDAHO.																			
University of Idaho	×		×			×										×	×	×	
ILLINOIS.																			
Hedding College														×			×	×	×
Illinois Wesleyan University								×									×	×	
St. Viateur's College									×							×	×		×
Blackburn University																	×	×	×
Carthage College														×			×		
University of Illinois	×	×	×	×	×		×	×		×		×	×	×		×	×	×	
Armour Institute of Technology		×	×	×	×										×		×		
St. Ignatius College																	×		×
University of Chicago									×					×	×	×	×		×
Austin College												×		×			×		×
Eureka College									×					×			×	×	×
Northwestern University								×	×	×	×	×		×			×		
Ewing College								×	×					×			×	×	×
Northern Illinois College								×						×			×	×	×
Knox College														×		×	×	×	
Lombard University									×								×	×	
Greenville College									×					×			×	×	×
Illinois College														×					
Lake Forest University								×			×				×		×	×	
McKendree College								×									×		
Lincoln University														×			×	×	
Monmouth College																	×	×	
Northwestern College														×			×	×	×
St. Bede College																	×		×
Chaddock College								×						×			×	×	
St. Francis Solanus College																	×		×
Rockford College															×		×	×	
Augustana College									×					×			×	×	×
St. Joseph's Diocesan College																	×		×
Shurtleff College									×								×	×	×
Westfield College														×			×		×
Wheaton College														×			×	×	×
INDIANA.																			
Indiana University								×						×			×	×	
Wabash College														×					
De Pauw University																×	×	×	×
Franklin College																	×	×	
Hanover College																	×		
Butler College								×	×	×	×			×					
Purdue University	×	×	×	×	×		×					×	×			×			
Union Christian College									×					×			×	×	×
Moores Hill College														×			×		
University of Notre Dame		×	×	×	×			×				×					×	×	×
Earlham College									×								×		
Ridgeville College														×			×		×
St. Meinrad College									×								×		×
Rose Polytechnic Institute		×	×	×	×														
Taylor University									×					×			×		×

TABLE 44.—*Technical, professional, and special courses of study maintained by universities, colleges, and schools of technology*—Continued.

Institutions.	Agriculture.	Architecture.	Civil engineering.	Electrical engineering.	Mechanical engineering.	Mining engineering.	Sanitary engineering.	Law.	Theology.	Medicine.	Dentistry.	Pharmacy.	Veterinary medicine.	Pedagogy.	Domestic science.	Military science.	Music.	Art.	Commercial course.
INDIAN TERRITORY.																			
Indian Territory															×		×		×
Henry Kendall College																	×	×	
IOWA.																			
Iowa Agricultural College	×		×	×	×	×							×		×	×	×		
Coe College														×			×		
Charles City College														×			×		×
Amity College														×			×	×	×
Luther College														×			×		
Des Moines College																	×		
Drake University								×	×	×		×		×			×	×	×
Parsons College																	×		
Upper Iowa University														×			×	×	×
Lenox College														×			×	×	×
Iowa College														×			×		
Simpson College														×			×		×
State University of Iowa			×	×				×		×	×	×		×		×			
Graceland College														×			×		×
Iowa Wesleyan University																×	×	×	×
Cornell College			×											×		×	×	×	×
Penn College									×								×		
Central College									×					×			×		×
Morningside College														×			×		×
Buena Vista College														×		×	×		×
Tabor College																	×	×	
Western College														×			×	×	×
KANSAS.																			
Midland College														×			×	×	
St. Benedict's College									×								×		×
Baker University														×		×	×	×	×
Soule College														×			×		×
College of Emporia														×					
Highland University																	×		
Campbell University								×						×			×	×	×
Kansas City University									×	×							×		
University of Kansas			×	×	×	×		×		×		×		×			×	×	
Lane University									×					×			×		×
Bethany College														×			×	×	×
Kansas State Agricultural College	×			×	×								×		×	×	×	×	×
Ottawa University														×			×	×	×
St. Mary's College																	×		×
Kansas Wesleyan University														×			×	×	×
Cooper Memorial College														×			×	×	×
Washburn College																	×	×	×
Fairmount College														×			×	×	×
St. John's Lutheran College																	×		×
Southwest Kansas College														×			×	×	×
KENTUCKY.																			
Union College																	×		
Berea College														×	×		×		×
Centre College								×											
Georgetown College																×	×	×	×
Liberty College																	×	×	
South Kentucky College														×		×	×	×	
Agricultural and Mechanical College of Kentucky	×		×	×	×									×		×			
Kentucky University									×	×				×					×
Central University								×		×	×					×			×
St. Mary's College																×	×	×	×
Kentucky Wesleyan College																			×
LOUISIANA.																			
Louisiana State University	×		×		×								×			×			×
Jefferson College																	×		×
Keatchie College																	×	×	
College of the Immaculate Conception																			×

TABLE 44.—*Technical, professional, and special courses of study maintained by universities, colleges, and schools of technology*—Continued.

Institutions.	Agriculture.	Architecture.	Civil engineering.	Electrical engineering.	Mechanical engineering.	Mining engineering.	Sanitary engineering.	Law.	Theology.	Medicine.	Dentistry.	Pharmacy.	Veterinary medicine.	Pedagogy.	Domestic science.	Military science.	Music.	Art.	Commercial course.
LOUISIANA—continued.																			
Leland University																	×		
New Orleans University									×	×				×			×		
Straight University									×					×	×		×		
Tulane University		×	×	×	×			×		×		×					×	×	
MAINE.																			
Bowdoin College										×									
Bates College									×										
University of Maine	×		×	×	×			×				×	×			×			
MARYLAND.																			
St. John's College					×											×			
Johns Hopkins University				×						×									
Morgan College									×										
Washington College														×			×		
Maryland Agricultural College	×		×		×								×			×			
Rock Hill College																			×
Mount St. Mary's College									×								×		×
New Windsor College																	×	×	
Western Maryland College																	×	×	
MASSACHUSETTS.																			
Amherst College																	×		
Massachusetts Agricultural College	×		×										×			×			
Boston University								×	×	×									
Massachusetts Institute of Technology		×	×	×	×	×	×									×			
Harvard University	×	×	×	×	×	×	×	×	×	×	×		×	×		×	×	×	
Smith College																	×	×	
Mount Holyoke College														×			×	×	
French-American College																	×		
Tufts College			×	×	×				×	×	×						×	×	
Wellesley College														×			×	×	
Clark University														×					
College of the Holy Cross																	×		
Worcester Polytechnic Institute			×	×	×														
MICHIGAN.																			
Adrian College									×					×			×		
Michigan Agricultural College	×		×	×	×								×		×	×	×	×	
Albion College														×			×	×	×
Alma College														×			×	×	×
University of Michigan			×	×	×	×		×		×	×	×		×	×		×		
Detroit College																	×		
Hillsdale College									×					×			×	×	
Hope College									×					×			×		
Michigan College of Mines			×	×	×	×													
Kalamazoo College														×			×		
Olivet College														×			×	×	
MINNESOTA.																			
St. John's University									×								×	×	×
Augsburg Seminary									×								×		
University of Minnesota	×		×	×	×	×		×		×	×	×	×	×	×	×	×	×	
Carleton College														×			×		
St. Olaf College																	×		
Hamline University										×				×			×		
Macalester College														×			×		
Gustavus Adolphus College														×			×		×
Parker College														×			×		×
MISSISSIPPI.																			
Mississippi Agricultural and Mechanical College	×			×	×								×			×			
Mississippi College																×			×
Rust University														×	×		×		×
Millsaps College								×											
University of Mississippi								×						×					
Alcorn Agricultural and Mechanical College	×																		

TABLE 44.—*Technical, professional, and special courses of study maintained by universities, colleges, and schools of technology*—Continued.

Institutions.	Agriculture.	Architecture.	Civil engineering.	Electrical engineering.	Mechanical engineering.	Mining engineering.	Sanitary engineering.	Law.	Theology.	Medicine.	Dentistry.	Pharmacy.	Veterinary medicine.	Pedagogy.	Domestic science.	Military science.	Music.	Art.	Commercial course.
MISSOURI.																			
Central Christian College														×			×	×	×
Northwest Missouri College														×			×	×	×
Southwest Baptist College														×			×		×
Pike College														×			×	×	×
Missouri Wesleyan College														×			×	×	×
Christian University									×								×	×	×
Clarksburg College														×			×		×
University of the State of Missouri	×	×	×	×	×	×	×	×		×			×	×		×			×
Grand River Christian Union College									×					×			×	×	×
Central College														×					×
Westminster College																			×
Pritchett College																	×	×	
Lagrange College														×			×	×	×
William Jewell College									×								×		×
Missouri Valley College																	×	×	
Morrisville College														×			×	×	×
Scarritt Collegiate Institute																	×	×	×
Park College																	×		
Christian Brothers College		×															×		×
St. Louis University																	×		×
Washington University			×	×	×			×		×	×					×	×	×	
Drury College																	×		
Tarkio College														×			×		×
Avalon College														×			×	×	×
Central Wesleyan College									×					×			×		×
MONTANA.																			
Montana College of Agriculture and Mechanic Arts	×			×	×								×		×	×	×	×	×
College of Montana			×			×						×					×		
Montana Wesleyan University														×		×	×	×	×
University of Montana					×												×		
NEBRASKA.																			
University of Omaha														×			×		
Cotner University									×	×				×			×	×	
Union College															×		×	×	
Doane College																×	×		×
Grand Island College														×		×	×	×	×
Hastings College														×			×		×
University of Nebraska	×		×	×	×		×	×					×	×	×	×	×	×	
Creighton University										×							×		
Nebraska Wesleyan University														×			×	×	×
York College														×			×	×	×
NEVADA.																			
Nevada State University	×		×		×	×								×		×	×		×
NEW HAMPSHIRE.																			
New Hampshire College of Agriculture and Mechanic Arts	×		×	×	×											×			
Dartmouth College			×							×									
St. Anselm's College																	×		×
NEW JERSEY.																			
Stevens Institute of Technology				×	×														
St. Benedict's College																	×	×	×
Rutgers College	×		×	×										×		×			
Princeton University			×	×															
Seton Hall College									×								×		×
NEW MEXICO.																			
University of New Mexico														×		×	×		×
New Mexico College of Agriculture and Mechanic Arts	×		×		×									×	×		×		
New Mexico School of Mines			×			×													

TABLE 44.—*Technical, professional, and special courses of study maintained by universities, colleges, and schools of technology*—Continued.

Institutions.	Agriculture.	Architecture.	Civil engineering.	Electrical engineering.	Mechanical engineering.	Mining engineering.	Sanitary engineering.	Law.	Theology.	Medicine.	Dentistry.	Pharmacy.	Veterinary medicine.	Pedagogy.	Domestic science.	Military science.	Music.	Art.	Commercial course.
NEW YORK.																			
Alfred University									×					×			×	×	
St. Bonaventure's College									×								×		×
Wells College																	×	×	
Adelphi College														×			×	×	
Polytechnic Institute of Brooklyn		×	×	×													×		
St. Francis College																×	×		×
St. John's College																			×
Canisius College														×		×	×		
St. Lawrence University									×										
Hamilton College														×					
Elmira College																	×	×	
Colgate University									×					×					
Cornell University	×	×	×	×	×		×	×		×			×	×		×	×	×	
College of the city of New York														×					
College of St. Francis Xavier														×		×			
Columbia University		×	×	×	×	×	×	×		×				×			×		
Manhattan College		×	×	×										×					×
New York University			×		×			×		×				×					
St. John's College																×	×		
Niagara University									×								×		
Clarkson School of Technology				×	×														
Vassar College																	×	×	
University of Rochester														×					
Union University			×	×			×	×		×		×							
Syracuse University		×	×	×				×		×				×			×	×	
Rensselaer Polytechnic Institute			×																
NORTH CAROLINA.																			
St. Mary's College									×								×	×	×
University of North Carolina								×		×		×		×					
Biddle University									×					×			×		
Davidson College										×							×		×
Elon College																	×	×	
Agricultural and Mechanical College for the Colored Race	×	×			×										×		×		
Guilford College																	×		×
Lenoir College									×								×	×	
North Carolina College																			×
Catawba College																	×	×	×
North Carolina College of Agriculture and Mechanic Arts	×		×	×	×											×			
Shaw University								×	×	×		×		×	×		×		
Livingstone College														×	×		×		
Wake Forest College								×											
Weaverville College																	×	×	
NORTH DAKOTA.																			
Fargo College														×			×		×
North Dakota Agricultural College	×				×								×		×	×	×		×
University of North Dakota						×								×		×			
Red River Valley University																	×		×
OHIO.																			
Buchtel College														×			×	×	
Mount Union College														×			×	×	×
Ohio University				×										×			×	×	×
Baldwin University								×						×			×	×	×
German Wallace College									×								×		
Cedarville College																	×		
St. Xavier College																	×		×
University of Cincinnati			×					×		×									
Case School of Applied Science		×	×	×	×	×	×	×											
St. Ignatius College																	×		
Western Reserve University								×		×	×			×	×		×		
Capital University									×										
Ohio State University	×	×	×	×	×	×		×				×	×	×	×	×			
Defiance College														×			×	×	×
Ohio Wesleyan University										×						×	×	×	×

TABLE 44.—*Technical, professional, and special courses of study maintained by universities, colleges, and schools of technology*—Continued.

Institutions.	Agriculture.	Architecture.	Civil engineering.	Electrical engineering.	Mechanical engineering.	Mining engineering.	Sanitary engineering.	Law.	Theology.	Medicine.	Dentistry.	Pharmacy.	Veterinary medicine.	Pedagogy.	Domestic science.	Military science.	Music.	Art.	Commercial course.
OHIO—continued.																			
Findlay College									×					×			×	×	×
Kenyon College			×						×							×			
Denison University																	×	×	
Hiram College									×	×				×			×	×	×
Lima College														×			×		×
Marietta College			×											×			×	×	
Franklin College																	×	×	×
Muskingum College																	×	×	
Oberlin College									×					×			×	×	
Richmond College														×			×	×	×
Rio Grande College														×			×		
Scio College												×		×			×	×	×
Wittenberg College									×					×			×	×	
Heidelberg University									×					×			×	×	×
Otterbein University														×			×	×	
Wilberforce University								×	×					×	×	×	×		×
Wilmington College																	×	×	
University of Wooster														×			×	×	
Antioch College																	×	×	×
OKLAHOMA.																			
University of Oklahoma										×		×					×		
Oklahoma Agricultural and Mechanical College	×				×								×						
OREGON.																			
Albany College														×			×	×	×
Oregon Agricultural College	×		×	×	×							×	×		×	×	×		
University of Oregon			×	×		×		×		×							×		
Pacific University																	×		
Lafayette Seminary														×			×	×	×
McMinnville College														×			×	×	
Pacific College									×								×		
Philomath College																	×	×	×
Willamette University								×	×	×				×			×	×	×
PENNSYLVANIA.																			
Western University of Pennsylvania			×	×	×	×		×		×	×	×							
Muhlenberg College														×					
Lebanon Valley College														×			×	×	
St. Vincent College									×								×		×
Beaver College																	×	×	×
Geneva College																	×	×	
Moravian College									×					×			×		
Bryn Mawr College														×					
Dickinson College								×						×					
Pennsylvania Military College			×													×			
Ursinus College									×					×			×	×	
Lafayette College			×	×		×													
Pennsylvania College														×					×
Thiel College														×			×		×
Grove City College														×		×	×	×	×
Haverford College					×														
Juniata College									×					×			×		×
Franklin and Marshall College									×							×			
Bucknell University														×			×	×	
Lincoln University									×										
Allegheny College			×														×		
Albright College														×			×	×	×
Central Pennsylvania College									×					×					×
Westminster College																	×	×	
Central High School (Philadelphia)														×				×	×
La Salle College																			×
University of Pennsylvania		×	×	×	×			×		×	×		×	×			×	×	×
Holy Ghost College																	×		×
Susquehanna University									×								×		

TABLE 44.—*Technical, professional, and special courses of study maintained by universities, colleges, and schools of technology*—Continued.

Institutions.	Agriculture.	Architecture.	Civil engineering.	Electrical engineering.	Mechanical engineering.	Mining engineering.	Sanitary engineering.	Law.	Theology.	Medicine.	Dentistry.	Pharmacy.	Veterinary medicine.	Pedagogy.	Domestic science.	Military science.	Music.	Art.	Commercial course.
PENNSYLVANIA—continued.																			
Lehigh University		×	×	×	×	×	×												
Pennsylvania State College	×		×	×	×	×								×		×	×	×	
Swarthmore College			×		×									×		×	×	×	
Villanova College									×								×		
Volant College														×			×		×
Washington and Jefferson College			×																
Waynesburg College																	×	×	×
RHODE ISLAND.																			
College of Agriculture and Mechanic Arts	×		×	×	×											×		×	
Brown University			×	×	×			×						×		×	×	×	
SOUTH CAROLINA.																			
Clemson Agricultural College	×		×	×	×								×			×			
Presbyterian College of South Carolina																			×
Allen University								×	×					×			×		
South Carolina College			×					×						×					
Erskine College									×										
Furman University														×					
Claflin University														×	×		×		
SOUTH DAKOTA.																			
South Dakota Agricultural College	×	×		×	×							×	×		×	×	×	×	×
Black Hills College														×			×		×
Huron College														×			×		×
Dakota University														×			×	×	×
South Dakota School of Mines						×													
Redfield College														×			×	×	×
University of South Dakota														×		×	×	×	×
Yankton College														×			×	×	
TENNESSEE.																			
U. S. Grant University								×	×	×				×			×	×	×
King College																			×
Southwestern Presbyterian University									×										
American Temperance University			×					×						×			×	×	×
Southwestern Baptist University																			×
Knoxville College	×								×	×				×	×	×	×		
University of Tennessee	×		×	×	×			×		×	×			×		×			
Cumberland University		×	×			×		×	×					×					×
Bethel College														×			×	×	×
Maryville College														×			×		
Christian Brothers College																	×		×
Milligan College														×			×		×
Carson and Newman College														×			×	×	×
Central Tennessee College								×	×	×	×	×		×	×		×	×	×
Fisk University									×					×	×		×		
Roger Williams University									×					×	×		×		
University of Nashville														×			×	×	
Vanderbilt University			×	×	×	×		×	×	×	×	×							
University of the South			×					×	×	×		×							×
Burritt College																	×	×	
Sweetwater College																×	×	×	×
Greeneville and Tusculum College														×			×		
Washington College																	×		
TEXAS.																			
St. Edward's College														×			×		×
University of Texas			×					×		×		×		×					
Howard Payne College														×			×	×	×
Henry College														×		×	×	×	×
Agricultural and Mechanical College of Texas	×		×		×								×			×			

TABLE 44.—*Technical, professional, and special courses of study maintained by universities, colleges, and schools of technology*—Continued.

Institutions.	Agriculture.	Architecture.	Civil engineering.	Electrical engineering.	Mechanical engineering.	Mining engineering.	Sanitary engineering.	Law.	Theology.	Medicine.	Dentistry.	Pharmacy.	Veterinary medicine.	Pedagogy.	Domestic science.	Military science.	Music.	Art.	Commercial course.
TEXAS—continued.																			
Fort Worth University	---	---	---	---	---	---	---	×	---	×	---	---	---	×	---	×	×	×	×
Polytechnic College	---	---	---	---	---	---	---	---	---	---	---	---	---	×	---	---	×	×	×
Southwestern University	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	×	×	×
Burleson College	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	×	×	×
Wiley University	---	---	---	---	---	---	---	---	×	---	---	---	---	×	×	---	×	---	---
St. Louis College	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	×
Austin College	---	---	---	---	---	---	---	---	---	---	---	---	---	×	---	---	---	---	×
Trinity University	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	×	---	×
Add Ran University	---	---	---	---	---	---	---	---	×	---	---	---	---	×	---	---	×	×	×
Baylor University	---	---	---	---	---	---	---	---	×	---	---	---	---	×	---	×	×	×	---
Paul Quinn College	---	---	---	---	---	---	---	---	×	---	---	---	---	×	---	---	×	---	---
UTAH.																			
Brigham Young College	---	---	---	---	---	---	---	---	×	---	---	---	---	×	---	---	×	×	---
Utah Agricultural College	×	---	×	---	×	---	---	---	---	---	---	---	×	---	×	×	×	---	×
Salt Lake College	---	---	---	---	---	---	---	---	---	---	---	---	---	×	---	---	×	×	---
University of Utah	---	---	---	×	---	×	---	---	---	---	---	---	---	×	---	---	×	---	---
VERMONT.																			
University of Vermont	×	---	×	×	×	---	×	---	---	×	---	---	×	---	---	×	---	---	---
Middlebury College	---	---	---	---	---	---	---	---	---	---	---	---	---	×	---	---	---	---	---
Norwich University	---	---	×	---	---	---	---	---	---	---	---	---	---	---	---	×	---	---	---
VIRGINIA.																			
Virginia Agricultural and Mechanical College	×	---	×	×	×	---	---	---	---	---	---	---	×	---	---	×	---	---	---
Bridgewater College	---	---	---	---	---	---	---	---	×	---	---	---	---	---	---	---	×	×	×
University of Virginia	×	---	×	×	×	×	---	×	---	×	---	---	---	---	---	---	---	---	---
Fredericksburg College	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	×	×	×
Hampden-Sidney College	---	---	×	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	×
Virginia Military Institute	---	---	×	×	---	---	---	---	---	---	---	---	---	---	---	×	---	---	---
Washington and Lee University	---	---	×	×	---	---	---	×	---	---	---	---	---	---	---	---	---	---	---
Richmond College	---	---	---	---	---	---	---	×	---	---	---	---	---	---	---	---	---	---	---
Roanoke College	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	×
College of William and Mary	---	---	---	---	---	---	---	---	---	---	---	---	---	×	---	---	---	---	---
WASHINGTON.																			
Vashon College	---	---	---	---	---	---	---	---	---	---	---	---	---	×	---	×	×	---	×
Washington Agricultural College	×	---	×	×	×	×	---	---	---	---	---	×	×	×	---	×	×	---	×
University of Washington	---	---	×	×	×	×	---	×	---	---	---	---	---	×	---	×	---	---	---
Gonzaga College	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	×	---	×
Puget Sound University	---	---	---	---	---	---	---	---	---	---	---	---	---	×	---	---	×	---	×
Whitworth College	---	---	×	---	---	---	---	---	---	---	---	---	---	---	---	---	×	×	×
Whitman College	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	×	×	×	---
WEST VIRGINIA.																			
Barboursville College	---	---	---	---	---	---	---	---	---	---	---	---	---	×	---	---	×	×	×
Bethany College	---	---	---	---	---	---	---	---	×	---	---	---	---	---	---	---	×	×	---
West Virginia University	×	---	×	×	×	×	---	×	---	---	---	---	×	×	×	×	×	×	×
WISCONSIN.																			
Lawrence University	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	×	×	×	×
Beloit College	---	---	---	---	---	---	---	---	---	---	---	---	---	×	---	---	×	---	×
Mission House	---	---	---	---	---	---	---	---	×	---	---	---	---	---	---	---	×	---	---
Gale College	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	×	×	×
University of Wisconsin	×	---	×	×	×	---	×	×	---	---	---	×	×	×	---	×	×	---	---
Milton College	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	×	×	×	×
Concordia College	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	×	---	---
Marquette College	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	×
Ripon College	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	×	×	---
Northwestern University	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	×
WYOMING.																			
University of Wyoming	×	---	---	---	×	×	---	---	---	---	---	---	×	×	---	×	---	---	×

CHAPTER XXXVIII.

PROFESSIONAL SCHOOLS.

The number of theological students enrolled during the year 1898–99 was 8,261, a decrease of 110 since the previous year. During the last four years there has been an increase of only 211 in the number of theological students, or less than 3 per cent. During the same time the increase in the number of law students was nearly 33 per cent. The number of students in law was always less than the number in theology until the year 1894–95, but since that time the number of law students has increased rapidly.

The number of medical students enrolled was 23,778, an increase of 345 over the previous year, the students in regular schools numbering 21,401; in homeopathic schools, 1,802; in others, 575. All of the medical schools which give full courses of instruction report that they have courses of four years except 15 schools, and some of these are preparing to enter upon courses of four years. In 43 schools the annual session continues eight months or longer, 12 of these schools having sessions of nine months. In several medical schools the time of attendance now required in one year is equal to the whole time of attendance required for a degree twenty years ago.

Dental students numbered 7,354, an increase of 580, while students in pharmacy numbered 3,551.

During the ten years from 1889 to 1899 the number of students in theology increased 18 per cent; in pharmacy, 26 per cent; in homeopathic medicine, 55 per cent; in regular medicine, 75 per cent; in law, 204 per cent; and in dentistry, 301 per cent.

TABLE 1.—*General summary of statistics of professional and allied schools for 1898–99.*

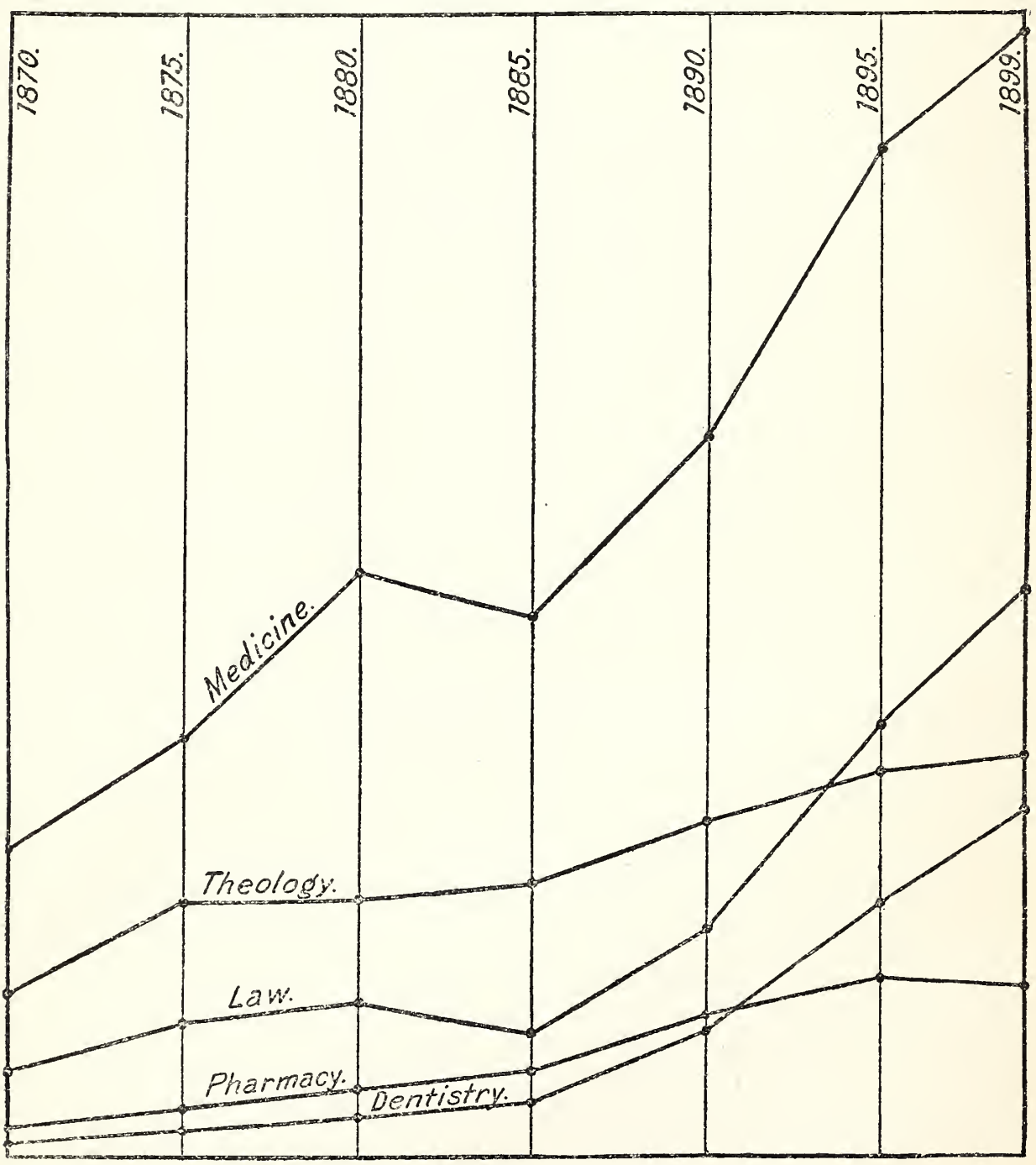
Class of schools.	Schools.	Instructors.	Students.	Increase (+) or decrease (—).	Graduating.	Per cent graduating.
Theological	163	996	*a* 8,261	— 110	1,714	21
Law	96	966	*b* 11,874	+ 259	3,140	26
Medical	151	4,389	23,778	+ 345	4,911	21
Dental	50	948	7,354	+ 580	1,987	27
Pharmaceutical	51	442	3,551	— 161	1,230	35
Veterinary	13	153	316	— 10	100	32
Nurse training	393	.....	10,018	+ 1,213	3,132	31

a 156 women included.

b 167 women included.

TABLE 2.—*Summary of schools and students, by divisions.*

Division.	Theology.		Law.		Medicine.		Dentistry.		Pharmacy.		Veterinary medicine.		Nurse training.	
	Schools.	Students.	Schools.	Students.	Schools.	Students.	Schools.	Students.	Schools.	Students.	Schools.	Students.	Schools.	Students.
North Atlantic	49	2,950	16	4,058	26	6,644	9	2,108	10	1,268	5	158	215	5,586
South Atlantic	22	1,067	20	1,602	22	2,971	9	909	8	283	1	16	31	522
South Central	17	658	17	722	21	3,715	5	529	9	234	0	0	10	152
North Central	65	3,406	36	5,032	71	9,586	22	3,339	20	1,639	5	136	114	3,261
Western	10	180	7	460	11	862	5	469	4	127	2	6	23	497
United States	163	8,261	96	11,874	151	23,778	50	7,354	51	3,551	13	316	393	10,018



Comparative number of students at different periods.

Increase in the number of dental students.—A diagram is given (p. 1679) showing the rapid increase in number of dental students in the United States as compared with the number in other professions. In the report of the provost of the University of Pennsylvania this increase is mentioned, as well as the proposed methods of limiting admissions, and it is given as the opinion of the dean of the dental school that a course of four years in dentistry must be adopted. The provost says:

Only two years have elapsed since the completion of the new building for this department. When the plans for this building were studied, it was proposed to provide for instruction for a maximum number of 500 men. At the end of the first year the maximum capacity of the school had been reached.

Three methods of limiting admissions are mentioned:

They involve higher entrance requirements, or the increase of the fee—now a very moderate one—or both. * * * It is the view of the dean that the curriculum of the school is at present too full to be fairly covered within three years; and that as all of the branches of study which are recognized as fundamental to the study of general medicine are fundamental subjects in dentistry, the dental curriculum must be so enlarged as to include such subjects. The only solution of this aim would be the establishment of a four years' course.

A literary degree required for admission to a law school.—At a meeting of the trustees of Columbia University, New York, held January 9, 1899, it was—

Resolved, That on and after June 30, 1903, admission to the law school be limited to students who have already taken their first degree.

TABLE 3.—*Theological schools and students, by denominations.*

Denomination.	Schools.	Students.	Value of grounds and buildings. *a*	Endowment funds. *a*	Volumes in libraries.
Catholic	28	1,994	$2,755,816	$801,750	250,547
Presbyterian	29	1,443	3,612,283	6,311,892	423,680
Northern	13	889	2,671,283	4,974,172	279,076
Southern	5	191	295,000	625,000	51,000
United Presbyterian	2	104	130,000	415,000	10,503
Associate Reformed	1	7	0	35,000	2,000
Cumberland	1	54	30,000	82,000	5,000
Reformed (Allegheny, Pa.)	1	20	25,000	75,630	3,500
Reformed Church in United States	4	118	160,000	195,000	22,500
Reformed Church in America	2	60	360,000	410,000	50,096
Baptist	14	1,186	1,461,821	2,556,524	138,608
Methodist	25	1,133	1,605,000	1,228,800	98,825
Methodist Episcopal	19	970	1,545,000	1,159,800	90,625
Methodist Protestant	3	74	10,000	4,000	3,000
African Methodist Episcopal	1	35	12,000	----	2,200
Free Methodist	1	9	----	----	----
United Brethren *b*	1	45	38,000	65,000	3,000
Lutheran	23	984	1,419,500	572,638	79,609
Congregational	12	499	1,446,000	3,372,909	175,080
Protestant Episcopal	13	499	2,392,877	2,877,090	132,744
Disciples	5	231	15,000	77,675	1,682
Christian	2	31	27,000	57,000	2,684
Jewish	2	113	48,000	51,098	16,789
Universalist	3	49	50,000	355,000	18,500
Evangelical Association	1	49	----	22,000	----
Unitarian	1	26	59,700	360,000	28,000
Moravian	1	11	100,000	115,633	1,500
Swedenborgian	1	8	60,000	124,157	2,000
Nonsectarian	3	113	----	45,000	30,410
Total	163	8,261	15,043,997	19,430,066	1,400,658

a So far as reported.
b This is an independent body; according to the United States Census Report of 1890, however, "in doctrine, practice, and usage the United Brethren are Methodistic, and they send representatives to the ecumenical Methodist conferences."

THE HARVARD MEDICAL SCHOOL.

The report of the president of Harvard University for 1898–99 mentions several gifts or bequests in which the medical school is either interested directly or is aided in the full accomplishment of its purposes. From the estate of Mrs. Caro-

line Brewer Croft was received a bequest of $100,000, less $7,975, the amount of the legacy taxes paid in England. The income is to be used in researches for the cure of cancer and other similar diseases.

Mr. James Stillman, of New York City, gave to the corporation $100,000 wherewith to build an infirmary and purchase the land necessary therefor.

An interesting endowment came into the possession of the corporation from an anonymous source at the end of January, 1899. Its object was the establishment of a professorship of hygiene for the benefit of the students of Harvard College. The gift amounted to nearly $156,000; but the whole income of this fund is not yet available. The object of the giver is to provide the students of Harvard College with a medical friend competent to give them the best advice, winning in his nature, and devoting himself chiefly to the physical and moral welfare of the undergraduates at Cambridge. * * *

The corporation also determined on another large use of the Pierce bequest—namely, for the promotion of instruction in comparative medicine—but in three separate sums; $100,000 as the foundation of a new professorship to bear his name, $100,000 for a medical laboratory building to bear his name, and $100,000 as an endowment for the laboratory.

TABLE 4.—*Comparative statistics of professional and allied schools.*

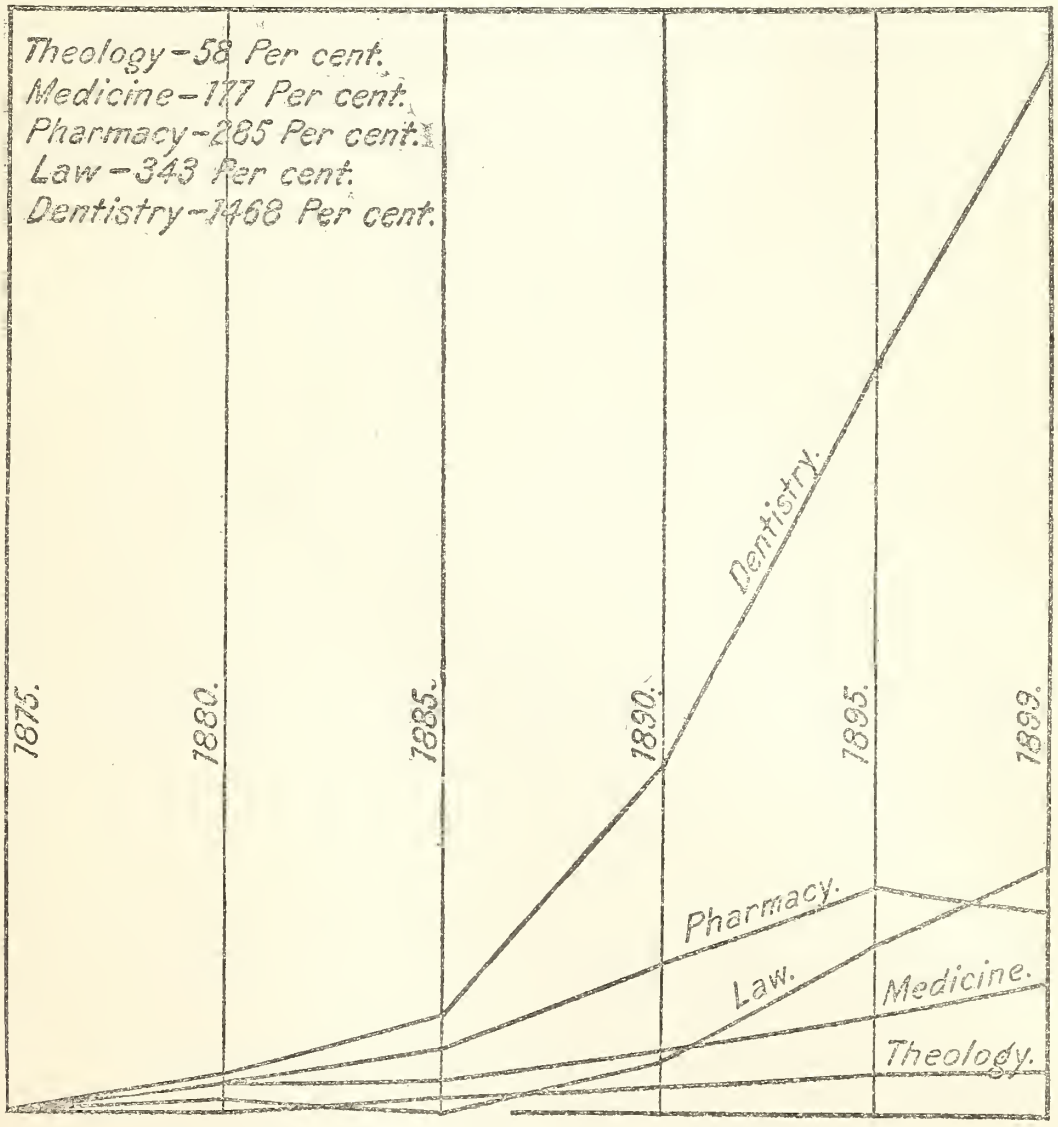
Class.	1870.	1875.	1880.	1885.	1890.	1895.	1899.
Theology:							
Schools	80	123	142	152	145	149	163
Students	3,254	5,234	5,242	5,775	7,013	8,050	8,261
Graduates	.....	782	719	790	1,372	1,598	1,714
Law:							
Schools	28	43	48	49	54	72	96
Students	1,653	2,677	3,134	2,744	4,518	8,950	11,874
Graduates	.....	823	1,089	744	1,424	2,717	3,140
Medicine (all classes):							
Schools	.....	80	90	113	129	151	151
Students	6,194	8,580	11,929	11,059	15,484	21,354	23,778
Graduates	.....	2,391	3,241	3,622	4,556	4,827	4,911
Medicine (regular):							
Schools	.....	65	72	88	93	113	122
Students	5,670	7,518	9,876	9,441	13,521	18,660	21,491
Graduates	.....	2,082	2,673	3,113	3,853	4,196	4,314
Medicine (homeopathic):							
Schools	.....	11	12	12	14	20	21
Students	275	664	1,220	1,083	1,164	1,675	1,802
Graduates	.....	168	380	342	380	463	483
Dentistry:							
Schools	.....	12	16	18	27	45	50
Students	257	469	730	1,116	2,696	5,347	7,354
Graduates	.....	151	236	458	943	1,297	1,987
Pharmacy:							
Schools	.....	14	14	21	30	39	51
Students	512	922	1,347	1,743	2,871	3,859	3,551
Graduates	.....	208	186	306	759	1,067	1,230
Veterinary medicine:							
Schools	.....	.....	.....	.....	7	9	13
Students	.....	.....	.....	.....	463	474	316
Graduates	.....	.....	.....	.....	.....	.....	100
Nurse training:							
Schools	.....	.....	15	34	35	131	393
Students	.....	.....	323	793	1,552	3,985	10,013
Graduates	.....	.....	157	218	471	1,498	3,132

The Calvin Ellis bequest to Harvard medical school.[1]—It has recently been made known that the estate of the late Calvin Ellis has become available for medical purposes. The estate amounts to nearly $400,000, and by the wish of the testator its income is to be devoted to the advancement of the departments of anatomy, physiology, and pathology at the Harvard medical school. Dr. Ellis was at one time dean of the Harvard medical school, and for many years one of its most distinguished clinical professors. He felt what others have also felt but been unable to express materially, that teachers of nonclinical subjects do not receive a just

[1] Boston Med. and Surg. Jour., July 6, 1899.

reward for their services. The first provision of his bequest therefore was that the professors of the several departments mentioned be paid $5,000 a year, which had already been done, and then the income remaining be made available for the development of the three fundamental branches of medicine—anatomy, physiology, and pathology.

Could the benefactor have foreseen the exact lines in which medicine was destined to develop he could not have given more wisely, for the great need of the present, and it will be a constantly increasing need as time goes on, is endowment for the maintenance and growth of laboratories and the cultivation of research, which the existence of such laboratories implies. It is hardly possible that he could have fully realized the enthusiasm for research which was so soon to lead to the development of what we popularly call "scientific medicine," though it had already begun during the later years of his life. Be that as it may, the bequest is a most notable one, coming as it does from a man who, although himself personally interested in the clinical side of medicine, yet had the breadth of vision to see that the future needs of medical education would require that which money alone can give in the development of its more theoretic aspects. In President Eliot's words when the announcement was made, "Could pecuniary resources possibly be more timely, and could there be a more delightful benefactor of the advancement of medical science than Calvin Ellis?"



Per cent of increase in number of students.

COST OF A MEDICAL EDUCATION.

Comparative statement of students' expenses for the academic year, October to June.[1]

[Based on students' statements.]

Items.	Low.	Average.	Liberal.
Matriculation fee (first year)	$5	$5	$5
Tuition fee	200	200	200
Books	15	30	40+
College incidentals		15	50+
Room (32 weeks)	48	112	160+
Board (32 weeks)	112	128	192+
Clothes and washing	35	75	125+
All other expenses	15	25	100+
Total	430	590	872+

[1] Taken from the announcement for 1899-1900 of the College of Physicians and Surgeons, Columbia University, in the city of New York.

No mention is made in the statement of traveling expenses in going to and from the student's home, an item of considerable importance to many students. In most schools, too, there is an examination or diploma fee of $25 or $30.

In the medical department of the University of Michigan,[1] located at Ann Arbor, "the total amount of fees paid to the university during the whole four years' course, for matriculation, incidental expenses, material used, and diploma, is for Michigan students about $300, and for others about $355." "Students obtain board and lodging in private families at from three to five dollars a week."

In the announcement for 1899–1900 of the medical department of the University of Iowa, located at Iowa City, the necessary yearly expenses are given as follows:

Tuition fee, which includes all university charges except laboratory breakage	$65 to $65
Breakage	1 to 2
Room rent, six months	12 to 48
Board, twenty-six weeks	52 to 78
Fuel and light	6 to 16
Books	12 to 20
Total	148 to 228

If we estimate the other expenses at same figures as in first estimate we will have, in addition:

Clothes and washing	35 to 125
All other expenses	15 to 100
Total	198 to 453

It should be noted that the length of the session here is given at twenty-six weeks, while it is much longer in some schools.

AGE OF GRADUATES IN MEDICINE.

The dean of the medical school of the University of Pennsylvania (Dr. John Marshall) comments on the length of time required for completion of a medical course:

The average age of those members of the class possessing collegiate degrees was 22.6. Adding four years, which is the duration of the course in medicine, the age would be brought up to 26.6 years, and assuming that after graduation the

[1] Annual announcement, 1898-99, p. 64.

graduate should spend at least a year or longer as resident physician in a hospital, the age would be brought up to at least 27.6, or practically 28 years. This, it seems to me, unduly defers the time when a man should begin his professional career. Three remedies have suggested themselves to me:

First. That the colleges granting academic degrees decrease their requirements for admission, so that students may begin their studies in college at an earlier age in life; or,

Second. Complete the college course for an academic degree in three years, and confer the degree at the end of three years; or

Third. Let colleges which grant academic degrees arrange so that a student who purposes studying medicine and who has spent the freshman, sophomore, and junior years in the college, may enter an approved medical school, and at the end of the course in medicine, when the candidate shall have received his degree in medicine, he be granted the bachelor's degree by the college in which he pursued his academic studies. In support of the suggestion that the collegiate course of those students who propose pursuing professional studies be limited to three years, I may cite the practice in Germany, where the certificate (zeugniss) of a gymnasium, which may be considered as certifying that the holder had pursued courses of study about equivalent to the first three years of the course in arts in an American college of standing, is accepted as evidence of the possessor having pursued a course of study to warrant his beginning courses of professional study leading to a degree in any university in Germany.

The president of Harvard says in his report for 1898–99, p. 10:

The common attainment of the degree of bachelor of arts in three years is certainly approaching. No specific legislation will be needed to accomplish this important change, for any young man of fair abilities can now procure the degree in three years without hurry or overwork if he wishes to do so or if his parents wish to have him. That this wish is felt by an increasing number of students and parents is demonstrated in the table repeated from the report of last year. In eight years the proportion of the graduates of the year who were credited in three years with sixteen or more courses (the number necessary for the degree in Harvard) has risen from less than one-fourth of the whole number to very nearly two-fifths.

The president of Columbia University, New York, says:[1]

The privilege of shortening the combined college and professional course by counting the first year in the professional schools as a partial fulfillment of the requirement for the bachelor of arts degree is not open to students who enter Columbia College later than the beginning of the junior year.

The New York Medical Record of March 10, 1900, says:

In response to an appeal by college presidents to admit to the second year of the medical course graduates qualified in the branches taught in the first year of the course, the Pennsylvania State Medical Council adopted the following resolution:

"*Resolved*, That in the judgment of the council, when the medical course of a literary college, as proven by the examination of the student by the medical college, covers the entire work of the first year of actual medical study, such course may be accredited by the medical college as the first year of medical study required by law."

FRAUDULENT DIPLOMAS.

The Journal of the American Medical Association, October, 1899, says:

The supreme court of Illinois, on the 16th instant, revoked the charter of the Independent Medical College of Chicago. After obtaining further proof of the wholesale sale of diplomas by this institution, the attorney-general brought suit in the circuit court of Cook County to have the charter of the "college" revoked. After hearing the evidence the court, on February 15, 1899, entered a judgment of ouster. The "faculty" of the college made no defense, but took an appeal to the supreme court simply to gain time. The decree of the circuit court has not apparently interfered with the sale of diplomas. Indeed, the "faculty" has earnestly endeavored to confer as many degrees as possible, and so "lowered the scale of prices" and gave degrees for practice in Michigan, Kansas, Texas, and elsewhere to all who applied and paid. The sale has continued to the present. Early in the month the State board of health purchased one in Fort Worth, Tex., for $30. The transaction, however, was arranged in Champaign, Ill., through a

[1] President's annual report, 1899, p. 36.

licensed physician, whom the board has since summoned to appear and show cause why his certificate should not be revoked for unprofessional and dishonorable conduct. The "physician" in this case, whom the college required to "show evidence of qualifications," was a young law student, of whom the sole requirement demanded was a tender of the necessary fee in advance. Recently the "faculty" began to see ahead the parting of the ways, and in August the institution became affiliated with the Metropolitan Medical College, another legally chartered medical college, the charter being issued by the secretary of state under the provisions of the act of 1872. * * *

Under the provisions of a statute which became in force July 1, 1899, the attorney-general may file a bill in chancery in the name of the people of the State of Illinois against any corporation authorized to confer degrees, diplomas, or other certificates of qualifications in the science of medicine, pharmacy, or dentistry which conducts a fraudulent business, or abuses, misuses, or violates the terms of its charter, in any court having jurisdiction of the corporation and subject-matter of such bill, for an injunction to restrain said corporation from conducting its business fraudulently or abusing, misusing, or violating the terms of its charter, and also for the dissolution of said corporation, "and thereupon it shall be the duty of the court in which said bill is filed to grant such injunction and to hear and determine the same as in other cases in chancery. And provided further, that this act shall apply to schools, colleges, or universities which now or may hereafter be licensed in this State, notwithstanding any provisions that may exist in their charters."

The supreme court had no hesitation in saying that it fully justified the finding and judgment of the court below. In fact, it was sufficient to establish the guilt of the defendant, as charged in the information, beyond a reasonable doubt, and would have justified not only the forfeiture of the charter, but the infliction of a fine on the parties guilty of the abuses. Therefore the judgment of the circuit court was affirmed.

In the same journal, July 8, 1899:

The business done by the Chicago diploma mills is well illustrated by the fact that the county clerk's official records of physicians in one Michigan town are found to include the names of 23 who claim as their alma mater the notorious Independent Medical College. This may be an extreme case; the diploma-mill graduates may have gravitated for some reason or other especially to that locality, but it is certainly suggestive of possibilities elsewhere.

There are still a few States and Territories in which, according to the wording of the law, anyone holding a diploma from "any legally chartered" school of medicine or dentistry, without regard to the character of its instruction, is allowed to practice his profession. It is this that gives value to the diplomas of fraudulent but legally chartered schools.

The following notice is taken from the Washington Post of June 5, 1900:

Chicago, June 4.—Government officers to-day invaded the Metropolitan Medical College, an alleged "diploma mill," and arrested its officers. The men are charged with having used the mails to defraud, and it is said their receipts amount to many thousands of dollars. They were taken before United States Commissioner Humphrey and the hearing of the charges against them set for June 14. Failing to give suitable bonds, all four went to jail.

The institution with which the defendants are connected is also known as the Independent Medical College and the National Law School, and the evidence shows that its faculty has been selling degrees for the practice of medicine and law at prices ranging from $3 to $200, the compensation being determined by the amount the would-be professional men were willing to advance.

Post-Office Inspector Gould, who made the arrest after accumulating a lot of documentary evidence, says the fraud is one of the largest the postal authorities have ever had to deal with, and that the "graduates" of the institution are practicing in every State, and even abroad. He says frequent complaints of malpractice have been made against the holders of the diplomas of the institution. Regular medical colleges and law institutions in all parts of the United States have been fighting the officers of the "diploma mill" for several years in vain, and up to the time the men were arrested it is said they were "graduating" their subscribers at the rate of a dozen each day.

Inspector Gould induced a friend to write to the Metropolitan Medical College for information. The institution offered to give a full course in medicine and a degree for $200, and shorter terms of study for smaller amounts.

Inspector Gould has a bunch of unsigned certificates of practice for the State of Texas, and he says the name of the district clerk is forged to these for an extra compensation. Texas is said to have been the most fertile field for the "graduates" of the institution.

The British consul has made repeated efforts to run the Metropolitan faculty out of business, as Great Britain is said to have been flooded with their diplomas. It is said that dozens of "graduates" of the institution are practicing in India and in all parts of the world. The diplomas bear the names of the whole faculty, but two girls declared they were employed to write these on all the degrees issued by the college.

A Texas diploma mill, calling itself the "New York Medical College," was organized and incorporated last November and has just been permanently closed by the State authorities. It appears to have been the project of an enterprising firm composed of a man and his wife, who associated with themselves certain other individuals—or at least their names—and proceeded to make M. D.'s, after the approved Armstrong & Co. method. * * *

How many would-be M. D.'s have been "decorated" by this concern in its brief but enterprising career is unknown to us, but Texas appears to have been a good field for the Chicago bogus diploma dealers. According to an editorial in the Texas Medical News, from which journal we take the above facts, there were registered in Tarrant County, Texas, alone, 26 diplomas from Chicago's "Independent Medical College," out of a total of 41 in 1898, 115 out of 149 in 1899, besides 14 from the "Metropolitan Medical College"—now in trouble—and 2 from the "International Health University." From January 1 till April 12, 1900, there were 29 diplomas registered altogether, and of these 20 were from the Metropolitan and 2 from the "Independent Medical College."[1]

At the meeting of the National Association of Dental Faculties in 1898 it was—

Resolved, That the committee on foreign relations be instructed to use its utmost diligence in ferreting out fraudulent or irregular colleges, and the granting of degrees irregularly by recognized colleges, should this be done, and to leave undone nothing within their power to bring to justice institutions granting irregular degrees or degrees irregularly.

VETERINARY MEDICINE.

The provost of the University of Pennsylvania says in his report as to the veterinary school:

There appears to be as yet very little public understanding of the importance of veterinary science, and without such understanding the necessary public financial support is entirely lacking. Veterinary science is usually considered as having for its sole object the cure of the diseases of animals. While this is a matter of humanitarian and economic value, and one to which most careful attention is and should be given, it is by no means of so much importance as some other parts of this science. The protection and improvement of the domestic animals are factors of veterinary work that are of far-reaching importance. * * *

Veterinary science stands between this enormous industry and epizootic disease. The magnitude of the losses occasioned by contagious diseases of animals, and the importance of providing thorough training in veterinary science, are illustrated by comparatively recent occurrences in England. It is conservatively estimated that the losses caused by epizootics among cattle in Great Britain during the thirty years ending in 1870 amounted to at least $450,584,270 (Fleming), and in 1872 one disease alone caused losses amounting to $76,000,000. All of these diseases (lung plague, cattle plague, foot and mouth disease) are now under control, and one has been completely eradicated. In this country hog cholera has caused losses amounting to $35,000,000 in one year. Texas fever, by destroying cattle and impeding traffic in southern cattle, caused losses that are estimated at $25,000,000 each year. Tuberculosis prevails extensively in the Eastern States, and causes annual losses aggregating many millions. It is believed that in Pennsylvania diseases that should be prevented destroy at least $6,000,000 worth of live stock every year. * * *

In Germany the breeding interests are aided by experts, most of whom are veterinarians. This direction and assistance have resulted in many districts in making animals from 25 per cent to 50 per cent more productive and valuable without increased cost of production—solely by the application of the teaching of a part of veterinary science.

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[1] Jour. A. M. A., June 16, 1900.

TABLE 5.—*Summary of statistics of schools of theology for 1898–99.*

States.	Schools.	Instructors.	Students.			Value of grounds and buildings. *a*	Endowment funds. *a*	Benefactions received during the year.	Volumes in libraries.
			In attendance.	Graduating in 1899.	Having A. B. or B. S.				
United States	163	996	*b* 8,261	1,714	2,669	$15,043,997	$19,330,066	$583,456	1,460,658
North Atlantic Division	49	382	2,950	684	1,423	7,967,048	12,042,030	338,397	753,674
South Atlantic Division	22	138	1,067	200	117	1,629,816	2,025,346	55,108	194,100
South Central Division	17	83	658	138	142	798,000	877,083	14,550	67,870
North Central Division	65	348	3,406	664	939	4,232,133	3,916,607	156,651	342,057
Western Division	10	45	180	28	48	417,000	469,000	18,750	42,957
North Atlantic Division:									
Maine	2	13	63	20	25	100,000	265,000	----	24,257
Massachusetts	8	69	464	104	132	1,605,190	1,730,922	50,533	69,593
Connecticut	3	40	180	46	159	700,877	1,170,779	20,554	107,000
New York	14	114	978	168	395	3,012,131	4,198,537	158,173	210,700
New Jersey	5	37	473	132	270	1,346,150	2,124,111	8,855	156,024
Pennsylvania	17	109	792	214	442	1,202,900	2,552,681	100,282	186,100
South Atlantic Division:									
Maryland	6	62	519	94	27	660,000	42,000	3,000	74,000
District of Columbia	4	24	167	33	16	450,816	508,750	25,000	18,700
Virginia	4	19	196	36	16	192,000	629,596	19,108	41,400
North Carolina	3	11	50	12	19	140,000	----	----	24,500
South Carolina	3	15	37	10	30	87,000	275,000	5,000	23,500
Georgia	2	7	98	15	9	100,000	570,000	3,000	12,000
South Central Division:									
Kentucky	3	21	325	80	42	381,000	759,000	8,900	32,000
Tennessee	8	44	229	49	98	395,000	110,083	5,000	26,000
Alabama	3	12	52	8	1	14,000	8,000	650	9,000
Louisiana	1	3	23	1	1	----	----	----	400
Arkansas	1	2	24	----	----	----	----	----	200
Texas	1	1	5	0	0	8,000	0	0	270
North Central Division:									
Ohio	13	64	462	102	166	472,000	822,902	38,858	114,257
Indiana	3	20	101	15	1	80,000	3,000	2,000	16,700
Illinois	15	104	1,177	227	492	2,254,683	2,389,529	66,530	108,600
Michigan	4	13	109	14	20	20,000	52,400	2,000	6,500
Wisconsin	4	28	309	47	27	150,000	120,000	8,300	32,500
Minnesota	9	45	380	83	26	570,000	412,666	10,000	21,600
Iowa	5	18	216	39	16	70,500	91,110	10,463	9,500
Missouri	7	35	567	122	186	600,000	25,000	12,500	29,300
Nebraska	3	13	53	14	----	15,000	----	6,000	2,800
Kansas	2	8	32	1	5	----	----	----	300
Western Division:									
Colorado	2	10	32	11	13	105,000	100,000	9,000	14,000
Oregon	3	12	58	0	----	7,000	4,000	1,000	1,682
California	5	23	90	17	35	305,000	365,000	8,750	27,275

a So far as reported.

b 156 women included.

TABLE 6.—*Summary of statistics of schools of law for 1898–99.*

States.	Schools.	Instructors.	Students.			Value of grounds and buildings. *a*	Endowment funds. *a*	Benefactions received during the year.	Volumes in libraries.
			In attendance.	Graduating in 1899.	Having A. B. or B. S. *a*				
United States	96	966	*b*11,874	3,140	2,170	$1,738,000	$378,567	$277,500	273,859
North Atlantic Division	16	260	4,658	919	1,193	767,000	38,167	275,000	162,712
South Atlantic Division	20	113	1,602	421	219	47,000	101,300	500	21,900
South Central Division	17	110	722	393	86	320,000	.....	.....	16,200
North Central Division	36	417	5,032	1,413	593	554,000	99,100	2,000	67,147
Western Division	7	66	460	84	79	50,000	140,000	.....	5,900
North Atlantic Division:									
Maine	1	9	30	3	7	0	.....	0	1,200
Massachusetts	2	46	965	197	572	225,000	.....	.....	56,000
Rhode Island	1	14	52	0	8	0	0	0	0
Connecticut	1	37	196	68	70	.....	.....	.....	13,000
New York	7	115	2,228	506	479	142,000	38,167	.....	67,512
Pennsylvania	4	39	587	145	66	400,000	.....	275,000	25,000
South Atlantic Division:									
Maryland	2	18	278	70	25	10,000	.....	.....	1,500
District of Columbia	6	55	695	174	96	12,000	100,000	.....	7,700
Virginia	3	14	235	58	42	25,000	1,300	500	8,800
West Virginia	1	3	133	40	3	.....	.....	.....	400
North Carolina	3	6	160	8	29	.....	.....	.....	1,000
South Carolina	1	1	24	7	9	.....	.....	.....	2,000
Georgia	4	16	77	64	15	.....	.....	.....	500
South Central Division:									
Kentucky	3	14	111	45	8	50,000	.....	.....	.....
Tennessee	7	51	259	113	23	270,000	.....	.....	8,500
Alabama	1	2	27	12	6	.....	.....	.....	2,000
Mississippi	2	13	62	33	.....	.....	.....	.....	1,700
Louisiana	1	5	71	34	.....	.....	.....	.....	.....
Texas	2	10	169	57	38	.....	.....	.....	4,000
Arkansas	1	15	23	9	11	.....	.....	.....	.....
North Central Division:									
Ohio	7	69	707	119	102	440,000	.....	.....	13,456
Indiana	5	45	475	139	43	4,000	.....	.....	9,000
Illinois	10	136	1,297	397	172	.....	1,600	2,000	7,200
Michigan	2	14	766	218	100	.....	.....	.....	.....
Wisconsin	2	12	259	58	14	.....	20,000	.....	4,000
Minnesota	1	20	448	61	25	40,000	.....	.....	6,500
Iowa	2	13	363	140	80	.....	.....	.....	11,000
Missouri	3	40	371	157	29	70,000	77,500	.....	11,991
Nebraska	2	52	170	58	2	.....	.....	.....	2,000
Kansas	2	16	176	66	26	.....	.....	.....	2,000
Western Division:									
Colorado	2	38	94	28	16	.....	.....	.....	4,900
Oregon	2	4	51	15	3	.....	.....	.....	.....
California	3	24	315	41	60	50,000	140,000	.....	1,000

a So far as reported.

b 167 women included.

TABLE 7.—*Summary of statistics of schools of medicine, dentistry, pharmacy, and for nurses, and veterinarians for the year 1898–99.*

States and classes.	Schools.	Instructors.	Students.					Value of grounds and buildings. *a*	Endowment funds. *a*	Volumes in libraries.
			Men enrolled.	Women enrolled.	Whole number.	Graduating in 1899.	Having A. B. or B. S. *a*			
A.—BY CLASSES.										
Regular medical	122	3,562	20,338	1,063	21,401	4,314	1,879	$11,012,229	$1,019,273	87,864
Homeopathic	21	636	1,487	315	1,802	433	193	1,931,500	400,000	38,280
Eclectic	6	131	452	48	500	152	57	162,800	3,000	4,578
Physiomedical	2	60	65	10	75	12	14	15,000	.....	200
Total medical	151	4,389	22,342	1,436	23,778	4,911	2,143	13,121,529	1,422,873	130,922
Dental	50	948	7,185	169	7,354	1,987	300	740,500	109,000	4,802
Pharmaceutical	51	442	3,399	152	3,551	1,230	14	519,350	13,677	23,532
Veterinary	13	153	316	.....	316	100	24	406,000	.....	6,629
Nurse training	393	.....	1,111	8,907	10,018	3,132	.....	.....	.....	.....
B.—BY STATES AND CLASSES.										
Regular medical.										
Maine	2	32	167	.....	167	.....	9	28,000	.....	3,700
New Hampshire	1	17	131	0	131	25	16	.....	1,000	.....
Vermont	1	25	210	.....	210	69	.....	.....	.....	.....
Massachusetts	3	150	842	70	912	126	68	30,000	25,000	4,404
Connecticut	1	25	109	0	109	7	6	.....	106,000	.....
New York	8	360	2,087	128	2,215	576	469	3,119,293	127,000	12,267
Pennsylvania	5	221	2,082	150	2,232	520	250	1,455,000	326,773	10,753
Maryland	7	186	1,086	58	1,144	201	252	1,039,000	.....	3,384
District of Columbia	4	114	426	19	445	59	30	90,000	.....	800
Virginia	3	73	624	0	624	146	55	155,000	100,000	500
North Carolina	3	22	168	.....	168	5	5	19,000	5,000	1,200
South Carolina	1	17	95	2	97	21	.....	30,000	0	.....
Georgia	2	34	389	0	389	111	.....	50,000	.....	3,200
Kentucky	5	109	792	.....	792	127	43	415,000	.....	3,500
Tennessee	8	161	1,858	13	1,871	451	73	273,000	12,000	1,780
Alabama	2	41	236	2	238	28	.....	.....	.....	.....
Louisiana	2	21	392	.....	392	88	21	270,000	11,000	3,700
Texas	2	32	279	11	290	63	12	330,000	.....	3,000
Arkansas	1	13	107	1	108	6	0	16,000	.....	.....
Ohio	10	263	960	63	1,023	107	117	755,000	175,000	9,300
Indiana	3	104	249	15	264	28	15	20,000	.....	3,500
Illinois	8	359	2,137	209	2,346	451	109	700,000	61,000	6,069
Michigan	5	177	815	71	886	173	11	155,336	.....	3,000
Wisconsin	2	69	199	0	199	25	10	202,000	.....	.....
Minnesota	2	86	379	28	407	52	53	130,000	.....	2,182
Iowa	4	79	534	31	565	11	46	270,000	3,500	.....
Missouri	13	380	1,984	36	2,020	621	109	630,000	10,000	5,200
Nebraska	2	60	182	13	195	26	25	120,000	.....	.....
Kansas	3	71	133	35	168	35	19	15,000	.....	225
Colorado	3	92	168	19	187	37	20	20,000	.....	.....
Oregon	2	39	69	15	84	12	22	.....	.....	1,000
California	4	130	449	74	523	107	83	675,000	56,000	5,200
North Atlantic Division	21	830	5,628	348	5,976	1,323	758	4,632,293	585,773	31,124
South Atlantic Division	20	446	2,788	79	2,867	543	342	1,383,000	105,000	9,084
South Central Division	20	377	3,664	27	3,691	763	149	1,304,600	23,000	11,980
North Central Division	52	1,648	7,572	501	8,073	1,529	505	2,997,336	249,500	29,476
Western Division	9	261	686	108	794	156	125	695,000	56,000	6,200
United States	122	3,562	20,338	1,063	21,401	4,314	1,879	11,012,229	1,019,273	87,864
Homeopathic.										
Massachusetts	1	49	115	46	161	44	5	120,000	40,000	2,500
New York	2	57	130	26	156	40	17	550,000	0	4,500
Pennsylvania	1	40	273	.....	273	70	30	600,000	250,000	15,000
Maryland	1	24	29	10	39	8	0	30,000	0	600
Kentucky	1	22	14	10	24	5	11	0	.....	0

a So far as reported.

TABLE 7.—*Summary of statistics of schools of medicine, dentistry, pharmacy, and for nurses, and veterinarians for the year 1898-99*—Continued.

States and classes.	Schools.	Instructors.	Students.					Value of grounds and buildings.	Endowment funds.	Volumes in libraries.
			Men enrolled.	Women enrolled.	Whole number.	Graduating in 1899.	Having A. B. or B. S.			
B.—BY STATES AND CLASSES—continued.										
Homeopathic—Cont'd.										
Ohio	2	61	159	30	189	61	21	$170,000	0	0
Illinois	5	196	488	128	616	138	83	326,000	$110,000	4,150
Michigan	1	14	60	9	69	8	1	60,000	.....	8,630
Minnesota	1	17	20	2	22	4	1	.....	.....	2,000
Iowa	1	14	55	6	61	8	10	40,000	0	600
Missouri	3	94	94	30	124	31	14	15,000	0	300
Colorado	1	29	32	11	43	13	.....	5,500	.....	.....
California	1	19	18	7	25	3	.....	15,000	.....	.....
North Atlantic Division	4	146	518	72	590	154	52	1,270,000	290,600	22,000
South Atlantic Division	1	24	29	10	39	8	0	30,000	0	600
South Central Division	1	22	14	10	24	5	11	0	.....	0
North Central Division	13	396	876	205	1,081	250	130	611,000	110,000	15,680
Western Division	2	48	50	18	68	16	.....	20,500	.....	.....
United States	21	636	1,487	315	1,802	433	193	1,931,500	400,600	38,680
Eclectic.										
New York	1	28	62	16	78	14	15	40,000	.....	2,278
Georgia	1	12	61	4	65	26	5	25,000	.....	1,000
Ohio	1	17	152	5	157	76	26	60,000	0	500
Illinois	1	33	78	11	89	7	.....	25,000	.....	300
Missouri	1	17	59	9	68	25	10	2,800	0	300
Nebraska	1	24	40	3	43	4	1	10,000	3,000	200
North Atlantic Division	1	28	62	16	78	14	15	40,000	.....	2,278
South Atlantic Division	1	12	61	4	65	26	5	25,000	.....	1,000
North Central Division	4	91	329	28	357	112	37	97,800	3,000	1,300
United States	6	131	452	48	500	152	57	162,800	3,000	4,578
Dentistry.										
Massachusetts	1	38	139	0	139	36	4	.....	65,000	200
New York	3	59	486	11	497	111	2	120,000	.....	500
Pennsylvania	5	109	1,434	38	1,472	438	35	425,000	35,000	100
Maryland	3	40	479	6	485	142	21	.....	.....	200
District of Columbia	3	39	121	1	122	21	6	.....	.....	.....
Virginia	1	16	36	0	36	5	0	.....	0	.....
Georgia	2	27	266	0	266	75	.....	20,000	9,000	300
Kentucky	1	15	198	.....	198	52	.....	.....	.....	.....
Tennessee	3	34	285	3	288	70	31	.....	.....	.....
Alabama	1	11	43	0	43	7	0	.....	0	0
Ohio	5	80	555	14	569	163	2	30,000	.....	1,443
Indiana	2	27	256	2	258	69	21	35,000	.....	.....
Illinois	4	127	1,161	39	1,200	365	50	27,000	.....	550
Michigan	2	37	328	11	339	77	112	16,000	.....	745
Wisconsin	1	16	142	0	142	21	.....	.....	.....	.....
Minnesota	1	12	110	0	110	18	.....	.....	.....	200
Iowa	2	37	146	9	155	35	5	.....	.....	.....
Missouri	4	93	475	12	487	131	6	12,500	.....	100
Nebraska	1	31	76	3	79	14	0	.....	.....	0
Colorado	1	18	44	5	49	8	0	.....	.....	0
Washington	1	17	32	2	34	2	3	.....	.....	114
California	3	65	373	13	386	127	2	55,000	.....	350
North Atlantic Division	9	206	2,059	49	2,108	585	41	545,000	100,000	800
South Atlantic Division	9	122	902	7	909	243	27	20,000	9,000	500
South Central Division	5	60	526	3	529	129	31	.....	.....	.....
North Central Division	22	460	3,249	90	3,339	893	196	120,500	.....	3,038
Western Division	5	100	449	20	469	137	5	55,000	.....	464
United States	50	948	7,185	169	7,354	1,987	300	740,500	109,000	4,802

TABLE 7.—*Summary of statistics of schools of medicine, dentistry, pharmacy, and for nurses, and veterinarians for the year 1898-99*—Continued.

States and classes.	Schools.	Instructors.	Students.					Value of grounds and buildings.	Endowment funds.	Volumes in libraries.
			Men enrolled.	Women enrolled.	Whole number.	Graduating in 1899.	Having A. B. or B. S.			
B.—BY STATES AND CLASSES—continued.										
Pharmacy.										
Maine	1	18	11	0	11	3	0	.....	.....	.....
Massachusetts	1	10	158	15	173	26	1	$68,850	$13,677	5,182
New York	4	51	526	11	537	253	2	.....	.....	1,365
New Jersey	1	6	26	0	26	13	.....	.....	.....	260
Pennsylvania	3	30	508	13	521	167	.....	170,000	.....	10,460
Maryland	1	6	101	0	101	35	.....	37,000	.....	.....
District of Columbia	2	11	69	3	72	17	1	18,000	0	.....
Virginia	1	10	22	0	22	6	0	.....	.....	500
North Carolina	2	8	30	.....	30	4	.....	1,500	.....	.....
South Carolina	1	4	27	.....	27	13	.....	.....	.....	.....
Georgia	1	3	31	.....	31	13	.....	.....	.....	.....
Kentucky	1	8	56	0	56	15	.....	.....	.....	.....
Tennessee	3	20	48	6	54	12	2	.....	.....	600
Alabama	2	8	44	.....	44	1	.....	4,600	.....	.....
Louisiana	1	6	15	3	18	11	0	.....	0	.....
Texas	1	5	38	2	40	8	.....	.....	.....	.....
Oklahoma	1	3	20	2	22	5	.....	.....	.....	.....
Ohio	5	38	389	13	402	156	2	30,000	.....	1,800
Indiana	2	22	167	2	169	83	.....	20,000	.....	.....
Illinois	2	15	282	15	297	124	.....	75,000	.....	2,550
Michigan	2	23	121	9	130	28	3	.....	.....	.....
Wisconsin	1	12	55	6	61	12	0	.....	.....	.....
Minnesota	1	13	58	4	62	25	2	.....	.....	.....
Iowa	3	28	247	18	265	79	0	.....	.....	.....
Missouri	2	22	173	4	177	57	0	35,000	.....	225
South Dakota	1	4	25	0	25	8	0	.....	.....	.....
Kansas	1	12	43	8	51	14	0	.....	.....	.....
Washington	2	25	20	11	31	24	.....	.....	.....	.....
Oregon	1	12	22	4	26	6	0	.....	.....	400
California	1	9	67	3	70	18	1	60,000	0	300
North Atlantic Division	10	115	1,229	39	1,268	462	3	238,850	13,677	17,157
South Atlantic Division	8	42	280	3	283	88	1	56,500	0	500
South Central Division	9	50	221	13	234	52	2	4,600	0	600
North Central Division	20	189	1,560	79	1,639	586	7	160,000	.....	4,575
Western Division	4	46	109	18	127	42	1	60,000	0	700
United States	51	442	3,399	152	3,551	1,230	14	519,350	13,677	23,532
Nurse training.										
Maine	4	.....	3	76	79	21	.....	.....	.....	.....
New Hampshire	6	.....	0	79	79	25	.....	.....	.....	.....
Vermont	1	.....	2	17	19	7	.....	.....	.....	.....
Massachusetts	47	.....	103	1,148	1,251	396	.....	.....	.....	.....
Rhode Island	4	.....	8	98	106	39	.....	.....	.....	.....
Connecticut	7	.....	.....	133	133	65	.....	.....	.....	.....
New York	73	.....	287	2,028	2,315	794	.....	.....	.....	.....
New Jersey	20	.....	20	306	326	117	.....	.....	.....	.....
Pennsylvania	53	.....	70	1,208	1,278	378	.....	.....	.....	.....
Delaware	2	.....	.....	21	21	3	.....	.....	.....	.....
Maryland	8	.....	.....	177	177	56	.....	.....	.....	.....
District of Columbia	6	.....	.....	107	107	51	.....	.....	.....	.....
Virginia	9	.....	3	112	115	54	.....	.....	.....	.....
West Virginia	1	.....	.....	12	12	2	.....	.....	.....	.....
South Carolina	1	.....	0	15	15	6	.....	.....	.....	.....
Georgia	3	.....	.....	65	65	10	.....	.....	.....	.....
Florida	1	.....	0	10	10	3	.....	.....	.....	.....
Kentucky	2	.....	.....	37	37	18	.....	.....	.....	.....
Tennessee	3	.....	.....	24	24	5	.....	.....	.....	.....
Alabama	1	.....	7	24	31	10	.....	.....	.....	.....
Louisiana	3	.....	.....	42	42	19	.....	.....	.....	.....
Texas	1	.....	.....	18	18	8	.....	.....	.....	.....

TABLE 7.—*Summary of statistics of schools of medicine, dentistry, pharmacy, and for nurses, and veterinarians for the year 1898–99*—Continued.

States and classes.	Schools.	Instructors.	Students.					Value of grounds and buildings.	Endowment funds.	Volumes in libraries.
			Men enrolled.	Women enrolled.	Whole number.	Graduating in 1899.	Having A.B. or B.S.			
B.—BY STATES AND CLASSES—continued.										
Nurse training—Cont'd.										
Ohio	17	.....	60	338	398	115	.....	.....	.....	.....
Indiana	7	.....	53	111	164	24	.....	.....	.....	.....
Illinois	31	.....	70	819	889	282	.....	.....	.....	.....
Michigan	14	.....	167	580	747	209	.....	.....	.....	.....
Wisconsin	6	.....	32	114	146	35	.....	.....	.....	.....
Minnesota	13	.....	79	287	366	118	.....	.....	.....	.....
Iowa	8	.....	82	152	234	47	.....	.....	.....	.....
Missouri	13	.....	55	211	266	54	.....	.....	.....	.....
Kansas	5	.....	1	50	51	12	.....	.....	.....	.....
Wyoming	1	.....	.....	5	5	.....	.....	.....	.....	.....
Colorado	5	.....	.....	65	65	21	.....	.....	.....	.....
Utah	1	.....	0	24	24	4	.....	.....	.....	.....
Washington	3	.....	.....	30	30	13	.....	.....	.....	.....
Oregon	3	.....	.....	64	64	19	.....	.....	.....	.....
California	10	.....	9	300	309	92	.....	.....	.....	.....
North Atlantic Division	215	.....	493	5,093	5,586	1,842	.....	.....	.....	.....
South Atlantic Division	31	.....	3	519	522	185	.....	.....	.....	.....
South Central Division	19	.....	7	145	152	60	.....	.....	.....	.....
North Central Division	114	.....	599	2,662	3,261	896	.....	.....	.....	.....
Western Division	23	.....	9	488	497	149	.....	.....	.....	.....
United States	393	.....	1,111	8,907	10,018	3,132	.....	.....	.....	.....

TABLE 8.—*Statistics of schools*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
1	St. Bernard, Ala	St. Bernard Seminary (R. C.)	1894	Benedict Menges
2	Talladega, Ala	Talladega College, Theological Department (Cong.).	1867	George W. Andrews, D. D.
3	Tuscaloosa, Ala	Stillman Institute (Presb.)	1876	O. B. Wilson
4	Little Rock, Ark	Philander Smith College, Theological Department (M. E.).	------	J. M. Cox
5	Berkeley, Cal	Berkeley Bible Seminary (Disc.)	1896	Samuel M. Jefferson, A. M., LL. D.
6	Oakland, Cal	Pacific Theological Seminary (Cong.)	1869	John Knox McLean, D. D.
7	San Anselmo, Cal	San Francisco Theological Seminary (Presb.).	1871	Henry C. Minton, D. D., clerk.
8	San Mateo, Cal	Church Divinity School of the Pacific (P. E.).	1893	Wm. Ford Nichols, D. D.
9	University, Cal	Maclay College of Theology, University of Southern California (M. E.).	1885	George Cochran, D. D
10	Denver, Colo	Matthews Hall (P. E.)	1872	John F. Spaulding, D. D.
11	University Park, Colo.	Iliff School of Theology, University of Denver (M. E.).	1892	Arthur H. Briggs, A. M., S. T. D.
12	Hartford, Conn	Hartford Theological Seminary (Cong.).	1834	Chester D. Hartranft, D. D.
13	Middletown, Conn	Berkeley Divinity School (P. E.)	1854	John Binney, D. D
14	New Haven, Conn	Yale Divinity School (Cong.)	1822	George P. Fisher, D. D., LL. D.
15	Washington, D. C.	Catholic University of America, Theological Department (R. C.).	1889	Charles P. Grannan, Ph. D., D. D.
16	do	Howard University, Theological School (nonsec.).	1870	John L. Ewell, D. D
17	do	King Hall Theological School (P. E)	1892	William V. Tunnell
18	do	Wayland Seminary (Bapt.)	1866	George R. Hovey
19	Atlanta, Ga	Atlanta Baptist Seminary	1867	George Sale, A. M
20	do	Gammon Theological School (M. E.)	1883	Wilbur P. Thirkield, A. M., D. D.
21	Bourbonnais, Ill	St. Viateur's College (R. C.)	1868	M. J. Marsile
22	Chicago, Ill	Chicago Lutheran Theological Seminary.	1891	R. F. Weidner, D. D., LL. D.
23	do	Chicago Theological Seminary (Cong.).	1855	Franklin W. Fisk, D. D., LL. D.
24	do	McCormick Theological Seminary (Presb.).	1839	Benjamin L. Hobson, D. D., chairman.
25	do	University of Chicago, Divinity School (Bapt.).	1865	Eri B. Hulbert, D. D., LL. D.
26	do	Western Theological Seminary (P. E.).	1885	Wm. Jason Gold, S. T. D.
27	Eureka, Ill	Eureka College, Bible Department (Disc.).	1890	John H. Hardin, A. M., LL. D.
28	Evanston, Ill	Garrett Biblical Institute, Northwestern University (M. E.).	1854	Charles J. Little, Ph. D., LL. D.
29	do	Norwegian-Danish Theological Seminary, Northwestern University (M. E.).	1885	Nels E. Simonsen, D. D
30	Galesburg, Ill	Ryder Divinity School, Lombard University (Univ.).	1881	C. Ellwood Nash, A. M., D. D.
31	Greenville, Ill	Greenville College, School of Theology (Fr. Meth.).	------	W. T. Hogg
32	Naperville, Ill	Union Biblical Institute (Ev. Asso.)	1876	Thomas Bowman
33	Rock Island, Ill	Augustana Theological Seminary (Ev. Luth.).	1860	Olof Olsson, Ph. D., D. D.
34	Springfield, Ill	Concordia College (Ger. Ev. Luth.)	1846	Reinhold Pieper
35	Upper Alton, Ill	Shurtleft College, Theological Department (Bapt.).	1827	A. A. Kendrick, D. D., LL. D.
36	Merom, Ind	Union Christian College, Theological Department (Christian).	1859	L. J. Aldrich
37	St. Meinrad, Ind	St. Meinrad's Ecclesiastical Seminary (R. C.).	1857	Athanasius Semitt, abbot.
38	Upland, Ind	Taylor University, Theological School (M. E.).	1893	John H. Schilling

a Approximately.
b This institution has real estate valued at $100,000 not at present income producing.
c $10,000 by legacy from Mrs. P. L. Moen, of Worcester.

of theology for the year 1898–99.

Session closes—	Number of professors.	Special or assistant instructors.	Whole number of students.	Number of women included.	Graduated in 1899.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	
June 20	6	3	18	0	2	0	5	40	.....	0	0	4,000	1
June 12	2	.....	22	0	2	1	3	35	$8,000	$8,000	$650	2,000	2
May 27	1	0	12	0	4	0	3	35	6,000	0	.....	a3,000	3
.....	1	1	24	0	0	.....	2	32	.....	.....	.....	200	4
May 1	1	.....	12	3	2	1	3	36	8,000	50,000	7,250	0	5
Apr. 25	6	1	20	2	2	9	3	36	65,000	275,000	1,500	7,250	6
Apr. 25	6	1	31	0	8	24	3	31	220,000	.....	.....	18,000	7
May 27	4	1	6	0	1	1	3	34	12,000	40,000	.....	.....	8
June 12	3	0	21	3	4	.....	3	36	.....	.....	.....	2,025	9
May 1	3	.....	4	0	3	2	....	35	30,000	(b)	0	a10,000	10
May 16	6	1	28	1	8	11	3	30	75,000	100,000	9,000	4,000	11
May 27	12	6	64	7	16	62	3	32	265,000	181,000	c17,554	71,000	12
June 5	6	3	20	0	8	10	3	37	85,877	340,657	.....	22,000	13
May 20	7	6	96	0	22	87	3	32	350,000	649,122	3,000	14,000	14
June 7	6	2	74	0	23	16	....	32	420,816	463,750	d25,000	17,000	15
May 27	2	7	46	0	4	0	3	34	(e)	45,000	.....	1,200	16
May 30	5	.....	12	0	2	0	3	36	30,000	.....	.....	.....	17
May 28	1	1	35	0	4	0	2	32	.....	0	0	500	18
Apr. 30	1	1	15	0	1	0	3	24	.....	0	500	1,000	19
May 12	4	1	83	.....	14	9	3	30	100,000	570,000	2,500	11,000	20
June 20	4	2	30	0	6	12	3	38	20,000	0	0	5,000	21
Apr. 27	3	6	43	0	19	32	4	30	175,000	0	6,600	4,400	22
May 10	12	3	139	0	49	98	3	30	350,000	1,150,000	50,000	19,000	23
May 5	8	1	169	0	39	.....	3	32	476,633	534,529	.....	20,000	24
June 23	22	3	336	25	22	224	3	36	640,000	400,000	.....	40,000	25
May 24	4	1	22	0	5	7	3	34	200,000	250,000	0	4,500	26
June 10	3	0	24	3	....	.....	3	39	.....	.....	.....	.....	27
May 25	9	2	168	7	33	56	3	34	a250,000	.....	.....	9,000	28
May 5	1	1	10	0	2	0	4	30	18,000	6,000	2,000	200	29
June 5	4	.....	11	2	1	0	4	37	(e)	.....	.....	a4,000	30
June 7	2	.....	9	2	....	.....	3	40	.....	.....	.....	.....	31
June 23	2	0	40	1	....	.....	....	38	.....	22,000	.....	.....	32
May 26	4	.....	63	0	19	63	3	30	.....	25,000	.....	.....	33
June 27	5	.....	101	0	31	0	3	40	125,000	2,000	8,530	2,500	34
June 5	2	.....	12	2	1	.....	3	36	.....	.....	.....	.....	35
June 14	3	2	21	7	1	1	3	36	.....	.....	.....	700	36
June 21	7	2	42	0	7	.....	5	40	.....	.....	.....	a14,000	37
June 6	5	1	38	6	7	8	3	36	80,000	3,000	2,000	2,000	38

d One fellowship, $10,000, by the Marquise de Merinville and the Baroness von Zedtwitz, Paris, France; one scholarship, $5,000, from Rev. Thomas Carroll, Oil City, Pa.; one scholarship, $5,000, from Mitchell Memorial Committee, Brooklyn, N. Y.; one scholarship, $5,000, from the Marquise de Merinville, Paris.

e A department of the university.

TABLE 8.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
39	Charles City, Iowa	Charles City College, Theological School (M. E.).	1891	J. F. Hirsch, A. M
40	Des Moines, Iowa	Drake University, Bible College (Disc.).	1881	Harvey W. Everest
41	Dubuque, Iowa	German Presbyterian Theological School of the Northwest.	1864	Adam W. Ringland, D. D.
42	do	Wartburg Seminary (Ev. Luth.)	1854	S. Fritschel, D. D
43	Mount Pleasant, Iowa.	German College, Theological School (M. E.).	1873	Edwin S. Havighorst, A. M., D. D.
44	Atchison, Kans	Western Theological Seminary (Ev. Luth.).	1893	Frank D. Altman, D. D
45	Kansas City, Kans	College of Theology, Kansas City University (Meth. Prot.).	1893	D. L. Stephens
46	Danville, Ky	Presbyterian Theological Seminary	1853	J. M. Worrall, D. D
47	Louisville, Ky	Louisville Presbyterian Theological Seminary.	1893	Wm. Hoge Marquess, D. D.
48	do	Southern Baptist Theological Seminary.	1859	
49	New Orleans, La	Straight University, Theological Department (Cong.).	1890	George W. Henderson
50	Bangor, Me	Bangor Theological Seminary (Cong.).	1816	Clarence A. Beckwith, D. D., secretary.
51	Lewiston, Me	Cobb Divinity School, Department of Bates College (Free Bapt.).	1840	James A. Howe, D. D
52	Baltimore, Md	St. Joseph's Seminary (R. C.)	1888	J. R. Slattery
53	do	St. Mary's Seminary (R. C.)	1791	A. L. Magnien, D. D
54	Ilchester, Md	Redemptorist College of Ilchester (R. C.).	1867	Ferdinand A. Litz
55	Mount St. Marys, Md.	Mount St. Mary's Theological School (R. C.).	1808	Wm. L. O'Hara, A. M
56	Westminster, Md	Westminster Theological Seminary (Meth. Prot.).	1882	Hugh L. Elderdice, A. M., D. D.
57	Woodstock, Md	Woodstock College (R. C.)	1869	Burchard Villiger
58	Andover, Mass	Andover Theological Seminary (Cong.).	1808	George Harris, D. D
59	Boston, Mass	Boston University, School of Theology (M. E.).	1839	Marcus D. Buell, A. M., D. D.
60	do	St. John's Boston Ecclesiastical Seminary (R. C.).	1884	J. B. Hogan, D. D
61	Cambridge, Mass	Episcopal Theological School (P. E.)	1867	George Hodges, D. D
62	do	Harvard University, Divinity School (nonsect.).	1817	Charles C. Everett, D. D., LL. D.
63	do	New Church Theological School (Swedenborgian).	1866	James Reed
64	Newton Center, Mass	Newton Theological Institution (Bapt.).	1825	Alvah Hovey, D. D., LL. D.
65	Tufts College, Mass	Tufts College, Divinity School (Univ.).	1869	Charles H. Leonard, D. D.
66	Adrian, Mich	Adrian College, School of Theology, (Meth. Prot.).	1832	David Jones, D. D
67	Hillsdale, Mich	Hillsdale College, Theological School (F. W. Bapt.).	1865	D. B. Read, D. D
68	Holland, Mich	Western Theological Seminary (Ref. Ch. in Amer.).	1869	John W. Beardslee, D. D.
69	Saginaw, Mich	German-English Lutheran Seminary (Ev. Luth.).	1886	W. Linsermann
70	Collegeville, Minn	St. John's Seminary (R. C.)	1867	Peter Engel, Ph. D
71	Faribault, Minn	Seabury Divinity School (P. E)	1860	Henry B. Whipple, D. D., LL. D.
72	Minneapolis, Minn	Augsburg Seminary (Ev. Luth.)	1869	Georg Sverdrup
73	do	United Church Seminary (Ev. Luth.)	1890	Marcus O. Bockman
74	Red Wing, Minn	Red Wing Seminary (Ev. Luth.)	1879	M. G. Hanson
75	St. Paul, Minn	Luther Seminary (Ev. Luth.)	1885	H. Ernst, D. D
76	do	Luther Seminary (Norw. Ev. Luth.)	1876	J. B. Frich
77	do	St. Paul's College (M. E.)	1889	C. W. Hertzler
78	do	St. Paul's Seminary (R. C.)	1894	Patrick R. Heffron, D. D., LL. D.
79	Canton, Mo	Christian University (Disc.)	1855	Clinton Lockhart, A. M., Ph. D.
80	Florisant, Mo	St. Stanislaus Seminary (R. .)	1823	Frederick P. Hagemann.

a A department of the university. *b* Approximately.

theology for the year 1898–99—Continued.

Session closes—	Number of professors.	Special or assistant instructors.	Whole number of students.	Number of women included.	Graduated in 1899.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	
June 15	2	0	10	0	0	0	3	39	.....	$10,000	$2,000	500	39
....do....	5	3	122	27	13	0	3	37	(*a*)	23,675	0	.....	40
Apr. 27	2	0	16	0	6	.....	3	32	$28,500	18,550	*b* 3,300	*b* 2,000	41
June 21	3	0	49	0	17	16	3	40	30,000	11,885	5,163	6,000	42
June 8	3	.....	19	.....	3	.....	4	37	12,000	27,000	.....	1,000	43
June 1	2	1	9	0	1	5	3	35	.....	.....	.....	*a* 300	44
June 8	2	3	23	.....	.....	.....	3	38	(*a*)	.....	.....	.....	45
May 5	3	2	22	0	9	8	3	32	31,000	114,000	.....	*b* 7,000	46
....do....	6	2	41	0	16	34	3	30	56,000	150,000	.....	*b* 4,000	47
June 1	6	2	262	0	55	.....	3	34	300,000	495,000	8,900	*b* 21,000	48
.....	1	2	23	3	1	1	3	32	(*a*)	0	0	*a* 400	49
May 18	5	1	23	0	12	3	3	36	100,000	235,000	.....	20,000	50
....do....	5	2	40	4	8	22	3	36	(*c*)	(*c*)	.....	3,657	51
June 25	3	.....	27	.....	7	.....	5	40	.....	.....	.....	3,000	52
June 28	16	0	273	0	52	.....	3	40	*b* 200,000	*b* 38,000	2,000	*b* 30,000	53
July 1	7	1	32	0	3	0	4	44	150,000	0	0	18,000	54
June 23	6	0	30	0	5	22	4	42	50,000	0	0	20,000	55
May 9	4	12	15	.....	5	5	3	32	10,000	4,000	1,000	3,000	56
June 30	15	0	142	0	23	.....	.....	42	250,000	.....	.....	.....	57
June 8	7	.....	39	0	14	33	3	35	200,000	700,000	4,500	.....	58
June 1	7	7	178	8	37	.....	3	33	145,000	.....	.....	.....	59
June 24	5	1	99	0	23	.....	3	40	500,000	0	.....	.....	60
June 23	6	2	36	0	5	28	3	37	500,000	200,000	12,000	10,000	61
June 28	9	1	26	0	2	21	3	38	(*a*)	(*a*)	.....	28,710	62
June 23	3	3	8	0	1	2	3	36	60,000	124,157	0	*b* 2,000	63
June 8	6	1	60	0	16	38	3	39	200,190	596,765	34,633	22,383	64
June 23	6	5	18	2	6	5	3	40	(*a*)	200,000	0	6,500	65
June 21	1	.....	33	0	1	0	2	36	0	0	0	.....	66
June 15	3	.....	44	2	8	1	3	36	.....	.....	.....	.....	67
Apr. 28	3	1	22	0	4	18	3	32	10,000	50,000	.....	6,000	68
June 28	3	2	7	.....	1	1	3	40	10,000	2,400	2,000	500	69
June 25	4	.....	47	0	.....	.....	.....	40	.....	.....	.....	.....	70
June 5	6	2	25	0	7	5	3	32	.....	.....	.....	8,000	71
May 31	2	1	34	0	11	.....	3	30	50,000	.....	.....	.....	72
June 3	3	0	55	0	18	21	3	30	0	108,805	0	1,000	73
May 27	3	0	13	0	5	.....	3	36	15,000	1,000	0	1,200	74
June 15	3	0	31	0	6	0	3	40	30,000	.....	.....	*b* 400	75
June 20	4	0	41	0	7	.....	3	40	75,000	2,860	10,000	1,000	76
June 6	1	4	6	0	1	0	3	36	.....	.....	.....	.....	77
June 15	8	4	123	0	28	.....	4	38	400,000	300,000	.....	10,000	78
June 2	3	1	47	0	2	.....	3	39	(*a*)	.....	.....	1,000	79
June 21	5	0	98	0	26	.....	5	40	.....	.....	.....	.....	80

c In common with Bates College.

TABLE 8.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
81	Kansas City, Mo	Redemptorist Seminary of the St. Louis Province (R. C.).	1887	Ferreol Girardey
82	St. Louis, Mo	Concordia Theological Seminary (Ev. Luth.).	1839	Francis Pieper
83	do	Kenrick Theological Seminary (R.C.)	1893	Francis V. Nugent
84	do	Theological Seminary of the German Evangelical Synod of North America, or Eden College.	1850	Louis F. Haeberle
85	Warrenton, Mo	Central Wesleyan College (M. E.)	1864	George B. Addicks
86	Blair, Nebr	Trinity Seminary (Ev. Luth.) *	1886	Peter S. Vig
87	Omaha, Nebr	Presbyterian Theological Seminary	1891	Matthew B. Lowrie, D.D.
88	Santee, Nebr	Santee Normal Training School (Cong.).	1870	Alfred C. Riggs
89	Bloomfield, N. J	German Theological School of Newark (Presb.).	1869	Charles E. Knox, D. D
90	Madison, N. J	Drew Theological Seminary (M. E.)	1867	Henry A. Buttz, D. D., LL. D.
91	New Brunswick, N. J.	Theological Seminary of the Reformed (Dutch) Church in America.	1784	Samuel M. Woodbridge, D. D., LL. D.
92	Princeton, N. J	Princeton Theological Seminary	1812	Wm. Henry Green, D.D., LL. D.
93	South Orange, N. J	Seminary of the Immaculate Conception (R. C.).	1856	John A. Stafford
94	Allegany, N. Y	St. Bonaventure's Seminary (R. C.)	1859	Joseph F. Butler
95	Auburn, N. Y	Auburn Theological Seminary (Presb.).	1821	Willis J. Beecher, D. D., chairman.
96	Buffalo, N. Y	German Martin Luther Seminary (Ev. Luth.).	1854	John A. Graban
97	Canton, N. Y	Canton Theological Seminary of St. Lawrence University (Univ.).	1858	Isaac M. Atwood, D. D
98	Hamilton, N. Y	Hamilton Theological Seminary, Colgate University (Bapt.).	1819	George E. Merrill, D. D
99	Hartwick Seminary, N. Y.	Hartwick Seminary (Ev. Luth.)	1797	Alfred Hiller, D. D., chairman.
100	New York, N. Y	General Theological Seminary of the Protestant Episcopal Church.	1817	Eugene A. Hoffman, D. D., D. C. L., LL. D.
101	do	Jewish Theological Seminary (Hebrew).	1886	H. P. Mendes, acting
102	do	Union Theological Seminary (Presb.).	1836	Charles C. Hall, D. D
103	Niagara University, N. Y.	Niagara University, Theological Department (R. C.).	------	J. P. Cribbins
104	Rochester, N. Y	Rochester Theological Seminary (Bapt.).	1850	Augustus H. Strong, D. D., LL. D.
105	do	St. Bernard's Seminary (R. C.)	1893	James J. Hartley
106	Stanfordville, N. Y	Christian Biblical Institute (Chris.)	1868	John B. Weston, D. D
107	Yonkers, N. Y	St. Joseph's Seminary (R. C.)	1896	Edward R. Dyer
108	Belmont, N. C	St. Mary's College (R. C.)	1886	Leo Haid, D. D
109	Charlotte, N. C	Biddle University, School of Theology (Presb.).	1867	D. J. Sanders, D. D
110	Raleigh, N. C	Shaw University, Theological School (Bapt.).	------	M. W. D. Norman, A. M
111	Berea, Ohio	German Wallace College, Theological Department (M. E.).	1865	William Nast
112	Carthagena, Ohio	St. Charles Borromeo Theological Seminary (R. C.).*	1860	Boniface Russ
113	Cincinnati, Ohio	Hebrew Union College (Hebrew)	1874	Isaac M. Wise
114	do	Lane Theological Seminary (Presb.).	1832	David S. Schaff, D. D., clerk.
115	Cleveland, Ohio	St. Mary's Theological Seminary (R. C.).	1848	N. A. Moes
116	Columbus, Ohio	German Evangelical Lutheran Seminary, Capital University.	1830	F. W. Stellhorn, D. D
117	Dayton, Ohio	Union Biblical Seminary (U. Breth.)	1870	George A. Funkhouser, D. D.
118	Gambier, Ohio	Kenyon College, Divinity School (P. E.).	1831	Hosea W. Jones, D. D

* In 1897–98. † In 1896–97. *a* Approximately.

b "By the will of the late Judge C. E. Vanderburgh, an esteemed Presbyterian elder, of Minneapolis, Minn., the sum of $5,000 has been left to the seminary."

theology for the year 1898–99—Continued.

Session closes—	Number of professors.	Special or assistant instructors.	Whole number of students.	Number of women included.	Graduated in 1899.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	
July 12	4	0	34	0	4	.....	4	44	*a* $50,000	0	0	*a* 8,500	81
June 27	6	0	186	0	56	186	3	40	300,000	0	0	15,000	82
June —	10	.....	87	0	16	.....	5	40	.....	.....	.....	.....	83
June 15	3	1	74	0	17	0	3	38	150,000	0	$12,500	4,300	84
....do....	2	0	41	0	1	0	3	40	100,000	$25,000	0	500	85
June 1	3	.....	14	0	4	0	3	33	15,000	.....	.....	200	86
Apr. 27	6	0	24	0	9	11	3	32	.....	.....	*b* 6,000	2,660	87
June 13	2	2	15	4	1	0	3	30	0	0	0	0	88
May 25	3	2	22	0	....	.....	3	32	* 25,000	* 59,000	.....	.....	89
May 18	7	.....	176	0	44	97	3	30	465,000	412,000	.....	49,200	90
....do....	5	2	38	0	13	.....	3	33	† 350,000	* 360,000	.....	44,096	91
May 10	8	4	206	0	68	173	3	34	596,150	1,293,111	*c* 8,855	62,728	92
June 18	5	1	31	.....	7	.....	....	.....	.....	.....	.....	.....	93
June 24	6	.....	69	0	11	.....	4	44	.....	.....	.....	9,197	94
May 5	6	1	105	0	22	78	3	33	300,000	485,751	4,050	25,679	95
June 23	1	2	12	0	0	0	3	40	12,500	0	941	1,207	96
June 27	4	1	20	3	3	3	3	39	50,000	155,000	500	8,000	97
June 21	6	2	52	0	10	27	3	37	(*d*)	.....	.....	.....	98
....do....	2	0	9	0	2	1	3	39	10,000	4,000	600	2,102	99
May 25	10	4	154	0	33	97	3	36	1,353,000	1,351,837	88,278	*e* 28,844	100
June 15	4	2	32	0	2	4	....	40	28,000	1,700	8,000	3,000	101
May 15	9	5	124	2	27	99	3	30	500,000	1,500,000	.....	68,619	102
.....	7	.....	59	0	....	.....	3	....	.....	.....	.....	.....	103
May 11	12	1	141	0	38	86	3	34	131,631	642,259	44,304	30,068	104
June 13	10	0	72	0	4	.....	6	40	600,000	.....	.....	*a* 10,000	105
May 10	6	3	10	.....	0	0	3	34	27,000	57,990	1,500	1,984	106
June 18	10	.....	119	0	16	.....	4	30	.....	.....	10,000	22,000	107
June 16	5	.....	14	.....	3	10	....	38	.....	.....	.....	*a* 14,000	108
June 5	4	1	19	0	9	9	3	32	140,000	.....	.....	10,500	109
.....	1	.....	17	0	....	.....	....	.....	.....	.....	.....	.....	110
.....	2	.....	27	0	....	.....	....	.....	.....	.....	.....	.....	111
June 15	3	1	18	0	2	.....	4	40	40,000	.....	.....	8,200	112
....do....	6	3	81	0	6	0	....	39	20,000	49,398	21,403	13,789	113
May 5	4	2	35	.....	9	30	3	32	162,000	290,000	.....	18,000	114
June 25	4	1	39	0	4	.....	....	42	75,000	0	12,000	10,000	115
June 28	3	.....	33	0	10	31	3	40	.....	.....	.....	.....	116
May 1	4	0	45	9	9	15	3	.....	38,000	65,000	.....	3,000	117
June 21	4	2	18	0	5	11	3	38	30,000	125,000	1,000	14,000	118

c From Mrs. Henry Winthrop, New York City, $5,500. *d* A department of the university.
e The library has lately come into possession, by gift, of a fine copy of the Mazarin or Gutenberg Bible. It is reported that there are but six other copies in the United States.

TABLE 8.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
119	Oberlin, Ohio	Oberlin Theological Seminary (Cong.).	1835	John H. Barrows, D. D
120	Springfield, Ohio	Wittenberg College, Theological School (Ev. Luth.).	1845	Samuel A. Ort, D. D., LL. D.
121	Tiffin, Ohio	Heidelberg Theological Seminary (Ref. Ch. in U. S.).	1851	David Van Horne, D. D., LL. D.
122	Wilberforce, Ohio	Payne Theological Seminary (A. M. E.).	1892	John G. Mitchell, A. M., D. D.
123	Xenia, Ohio	Xenia Theological Seminary (U. Presb.).	1794	W. G. Moorehead, D. D
124	Eugene, Oreg	Eugene Divinity School (Disc.)	1895	Eugene C. Sanderson, D. D.
125	Salem, Oreg	Willamette University, College of Theology (M. E.).	1885	Willis C. Hawley, A. M
126	University Park, Oreg.	Portland University, Department of Theology (M. E.).*	1891	Harvey K. Hines, D. D
127	Allegheny, Pa	Allegheny Theological Seminary (U. Presb.).	1825	James A. Grier, D. D., LL. D.
128	do	Reformed Presbyterian Theological Seminary.	1856	David B. Willson, D. D
129	do	Western Theological Seminary (Presb.).	1827	Thomas H. Robinson, D. D.
130	Beatty, Pa	St. Vincent's Seminary (R. C.)	1846	Leander Schnerr
131	Bethlehem, Pa	Moravian Theological Seminary	1807	Augustus Schultze, D. D.
132	Chester, Pa	Crozer Theological Seminary (Bapt.).	1868	Henry G. Weston, D. D., LL. D.
133	Collegeville, Pa	Ursinus School of Theology (Ref. Ch. in U. S.). *d*	1872	James I. Good, D. D
134	Gettysburg, Pa	Evangelical Lutheran Theological Seminary.	1826	Milton Valentine, D. D., LL. D.
135	Lancaster, Pa	Theological Seminary of the Reformed Church in the United States.	1825	Emanuel V. Gerhart, D. D., LL. D.
136	Lincoln University, Pa.	Lincoln University, Theological Department (Presb.).	1870	Isaac N. Rendell, D. D
137	Meadville, Pa	Meadville Theological School (Unitarian).	1844	George L. Cary, A. M., L. H. D.
138	Overbrook, Pa	Theological Seminary of St. Charles Borromeo (R. C.).	1832	Patrick J. Garvey, D. D
139	Philadelphia, Pa	St. Vincent's Seminary (R. C.)	1868	James McGill
140	do	Temple College, Theological School	1894	Forrest E. Dager, D. D
141	do	Theological Seminary of the Evangelical Lutheran Church.	1864	Henry E. Jacobs, D. D., LL. D.
142	Selinsgrove, Pa	Susquehanna University, Theological Department (Ev. Luth.).	1858	J. R. Dimm, A. M., D. D
143	Villanova, Pa	Augustinian College, Theological School (R. C.).	1843	Thomas C. Middleton, D. D.
144	Columbia, S. C	Presbyterian Theological Seminary.	1829	W. M. McPheeters, D. D., chairman.
145	Duewest, S. C	Erskine Theological Seminary (A. R. Presb.).	1824	W. L. Pressly, D. D
146	Mount Pleasant, S. C.	Evangelical Lutheran Seminary	1830	J. A. Morehead
147	Chattanooga, Tenn	U. S. Grant University, School of Theology (M. E.).	1889	G. T. Newcomb, D. D
148	Clarksville, Tenn	Southwestern Presbyterian University, Divinity School.	1885	George Summey, D. D.
149	Lebanon, Tenn	Cumberland University, Theological School (Cumb. Presb.).	1852	J. M. Hubbert, D. D
150	Nashville, Tenn	Central Tennessee College, Theological Department (M. E.).	1866	D. Birmingham
151	do	Fisk University, Theological Department (Cong.).	1892	E. M. Cravath, D. D
152	do	Roger Williams University (Bapt.)		
153	do	Vanderbilt University, Biblical Department (M. E.).	1875	Wilbur F. Tillett, D. D
154	Sewanee, Tenn	University of the South, Theological Department (P. E.).	1878	William P. Dubose, S. T. D.

* In 1897-98. *a* Approximately. *b* A department of the university.
c From James Law (deceased), Sheehan, N. Y., $15,000, library; heirs of Alex. Young, D. D., $10,000; Mrs. I. A. Jamison, $5,000.

theology for the year 1898–99—Continued.

Session closes—	Number of professors.	Special or assistant instructors.	Whole number of students.	Number of women included.	Graduated in 1899.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	
May 11	8	2	40	1	13	5	3	32	$75,000	$143,504	$3,455	39,560	119
May 5	3	1	33	0	15	33	3	32	(*b*)	.....	.....	.....	120
May 11	4	.....	22	0	8	6	3	30	.....	25,000	.....	.....	121
June 15	2	1	35	4	4	3	3	36	12,000	.....	.....	2,200	122
Apr. 28	4	.....	36	0	17	32	3	34	20,000	125,000	1,000	5,508	123
June 7	2	2	26	9	0	0	4	34	7,000	4,000	1,000	682	124
June 20	3	.....	5	.....	.....	.....	3	36	.....	.....	.....	1,000	125
June 6	5	.....	27	.....	.....	.....	3	36	.....	.....	.....	.....	126
May 15	4	.....	68	.....	25	65	3	32	110,000	290,000	*ac* 30,000	5,000	127
May 3	2	1	20	0	13	18	3	32	25,000	75,630	.....	3,500	128
May 10	6	2	75	0	28	68	3	32	250,000	542,331	18,446	*a* 28,000	129
June 20	5	1	43	0	8	.....	3	40	.....	.....	0	*a* 500	130
June 13	4	2	11	0	0	0	3	40	100,000	115,633	3,336	*a* 1,500	131
June 5	6	1	102	0	31	50	3	36	175,000	462,500	.....	15,000	132
May 5	5	2	21	0	4	16	3	32	0	.....	2,500	1,500	133
May 18	4	.....	39	.....	14	36	3	36	160,000	201,687	.....	14,000	134
May 10	5	1	59	0	19	52	3	32	100,000	170,000	*e* 14,500	15,000	135
Apr. 18	6	1	41	0	10	28	3	28	32,000	136,900	.....	15,950	136
June 8	5	4	23	3	4	5	3	38	50,700	360,000	.....	28,000	137
June 20	12	2	76	0	16	34	4	42	.....	0	*a* 30,000	22,000	138
June 28	5	3	42	0	3	.....	4	40	.....	0	0	12,650	139
June 1	4	.....	41	3	1	2	5	32	.....	.....	.....	*a* 500	140
.....	4	1	92	0	34	59	3	32	200,000	198,000	1,500	23,000	141
June 8	3	3	15	0	4	9	3	38	.....	.....	.....	.....	142
.....	5	.....	21	0	.....	.....	.....	.....	.....	.....	.....	.....	143
May 19	4	2	24	1	6	18	3	32	75,000	*a* 225,000	2,500	20,000	144
.....	4	.....	7	0	3	6	2	37	.....	35,000	.....	*a* 2,000	145
June 1	1	4	6	0	1	6	3	35	12,000	15,000	2,500	1,500	146
May 16	3	3	35	0	11	0	3	32	150,000	*f* 6,800	.....	6,000	147
June 14	5	2	26	0	8	15	2	40	(*b*)	.....	.....	*a* 8,000	148
June 5	8	.....	54	0	12	34	3	32	30,000	82,000	.....	5,000	149
June 1	2	6	21	0	1	0	2	36	(*b*)	.....	.....	.....	150
....do....	2	2	4	0	1	0	2,3	36	25,000	1,283	0	1,000	151
.....	.....	.....	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	152
June 15	5	1	53	0	11	49	3	34	*a* 150,000	(*b*)	.....	*a* 4,000	153
Aug. 2	4	1	20	0	5	9	3	40	40,000	20,000	5,000	2,000	154

d Theological school of Ursinus College has been removed to Philadelphia, Pa.
e Rev. I. I. Swander, D. D., and wife, of Tiffin, Ohio, contributed $12,000.
f Also $9,000 nonproductive at present.

TABLE 8.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
155	El Paso, Tex	Rio Grande Congregational Training School.	1892	A. C. Wright
156	Petersburg, Va	Bishop Payne Divinity School (P. E.).	1888	C. R. Hains, D.D
157	Richmond, Va	Richmond Theological Seminary (Bapt.).	1867	George F. Genung, D. D.
158	do	Union Theological Seminary (Presb.).	1824	Thomas C. Johnson, D. D., chairman.
159	Theological Seminary, Va.	Episcopal Theological Seminary (P. E.).	1821	A. Crawford, M. A., D.D.
160	Franklin, Wis	Mission House of the Reformed Church in the United States.	1859	H. A. Muehlmeier, D. D.
161	Nashotah, Wis	Nashotah House (P. E.)	1842	Wm. Walter Webb, D. D.
162	St. Francis, Wis	Provincial Seminary of St. Francis of Sales (R. C.).	1857	Joseph Rainer
163	Wauwatosa, Wis	Evangelical Lutheran Theological Seminary.	1878	Adolph Hoenecke

theology for the year 1898–99—Continued.

Session closes—	Number of professors.	Special or assistant instructors.	Whole number of students.	Number of women included.	Graduated in 1899.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	
May 29	0	1	5	0	0	0	5	40	$8,000	0	0	270	155
June 5	2	0	11	0	0	0	3	39	12,000	$400	0	400	156
Apr. 20	4	------	54	-----	5	16	4	30	15,000	50,000	$1,108	5,000	157
June 5	5	0	88	0	15	------	3	34	165,000	250,000	18,000	16,000	158
June 15	5	3	43	0	16	------	3	36	----------	329,196	----------	20,000	159
May 17	3	1	16	0	5	4	3	38	----------	----------	----------	6,000	160
May 23	4	2	38	0	7	1	3	32	*a* 100,000	120,000	8,300	13,000	161
June 22	13	1	230	0	25	------	3	40	----------	----------	----------	12,500	162
June 15	3	1	25	0	10	22	3	38	50,000	----------	----------	1,000	163

a Approximately.

TABLE 9.—*Statistics of schools*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
1	University, Ala	University of Alabama School of Law	1872	Wm. S. Thorington
2	Little Rock, Ark	Arkansas Law School	1893	John Fletcher
3	Los Angeles, Cal	Los Angeles Law School*	1897	Jas. B. Scott, A.M., D.C.L
4	San Francisco, Cal	University of California, Hastings College of the Law.	1878	Edward R. Taylor
5	Stanford University, Cal.	Leland Stanford Junior University, Law Department.	1893	Nathan Abbott, sen. prof
6	Boulder, Colo	Colorado School of Law, University of Colorado.	1892	Moses Hallett, LL. D
7	Denver, Colo	Denver Law School, University of Denver.	1892	Albert E. Pattison
8	New Haven, Conn	Yale University, Law Department	1824	Francis Wayland, LL. D
9	Washington, D. C	Catholic University of America, Law Department.	1895	Wm. C. Robinson, LL. D.
10	do	Columbian University, Law Department.	1865	Walter S. Cox, LL. D
11	do	Georgetown University School of Law.	1870	Jeremiah M. Wilson, LL. D.
12	do	Howard University School of Law	1867	Benj. F. Leighton, LL. D
13	do	National University, Law Department.	.....	No report
14	do	Washington College of Law	1898	Ellen Spencer Mussey
15	Athens, Ga	University of Georgia, Law Department.	1859	Wm. E. Boggs, D. D., LL. D.
16	Atlanta, Ga	Morris Brown College Law School	1896	James M. Henderson
17	Oxford, Ga	Emory College School of Law	.....	Charles E. Dowman, A. M., D. D.
18	Macon, Ga	Mercer University Law School	1875	Emory Speer
19	Aurora, Ill	Aurora College Law School	1896	Edwin Maxey, D. C. L., LL. D.
20	Bloomington, Ill	Bloomington Law School, Illinois Wesleyan University.	1874	Owen T. Reeves, LL. D.
21	Chicago, Ill	Chicago College of Law, Lake Forest University.	1888	Thomas A. Moran, LL. D
22	do	Chicago Law School	1896	Geo. W. Warvelle, LL. D
23	do	Illinois College of Law	1897	Howard N. Ogden, Ph. D., L. H. D.
24	do	Kent College of Law	1892	Marshall D. Ewell, LL. D
25	do	Northwestern University Law School	1859	Peter S. Grosscup, LL. D
26	Lebanon, Ill	McKendree Law School	1854	George A. Crow
27	Quincy, Ill	Chaddock College Law School	1880	Thomas R. Petri, sec
28	Urbana, Ill	University of Illinois School of Law	1897	Andrew S. Draper, LL. D
29	Bloomington, Ind	Indiana University Law School	1842	William P. Rogers
30	Indianapolis, Ind	Indiana Law School, University of Indianapolis.	1894	William P. Fishback
31	do	Indianapolis College of Law	1897	Francis M. Ingler
32	Notre Dame, Ind	University of Notre Dame, Law Department.	1869	William Hoynes, LL. D.
33	Valparaiso, Ind	Northern Indiana Law School	1879	Mark L. DeMotte, A. M.
34	Des Moines, Iowa	Iowa College of Law, Drake University.	1881	Chester C. Cole, LL. D.
35	Iowa City, Iowa	State University of Iowa, Law Department.	1865	Emlin McClain, LL. D., chancellor.
36	Holton, Kans	Campbell University, Law Department.	1897	John C. Brown
37	Lawrence, Kans	University of Kansas School of Law	1880	James W. Green, A. M.
38	Danville, Ky	Centre College School of Law	.....	Wm. C. Roberts, D. D., LL. D., S. T. D.
39	Louisville, Ky	University of Louisville Law School	1846	W. O. Harris
40	Richmond, Ky	Central University College of Law	1898	L. H. Blanton, D. D
41	New Orleans, La	Tulane University of Louisiana, Law Department.	1847	Harry H. Hall
42	Bangor, Me	University of Maine School of Law	1898	Geo. E. Gardner, M. A
43	Baltimore, Md	Baltimore University School of Law	1839	Bernard C. Steiner, Ph. D.
44	do	University of Maryland Law School*	.....	John P. Poe
45	Boston, Mass	Boston University School of Law	1872	Samuel C. Bennett
46	Cambridge, Mass	Harvard University Law School	1817	Jas. Barr Ames, LL. D.

*In 1897-98.
a Approximately.
b A department of the university.
c Course lengthened.

of law for the year 1898–99.

Session closes—	Number of professors.	Special or assistant instructors.	Students. Men.	Students. Women.	Students. Graduated in 1899.	Students. Students having A. B. or B. S.	Years in course.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Volumes in library.	Instruction in day or evening.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
June 22	2	0	27	0	12	6	2	36	$75	$3	a$153	(b)	.....	.....	a2,000	Day	1
June 5	8	7	23	0	9	11	2	36	50	5	105	.....	0	0	0	Eve	2
June 21	5	7	53	4	.....	.....	3	40	40	.....	130	.....	.....	.....	.....	.....	3
May 17	5	1	132	2	41	55	3	39	10	3	33	$50,000	$140,000	0	0	Day	4
May 28	4	2	123	1	.....	5	.....	35	0	0	.....	(b)	(b)	.....	a1,000	Day	5
June 1	9	13	50	2	13	8	3	36	40	0	120	.....	.....	.....	a1,400	Day	6
June 7	11	5	42	0	15	8	3	37	75	10	235	(b)	0	.....	a3,500	Day	7
June 27	12	25	196	0	68	70	3	37	110	5	330	(b)	(b)	.....	13,000	Day	8
June 7	2	3	45	.....	8	6	3	32	.....	5	205	(b)	100,000	.....	a1,300	Day	9
June 1	10	3	257	.....	112	19	3	32	80	10	250	(b)	.....	.....	2,500	Eve	10
....do ...	12	3	280	0	(c)	62	3	32	80	10	.....	.....	.....	.....	2,000	Eve	11
May 29	6	2	90	2	48	9	3	33	0	3	33	12,000	0	0	1,900	Eve	12
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13
June 1	3	11	0	21	6	.....	3	32	50	5	155	0	0	0	.....	Eve	14
June 20	4	1	43	0	*39	15	1	36	75	.....	.....	.....	.....	.....	.....	Day	15
June 1	2	0	7	0	0	0	3	13	30	5	105	.....	.....	.....	500	.....	16
June 13	2	0	5	0	5	.....	1	35	70	.....	.....	.....	.....	.....	.....	Day	17
June 5	4	3	22	0	20	.....	1	33	60	5	65	.....	.....	.....	.....	Eve	18
May 30	1	6	13	.....	0	2	3	34	60	5	.....	.....	.....	.....	400	.....	19
June 8	7	0	51	.....	7	.....	3	39	60	5	185	(b)	0	0	.....	Day	20
June 1	11	4	467	7	120	66	3	38	75	10	240	.....	.....	.....	a2,000	Eve	21
May 25	16	12	183	1	104	.....	3	36	75	5	225	.....	.....	.....	500	Eve	22
June 1	16	22	158	7	34	19	3	36	75	10	240	.....	1,600	.....	1,100	(d)	23
May 20	9	6	151	5	71	19	3	36	75	6	231	.....	0	0	.....	Eve	24
June 15	8	1	162	4	51	65	3	36	100	10	315	.....	0	$2,000	a1,500	Day	25
June 8	1	2	6	1	4	.....	3	36	45	5	140	.....	.....	.....	200	Day	26
June 2	4	0	9	1	3	1	3	36	60	5	.....	.....	0	0	0	Eve	27
June 14	4	6	69	2	3	.....	3	36	50	5	165	.....	.....	.....	1,500	Day	28
June 15	3	1	133	2	25	12	e2	36	37	5	80	(b)	.....	.....	3,500	Day	29
May 28	6	9	112	0	62	.....	2	32	80	5	.....	0	0	0	a1,000	Day	30
.....	4	10	26	.....	0	.....	2	48	80	5	.....	.....	0	.....	1,200	Eve	31
.....	4	3	45	.....	15	.....	3	42	100	10	.....	.....	.....	.....	2,700	Day	32
June 1	3	2	155	2	37	31	2	40	48	5	.....	4,000	0	0	600	Day	33
May 23	4	2	139	5	55	30	2	37	50	5	105	(b)	.....	.....	1,500	Day	34
June 7	4	3	212	7	85	50	2	36	60	7	127	(b)	.....	.....	9,500	Day	35
Sept. 4	4	1	10	.....	4	1	2	40	40	5	85	0	0	0	500	Day	36
June 7	3	8	160	6	62	25	f2	39	0	5	5	.....	.....	.....	1,500	Day	37
June 14	3	1	26	.....	3	.....	2	35	75	7	165	.....	.....	.....	.....	Day	38
Apr. 30	3	0	70	.....	31	.....	2	28	80	.....	.....	50,000	.....	.....	.....	Day	39
.....	3	4	15	.....	11	8	2	40	70	5	.....	.....	.....	.....	.....	Day	40
May 15	5	0	71	0	34	.....	2	26	80	0	.....	.....	.....	.....	0	Eve	41
June 14	2	7	29	1	3	7	3	22	60	10	190	0	(b)	0	1,200	Day	42
June 1	5	3	83	1	29	.....	3	32	40	30	150	0	0	0	a500	Eve	43
....do ...	10	.....	194	0	41	25	2, 3	34	70	10	232	10,000	.....	.....	a1,000	Eve	44
June 5	10	23	394	7	80	64	3	33	125	5	385	225,000	0	0	a9,000	Day	45
June 27	11	2	564	0	117	508	3	34	150	0	450	(b)	.....	.....	47,000	Day	46

d A day course and an evening course.
e Three, beginning in 1900.
f Three, beginning with 1899.

TABLE 9.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
47	Ann Arbor, Mich	University of Michigan, Law Department.	1859	Harry B. Hutchins, LL. D.
48	Detroit, Mich	Detroit College of Law	------	No report
49	Minneapolis, Minn	University of Minnesota College of Law.	1888	William S. Patee, LL. D.
50	Jackson, Miss	Millsaps College, Law Department	1895	Edward Mayes, LL. D.
51	University, Miss	University of Mississippi, Law Department.	1854	G. D. Shands, LL. D.
52	Columbia, Mo	University of Missouri, Law Department.	1872	Alexander Martin, LL.D
53	Kansas City, Mo	Kansas City School of Law	1895	William P. Borland
54	St. Louis, Mo	St. Louis Law School, Washington University.	1867	William S. Curtis
55	Lincoln, Nebr	University of Nebraska College of Law.	1891	M. B. Reese
56	Omaha, Nebr	Omaha School of Law, University of Omaha.	1897	T. J. Mahoney
57	Albany, N. Y	Albany Law School, Union University.	1851	J. Newton Fiero, LL. D.
58	Buffalo, N. Y	Buffalo Law School, University of Buffalo.	1887	Adelbert Moot
59	Ithaca, N. Y	Cornell University College of Law	1887	Francis M. Finch, LL. D.
60	New York, N. Y	Columbia University School of Law	------	Wm. A. Keener, LL. D.
61	do	New York Law School	1892	George Chase
62	do	New York University School of Law	1834	Clarence D. Ashley, LL. D.
63	Syracuse, N. Y	Syracuse University College of Law	1895	James B. Brooks, A. M., D. C. L.
64	Chapel Hill, N. C	University of North Carolina Law School.	1846	J. E. Shepherd
65	Raleigh, N. C	Shaw University Law School	1888	E. A. Johnson
66	Wake Forest, N. C	Wake Forest Law School	1894	N. Y. Gulley, M. A
67	Ada, Ohio	Ohio Normal University Law School	1893	S. P. Axline
68	Cincinnati, Ohio	University of Cincinnati Law Department.	1833	Wm. H. Taft, LL. D.
69	Cleveland, Ohio	Baldwin University Law School	1897	Chas. S. Bentley, A. M
70	do	Cleveland College of Law	1897	Sherman Arter, A. M.
71	do	Franklin T. Backus Law School of Western Reserve University.	1892	Evan H. Hopkins
72	Columbus, Ohio	Ohio State University School of Law	1891	W. F. Hunter
73	Lebanon, Ohio	National Normal University Law School.	------	J. W. Withers
74	Portland, Oreg	University of Oregon, School of Law	1884	Richard H. Thornton
75	Salem, Oreg	Willamette University, Law Department.	1887	S. T. Richardson, A. M.
76	Carlisle, Pa	Dickinson School of Law	1834	William Trickett, LL. D.
77	Philadelphia, Pa	Philadelphia Law School of Temple College.	1895	Henry S. Borneman
78	do	University of Pennsylvania, Law Department.	1790	Wm. Draper Lewis, Ph. D.
79	Pittsburg, Pa	Pittsburg Law School, Department of Western University of Pennsylvania.	1895	John D. Shafer
80	Providence, R. I	Rhode Island Law School	1898	William G. Webster
81	Columbia, S. C	South Carolina College Law School	1870	F. C. Woodward
82	Chattanooga, Tenn	U. S. Grant University, Department of Law.	1898	Lewis Shepherd
83	Harriman, Tenn	American Temperance University, Law Department.	1893	S. C. Brown, A. M
84	Knoxville, Tenn	University of Tennessee, Law Department.	1889	Henry H. Ingersoll, LL. D.
85	Lebanon, Tenn	Cumberland University Law School	1847	N. Green, chancellor
86	Nashville, Tenn	Central Tennessee College, Law Department.	1879	John W. Grant
87	do	Vanderbilt University, Law Department.	1875	Thomas H. Malone
88	Sewanee, Tenn	Sewanee Law School, University of the South.	1893	B. J. Ramage, Ph. D.
89	Austin, Tex	University of Texas, Law Department.	1883	

* In 1897–98. *a* A department of the university. *b* A day course and an evening course.

law for the year 1898–99—Continued.

Session closes—	Number of professors.	Special or assistant instructors.	Students.				Years in course.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Volumes in library.	Instruction in day or evening.	
			Men.	Women.	Graduated in 1899.	Students having A. B. or B. S.											
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
June 21	11	3	764	2	218	100	3	36	$35	$10	$115	(a)	.....	.....	.....	Day	47
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	48
June 1	6	14	441	7	61	25	3	36	50	10	170	$40,000	.....	.....	6,500	(b)	49
.....	1	5	17	0	11	....	2	40	50	0	.....	.....	.....	.....	0	Day	50
June 12	2	5	45	0	22	....	2	36	50	0	100	(a)	.....	0	1,700	Day	51
June 6	3	4	104	2	*57	....	2	40	50	3	103	40,000	.....	.....	3,991	Day	52
June 10	17	0	116	2	46	29	2	39	50	5	105	0	0	0	0	Eve	53
June 16	3	13	147	...	54	....	2	36	80	0	160	*30,000	*$77,500	0	*8,000	Day	54
June 8	5	10	116	2	51	....	2	33	45	....	100	(a)	.....	.....	c2,000	Day	55
June 10	17	20	52	...	7	2	2	32	10	5	25	0	.....	.....	0	Eve	56
June 1	6	11	76	1	46	15	2	33	100	7	.....	22,000	0	0	1,700	Day	57
May 22	26	0	112	4	32	30	2	34	100	0	200	0	0	0	0	Day	58
June 22	6	3	224	0	25	16	3	38	100	5	305	(a)	.....	.....	27,500	Day	59
June 11	5	3	349	...	92	....	3	32	150	25	.....	.....	.....	.....	*25,000	Day	60
June 14	3	11	742	0	167	258	2	36	100	10	210	.....	33.167	.....	.....	(d)	61
June 9	8	9	599	38	124	143	2, 3	34	100	20	.....	120,000	5,000	0	11,812	(d)	62
June 7	16	8	83	0	20	8	3	38	100	5	.....	.....	.....	.....	1,500	Day	63
June 6	2	1	69	0	1	19	2	38	100	5	.....	(a)	.....	.....	.....	Day	64
Mar. 18	1	1	14	...	1	....	3	24	70	10	230	.....	.....	.....	.....	Day	65
May 28	1	0	77	0	6	10	2	40	60	5	.....	(a)	.....	.....	c1,000	Day	66
July 21	2	2	148	1	*31	....	3	....	45	12	140	.....	.....	.....	600	Day	67
June 15	9	4	121	2	24	51	3	32	100	0	300	400,000	.....	.....	5,856	Day	68
June 17	5	4	72	...	8	12	3	40	50	5	155	.....	.....	0	.....	Eve	69
June 29	12	0	43	0	0	2	3	34	60	0	180	0	0	0	0	Eve	70
June 15	14	4	106	0	20	27	2	36	100	....	.....	40,000	.....	.....	4,000	Day	71
....do...	6	2	193	1	36	10	3	36	45	5	.....	0	0	0	c3,000	.....	72
.....	5	....	20	...	....	....	3	....	40	....	.....	.....	.....	.....	.....	.....	73
May 20	1	3	30	1	11	3	2	32	60	10	130	.....	.....	.....	.....	Eve	74
June 7	....	....	18	2	4	....	2	35	40	10	90	.....	.....	.....	.....	Eve	75
June 6	8	....	99	2	39	11	3	33	95	10	295	.....	.....	.....	.....	Day	76
May 30	5	....	101	2	0	....	4	36	50	....	205	.....	.....	.....	0	Eve	77
June 15	11	7	320	...	100	55	3	36	160	0	485	400,000	.....	$275,000	c25,000	Day	78
June 3	8	0	63	...	6	....	3	33	100	5	.....	.....	.....	.....	.....	(d)	79
June 5	14	0	52	0	0	8	3	35	80	....	.....	0	0	0	0	Eve	80
June 12	1	....	24	0	7	9	2	39	40	5	.....	.....	.....	.....	2,000	Day	81
June 1	12	5	50	2	21	3	2	34	50	10	.....	150,000	.....	.....	0	Eve	82
May 24	1	7	13	0	6	1	2	36	54	5	113	(a)	0	0	.....	Day	83
Sept. 21	2	....	47	0	18	5	2	39	60	6	136	.....	.....	.....	c500	Day	84
June 1	2	0	66	0	38	....	1	40	100	5	115	20,000	0	0	500	Day	85
....do...	2	....	12	...	4	1	2	36	30	10	70	(a)	0	0	500	Day	86
June 21	3	2	51	...	22	13	2	36	100	5	225	100,000	.....	.....	6,000	Day	87
.....	1	14	18	...	4	....	2	40	100	10	.....	.....	.....	.....	1,000	Day	88
June 21	4	3	160	0	57	38	2	36	0	0	30	(a)	(a)	.....	4,000	Day	89

c Approximately.

d From 3.30 to 5.30 p. m.

TABLE 9.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
90	Fort Worth, Tex	Fort Worth University, Law Department.	1881	Augustus J. Booty
91	Lexington, Va.	Washington and Lee University School of Law.	1849	Henry St. George Tucker, M. A.
92	Richmond, Va	Richmond College School of Law	1870	F. W. Boatwright, A. M.
93	Charlottesville, Va	University of Virginia Law School	1826	P. B. Barringer
94	Morgantown, W. Va.	West Virginia University, Law Department.	1867	Okey Johnson, A. M
95	Madison, Wis	University of Wisconsin College of Law.	1868	Edwin E. Bryant
96	Milwaukee, Wis	Milwaukee Law School *	1893	Edward R. Veech

*In 1897-98.

law for the year 1898–99—Continued.

Session closes—	Number of professors.	Special or assistant instructors.	Students.				Years in course.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Volumes in library.	Instruction in day or evening.	
			Men.	Women.	Graduated in 1899.	Students having A. B. or B. S.											
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
May 25	3	0	9	...	....	....	2	32	$37	$10	$90	.....	.....	.....	.....	Day	90
June 14	4	4	42	...	10	8	1, 2	40	75	....	.....	$25,000	0	0	3,000	Day	91
June 15	1	2	55	...	15	6	2	38	40	5	107	.....	$1,300	$500	800	Day	92
....do...	3	0	138	0	33	28	3	40	140	0	280	(*a*)	0	0	*b* 5,000	Day	93
June 22	3	0	131	2	40	3	3	40	0	5	.....	.....	.....	.....	*b* 400	Day	94
....do...	6	3	213	1	58	14	3	34	50	....	150	(*a*)	20,000	0	*b* 4,600	Day	95
May 31	3	0	43	2	....	....	....	33	20	0	.....	.....	.....	.....	.....	Eve	96

a A department of the university.

b Approximately.

TABLE 10.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—
	1	2	3	4	5
1	Birmingham, Ala.	Birmingham Medical College	1894	B. L. Wyman, A. M.	Apr. 2
2	Mobile, Ala	Medical College of Alabama, University of Alabama.	1859	George A. Ketchum	Apr. 14
3	Little Rock, Ark.	Arkansas Industrial University, Medical Department.	1879	James A. Dibrell	Apr. 13
4	Los Angeles, Cal.	University of Southern California, College of Medicine.	1885	Henry G. Brainerd	June 14
5	San Francisco, Cal.	College of Physicians and Surgeons.	1896	Winslow Anderson	June 30
6	do	Cooper Medical College	1858	Henry Gibbons, jr., A. M.	Apr. 14
7	do	University of California, Medical Department.	1862	Arnold A. D'Ancona	Apr. 30
8	Boulder, Colo.	University of Colorado, Medical Department.	1883	Luman M. Giffin	May 27
9	Denver, Colo.	Gross Medical College*	1887	Thomas H. Hawkins, A. M., LL. D.	Apr. 1
10	do	University of Denver, School of Medicine.	1870	Edmund C. Rivers, A. M.	Apr. 25
11	New Haven, Conn.	Yale University, Medical Department.	1814	Herbert E. Smith	June 27
12	Washington, D. C.	Columbian University, Medical Department.	1825	Emil A. Le Schweinitz, A. M., Ph. D.	June 1
13	do	Georgetown University, School of Medicine.	1850	G. L. Magruder, A. M.	May 15
14	do	Howard University, Medical Department.	1867	Thomas B. Hood, A. M.	May 10
15	do	National University, Medical Department.*	1884	John T. Winter	June 2
16	Atlanta, Ga.	Atlanta College of Physicians and Surgeons.	1854	W. S. Kendrick	Apr. 3
17	Augusta, Ga.	Medical College of Georgia, University of Georgia.	1821	Eugene Foster	Apr. 1
18	Chicago, Ill	American Medical Missionary College.	1895	John H. Kellogg	Sept. 27
19	do	College of Physicians and Surgeons, University of Illinois.	1882	William E. Quine	Apr. 20
20	do	Harvey Medical College	1891	J. Chase Stubbs	June 23
21	do	Illinois Medical College	1895	Wm. F. Waugh, A. M.	Aug. 31
22	do	Jenner Medical College	1893	William Rittenhouse	June 22
23	do	Northwestern University Medical School, Chicago Medical College.	1859	Frank S. Johnson, A. M.	June 4
24	do	Northwestern University, Woman's Medical School.	*e*1870	Marie J. Mergler	June 14
25	do	Rush Medical College	1843	Henry M. Lyman, A. M.	May 25
26	Fort Wayne, Ind.	Fort Wayne College of Medicine, Taylor University.*	1879	Christian B. Stemen, A. M., LL. D.	Mar. 16
27	Indianapolis, Ind.	Central College of Physicians and Surgeons.	1879	Samuel E. Earp, M. S.	Mar. 30
28	do	Medical College of Indiana, University of Indianapolis.	1869	Henry Jameson	Apr. 1
29	Des Moines, Iowa.	Iowa College of Physicians and Surgeons, Drake University.	1882	Lewis Schooler, LL. D.	Apr. 5
30	Iowa City, Iowa	State University of Iowa, Medical Department.	1870	Wm. D. Middleton, A. M.	Mar. 28
31	Keokuk, Iowa	Keokuk Medical College	1849	Oliver D. Walker	Mar. 20
32	Sioux City, Iowa	Sioux City College of Medicine	1890	H. A. Wheeler, A. M.	Apr. 5
33	Kansas City, Kans.	College of Physicians and Surgeons, Kansas City University.	1894	J. W. May	Apr. 1
34	Lawrence, Kans.	University of Kansas, School of Medicine (preparatory).	1880	S. Williston, Ph. D.	June 3
35	Topeka, Kans.	Kansas Medical College	1889	John E. Minney, A. M.	Apr. —
36	Louisville, Ky.	Hospital College of Medicine, Central University of Kentucky.	1874	P. Richard Taylor	June 30

* In 1897-98. *a* Approximately. *b* Four years hereafter.

c Dr. W. A. Hendrix built and gave to the college a pathological laboratory, in memory of his wife. It will accommodate 75 students.

medicine for the year 1898–99.

Number of professors.	Special or assistant instructors.	Students.				Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received in 1898–99.	Volumes in library.	Instruction in day or evening.	
		Men.	Women.	Graduated in 1899.	Students having A. B. or B. S.											
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
12	10	96	2	7	....	4	26	$75	$30	a$320	.....	.....	.....	.....	Day ..	1
9	10	140	0	21	....	b3	26	75	25	325	.....	.....	.....	.....	Day ..	2
13	....	107	1	6	0	4	26	50	25	250	$16,000	0	0	.....	Day ..	3
20	6	57	9	14	10	6	33	120	....	445	25,000	0	c$7,000	.....	Day ..	4
19	20	135	18	19	14	4	26	100	25	450	40,000	0	0	0	Day ..	5
16	15	127	27	*46	24	4	32	100	25	452	460,000	$56,000	0	2,700	Day ..	6
18	16	130	20	28	35	4	32	100	25	a517	150,000	0	0	2,500	Day ..	7
14	7	40	10	0	0	4	36	40	10	a200	(d)	(d)	0	(d)	Day ..	8
25	10	80	5	26	12	4	28	75	....	380	20,000	.....	.....	.....	Day ..	9
20	16	48	4	11	8	4	27	75	25	a385	.....	0	0	0	Day ..	10
10	15	109	0	7	6	4	34	150	30	608	.....	106,000	.....	.....	Day ..	11
26	....	213	....	27	....	4	30	110	5	445	90,000	.....	0	.....	Eve ..	12
27	8	86	0	10	24	4	30	100	0	.....	.....	0	0	800	Day ..	13
15	3	106	11	19	6	4	28	60	....	275	.....	.....	.....	.....	Eve ..	14
27	8	21	8	3	....	4	33	100	....	405	.....	.....	.....	.....	Eve ..	15
13	2	214	0	54	....	3	24	100	30	350	50,000	0	0	200	Day ..	16
10	9	175	0	57	....	3	24	100	30	.....	.....	0	0	3,000	Day ..	17
12	8	56	40	24	7	4	37	100	3	.....	40,000	.....	0	1,407	Day ..	18
40	35	477	37	115	....	4	30	105	0	500	160,000	0	0	262	Day ..	19
34	3	210	38	14	....	4	36	100	25	460	.....	.....	.....	.....	Eve ..	20
22	20	78	4	*26	....	4	26	100	....	a425	.....	.....	.....	200	Day ..	21
26	6	76	11	14	7	4	43	80	25	405	0	0	0	0	Eve ..	22
34	15	302	0	65	56	4	33	125	0	505	200,000	50,000	0	2,200	Day ..	23
25	20	0	79	*24	9	4	(f)	100	10	415	.....	.....	.....	.....	Day ..	24
20	39	938	0	169	30	4	32	130	....	a525	300,000	11,000	.....	2,000	Day ..	25
21	3	30	1	14	3	4	26	70	....	285	5,000	.....	.....	1,500	Day ..	26
21	19	77	5	5	12	4	26	60	25	.....	15,000	.....	.....	2,000	Day ..	27
22	18	142	9	9	....	4	24	.....	....	.....	.....	.....	.....	.....	.....	28
16	6	56	....	1	1	4	26	45	25	a295	4,000	3,500	.....	0	Day ..	29
14	3	175	7	2	16	4	26	65	....	260	200,000	.....	.....	.....	Day ..	30
16	6	265	20	5	25	4	26	48	30	200	50,000	.....	0	.....	Day ..	31
14	4	38	4	3	4	4	28	48	20	217	16,000	.....	0	.....	Day ..	32
26	4	47	5	11	5	3	24	75	....	.....	.....	.....	.....	225	Day ..	33
9	2	12	2	.....	0	2	38	0	....	.....	(d)	.....	.....	.....	Day ..	34
22	8	74	28	24	5	4	26	60	30	225	15,000	.....	.....	0	Day ..	35
10	23	163	....	.....	....	4	26	115	30	495	.....	.....	.....	.....	Day ..	36

d A department of the university.
e Became a department of the university in 1892.
f There are 4 terms of 12 weeks each in each calendar year.

TABLE 10.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—
	1	2	3	4	5
37	Louisville, Ky	Kentucky School of Medicine	1850	Wm. H. Wathen, A. M., LL. D.	
38	do	Kentucky University, Medical Department.	1899	Thomas C. Evans	June 30
39	do	Louisville Medical College	1869	C. W. Kelly	Mar. 27
40	do	University of Louisville, Medical Department.	1837	J. M. Bodine	do
41	New Orleans, La	New Orleans University, Medical College.	1889	L. G. Adkinson, A. M., D. D.	Mar. 2
42	do	Tulane University of Louisiana, Medical Department.	1834	Stanford E. Chaillé, A. M.	May —
43	Brunswick, Me	Medical School of Maine, Medical Department of Bowdoin College.	1820	Alfred Mitchell, A. M.	June 22
44	Portland, Me	Portland School for Medical Instruction (preparatory).	1856	Charles D. Smith	Dec. 21
45	Baltimore, Md	Baltimore Medical College	1881	David Streett. A. M.	Apr. 15
46	do	Baltimore University School of Medicine.	1884	Hampson H. Biedler, A. M.	Apr. 13
47	do	College of Physicians and Surgeons.	1872	Thomas Opie	Apr. 18
48	do	Johns Hopkins Medical School	1893	William Osler, LL.D.	June 15
49	do	Maryland Medical College	1898	Bernard P. Muse	May 20
50	do	University of Maryland, School of Medicine.	1807	Charles W. Mitchell, M. A.	Apr. 25
51	do	Woman's Medical College of Baltimore.	1882	Joseph T. Smith	May 18
52	Boston, Mass	College of Physicians and Surgeons.*	1880	Augustus P. Clarke, A. M.	June 20
53	do	Harvard University, Medical School.	1782	Wm. L. Richardson	June 28
54	do	Tufts College, Medical School	1893	Harold Williams	May 27
55	Ann Arbor, Mich	University of Michigan, Department of Medicine and Surgery.	1850	Victor C. Vaughn, Ph. D., Sc. D.	June 22
56	Detroit, Mich	Detroit College of Medicine	1867	Theodore A. McGraw	May 11
57	do	Michigan College of Medicine and Surgery.	1888	Hal C. Wyman	Mar. 28
58	Grand Rapids, Mich	Grand Rapids Medical College	1897	William Fuller	May 12
59	Saginaw, Mich	Saginaw Valley Medical College.	1896	L. W. Bliss	May 20
60	Minneapolis, Minn.	Minneapolis College of Physicians and Surgeons, Hamline University.	1883	Leo M. Crafts. A. M.	June 8
61	do	University of Minnesota, College of Medicine and Surgery.	1888	Parks Ritchie	June 3
62	Columbia, Mo	University of Missouri, Medical Department.	1873	A. W. McAlester, A. M., LL. D.	Apr. 7
63	Kansas City, Mo	Kansas City Medical College	1869	Franklin E. Murphy	Apr. 1
64	do	Medico-Chirurgical College	1897	George O. Coffin	Apr. 15
65	do	University Medical College	1881	C. F. Wainright	Apr. 1
66	do	Woman's Medical College	1885	Dora G. Wilson	Apr. 6
67	St. Joseph, Mo	Central Medical College of Missouri.	1894	T. E. Potter	Mar. 1
68	do	Ensworth Medical College	1878	Hiram Christopher	Mar. 15
69	St. Louis, Mo	Barnes Medical College	1892	C. H. Hughes	Apr. 12
70	do	Beaumont Hospital Medical College.	1886	Frank J. Lutz, A. M.	Apr. 20
71	do	Marion Sims College of Medicine	1890	Young H. Bond, A. M	Apr. 28
72	do	Missouri Medical College *e*	1840	P. G. Robinson, LL. D.	Apr. 18
73	do	St. Louis College of Physicians and Surgeons.	1879	Waldo Briggs	Apr. 10
74	do	St. Louis Medical College *e*	1842	Henry H. Mudd	Apr. 27
75	Omaha, Nebr	John A. Creighton Medical College.	1892	D. C. Bryant, A. M.	May 4
76	do	Omaha Medical College, University of Omaha.	1881	A. F. Jonas	Apr. 20
77	Hanover, N. H	Dartmouth Medical College	1798	Wm. T. Smith, LL. D	Feb. 27

* In 1897-98. *a* Approximately. *c* Average.
b A department of the University. *d* Free first 2 years; $50 3d and 4th years each.

medicine for the year 1898–99—Continued.

Number of professors.	Special or assistant instructors.	Students.				Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received in 1898-99.	Volumes in library.	Instruction in day or evening.	
		Men.	Women.	Graduated in 1899.	Students having A. B. or B. S.											
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
12	15	325	....	105	....	4	26	$100	$10	$430	$150,000	.....	.....	.....	.....	37
12	8	64	....	.....	6	4	26	75	30	*a* 430	40,000	.....	.....	.....	Day ..	38
10	8	100	....	9	11	4	26	75	30	*a* 430	125,000	0	0	.....	Day ..	39
10	1	140	0	13	26	4	26	75	30	*a* 450	*a* 100,000	0	0	*a* 3,500	Day ..	40
7	0	22	....	3	....	4	24	30	10	148	20,000	$5,000	$500	200	Day ..	41
7	7	370	....	85	21	4	26	140	30	*a* 560	250,000	*a* 6,000	0	3,500	Day ..	42
12	4	126	....	.....	....	3	24	78	25	.....	12,000	.....	.....	3,700	Day ..	43
12	4	41	....	.....	9	3	22	50	....	*a* 170	16,000	0	6,000	.....	Day ..	44
21	14	253	0	17	....	4	26	90	30	*a* 410	300,000	0	0	0	Day ..	45
10	15	120	5	48	5	4	24	50	30	290	25,000	0	0	0	Day ..	46
13	8	200	0	37	....	4	28	100	30	430	350,000	0	0	0	Day ..	47
11	20	165	32	32	197	4	37	200	0	800	.....	.....	.....	.....	Day ..	48
14	8	73	0	17	20	3	40	50	30	240	30,000	.....	0	.....	Day ..	49
9	19	275	0	47	30	4	28	100	30	480	300,000	.....	15,000	3,000	Day ..	50
13	11	0	21	3	0	4	30	100	30	400	34,000	.....	.....	384	Day ..	51
30	12	98	18	.....	....	4	36	100	30	*a* 475	30,000	25,000	.....	1,500	Day ..	52
30	40	546	....	110	52	4	40	200	30	764	(*b*)	.....	.....	2,204	Day ..	53
16	22	198	52	16	16	4	31	100	30	.....	.....	.....	.....	*a* 700	Day ..	54
14	22	396	54	88	....	4	34	35	10	360	(*b*)	.....	.....	.....	Day ..	55
21	49	191	0	46	....	4	30	60	30	385	105,336	0	0	.....	Day ..	56
16	6	134	8	12	6	4	24	55	25	320	50,000	0	0	3,000	Day ..	57
21	2	27	3	2	0	3	28	50	25	240	0	0	0	0	Day ..	58
24	2	67	6	25	5	3	34	50	25	270	0	0	0	0	Day ..	59
26	10	119	6	16	19	4	32	70	0	290	30,000	0	0	0	Day ..	60
35	15	260	22	36	34	4	33	*c* 90	0	360	100,000	0	0	2,182	Day ..	61
8	13	33	1	5	2	4	36	(*d*)	2	112	(*b*)	(*b*)	.....	(*b*)	Day ..	62
19	10	140	....	30	....	4	26	75	20	290	15,000	.....	.....	.....	Day ..	63
22	8	37	....	6	22	4	28	50	25	280	0	0	0	0	Day ..	64
32	10	250	0	53	....	4	26	60	30	*a* 270	50,000	0	0	.....	Day ..	65
27	3	0	30	6	4	3	26	50	25	200	0	0	0	0	Day ..	66
14	3	67	1	13	3	3	26	55	25	.....	25,000	.....	0	0	Day ..	67
16	5	56	4	15	4	4	26	55	25	240	60,000	10,000	.....	200	Day ..	68
22	7	585	0	202	....	4	28	50	25	*a* 297	140,000	.....	.....	.....	Day ..	69
20	8	81	....	16	10	3	28	.....	.....	.....	50,000	.....	.....	.....	Day ..	70
20	10	248	0	95	20	4	26	80	25	290	125,000	.....	.....	.....	Day ..	71
16	20	164	....	80	9	4	29	100	....	.....	100,000	.....	.....	0	Day ..	72
18	15	225	0	73	20	4	26	50	25	.....	65,000	.....	0	5,000	Day ..	73
22	12	98	....	27	15	4	29	100	....	405	.....	.....	.....	.....	Day ..	74
26	7	101	9	13	15	4	30	70	....	290	100,000	0	0	.....	Day ..	75
23	4	81	4	13	10	4	28	65	30	290	20,000	0	0	0	Day ..	76
13	4	131	0	25	16	4	30	110	25	*a* 500	.....	1,000	0	.....	Day ..	77

e Missouri Medical College and St. Louis Medical College were consolidated in 1899, under name of Medical Department of Washington University.

TABLE 10.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—
	1	2	3	4	5
78	Albany, N. Y	Albany Medical College, Union University.	1838	W. G. Tucker, Ph. D., registrar.	Apr. 19
79	Buffalo, N. Y	University of Buffalo, Medical Department.	1845	Matthew D. Mann, A. M.	Apr. 25
80	New York (Brooklyn), N. Y.	Long Island College Hospital Medical School.	1860	Jarvis S. Wight, A. M., LL. D.	.....
81	New York, N. Y	Columbia University, College of Physicians and Surgeons.	1807	James W. McLane	June 13
82	do	Cornell University Medical School.	1898	Wm. M. Polk, LL. D.	June 6
83	do	University and Bellevue Hospital Medical College.	1841	Edward G. Janeway	May 16
84	do	Woman's Medical College of the New York Infirmary.	1866	Emily Blackwell	May 25
85	Syracuse, N. Y	Syracuse University, College of Medicine.	1839	Henry D. Didama, LL. D.	June 7
86	Chapel Hill, N. C	University of North Carolina, School of Medicine (preparatory).	1891	R. H. Whitehead	May 15
87	Davidson, N. C	North Carolina Medical College	1892	J. P. Munroe	May 1
88	Raleigh, N. C	Leonard Medical School of Shaw University.	1882	James McKee	Mar. 18
89	Cincinnati, Ohio	Cincinnati College of Medicine and Surgery.	1851	W. E. Kiely	May 10
90	do	Laura Memorial Woman's Medical College.	1890	John M. Withrow, A. M.	Apr. 15
91	do	Medical College of Ohio, University of Cincinnati.	1819	W. W. Seely	May 2
92	do	Miami Medical College	1800	N. P. Dandridge, A. M.	May 2
93	Cleveland, Ohio	Cleveland College of Physicians and Surgeons, Department of Ohio Wesleyan University.	1863	Charles B. Parker, M. R. C. S., Eng.	May 3
94	do	Western Reserve University, Medical College.	1843	Hunter H. Powell, A. M.	June 15
95	Columbus, Ohio	Ohio Medical University	1892	George M. Waters, A. M.	Apr. 18
96	do	Starling Medical College	1847	Starling Loving, LL. D.	Apr. 13
97	Lebanon, Ohio	National Normal University, College of Medicine (preparatory).	1889	Selden S. Scoville, A. M.	Mar. 17
98	Toledo, Ohio	Toledo Medical College	1881	Daniel E. Haag	Apr. 27
99	Portland, Oreg	University of Oregon, Medical Department.	1887	S. E. Josephi	Apr. 1
100	Salem, Oreg	Willamette University, Medical Department.	1865	W. H. Byrd	Apr. 4
101	Philadelphia, Pa	Jefferson Medical College of Philadelphia.	1825	James W. Holland	May 15
102	do	Medico-Chirurgical College of Philadelphia.	1880	Seneca Egbert, A. M.	May 20
103	do	University of Pennsylvania, Department of Medicine.	1765	John Marshall, Nat. Sc. D.	June 12
104	do	Woman's Medical College of Pennsylvania.	1850	Clara Marshall	May 17
105	Pittsburg, Pa	Western Pennsylvania Medical College, University of Western Pennsylvania.	1885	J. C. Lange	May 27
106	Charleston, S. C	Medical College of the State of South Carolina.	1828	Francis L. Parker	Apr. 1
107	Chattanooga, Tenn	Chattanooga Medical College, U. S. Grant University.	1889	E. A. Cobleigh	Apr. 21
108	Knoxville, Tenn	Tennessee Medical College	1889	Charles P. McNabb	Oct. 2
109	Memphis, Tenn	Memphis Hospital Medical College.	1880	William B. Rogers	Apr. 27
110	Nashville, Tenn	Central Tennessee College, Meharry Medical Department.	1876	G. W. Hubbard	Feb. 1
111	do	University of Nashville, Medical Department.	1850	William G. Ewing	Apr. 5

a Approximately.
b The first two years of a medical course are given.

medicine for the year 1898-99—Continued.

Number of professors.	Special or assistant instructors.	Students. Men.	Women.	Graduated in 1899.	Students having A. B or B. S.	Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received in 1898-99.	Volumes in library.	Instruction in day or evening.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
14	14	154	0	67	....	4	29	$100	$25	*a*$400	$100,000	$12,500	.....	.....	Day ..	78
7	62	209	20	46	14	4	30	100	10	540	173,500	4,500	$5,000	6,552	Day ..	79
20	27	211	....	60	16	4	32	.....	....	.....	.....	.....	.....	0	Day ..	80
20	30	738	0	140	277	4	32	200	25	836	2,000,000	(*c*)	(*c*)	.....	Day ..	81
26	23	252	26	67	48	4	32	150	30	.....	150,000	0	*d*195,000	.....	Day ..	82
16	33	442	0	177	30	4	32	150	25	740	500,000	110,000	.....	325	Day ..	83
17	18	0	75	17	16	4	34	130	30	535	102,000	.....	.....	935	Day ..	84
15	18	81	7	2	8	4	32	125	....	520	93,793	.....	.....	4,455	Day ..	85
5	1	44	0	.....	4	(*b*)	32	90	....	.....	.....	.....	.....	1,000	Day ..	86
5	2	46	....	1	1	4	32	75	25	.....	4,000	.....	.....	200	Day ..	87
8	1	78	....	4	....	4	24	75	10	310	15,000	5,000	1,366	.....	Day ..	88
13	4	85	7	11	8	4	32	75	25	325	75,000	.....	.....	.....	Day ..	89
20	1	0	30	5	10	4	28	50	25	285	30,000	.....	.....	0	Day ..	90
14	20	218	....	40	11	4	28	100	25	.....	70,000	.....	.....	.....	Day ..	91
15	10	98	....	16	....	4	30	100	25	*a*450	20,000	.....	.....	0	Day ..	92
22	7	87	8	21	17	4	32	100	30	*a*500	110,000	0	30,000	500	Day ..	93
13	6	108	....	7	21	4	32	125	....	.....	275,000	175,000	5,000	2,500	Day ..	94
31	8	178	9	4	27	4	28	50	10	271	50,000	.....	0	*a*800	Day ..	95
15	15	122	....	2	20	4	26	50	25	284	100,000	.....	0	3,500	Day ..	96
8	2	23	4	.....	2	*b*2	28	60	....	.....	(*c*)	.....	.....	.....	Day ..	97
16	18	41	5	1	1	4	28	50	25	*a*290	25,000	.....	.....	2,000	Day ..	98
14	9	49	15	10	12	4	26	130	30	.....	0	0	0	*a*1,000	Day ..	99
16	....	20	....	2	10	4	24	*a*75	30	335	.....	.....	.....	0	Day ..	100
29	13	554	....	85	52	4	30	150	....	620	600,000	.....	40,000	800	Day ..	101
24	20	419	....	144	30	4	32	130	25	526	575,000	.....	.....	*a*1,500	Day ..	102
20	30	835	0	211	148	4	34	200	0	815	.....	50,000	0	6,000	Day ..	103
10	21	0	148	31	20	4	33	125	....	516	130,000	276,773	0	2,053	Day ..	104
20	24	274	2	49	....	4	32	100	....	.....	150,000	0	0	400	Day ..	105
8	9	95	2	21	....	3	26	100	....	300	30,000	0	0	.....	Day ..	106
14	10	168	0	31	....	3	28	50	30	300	50,000	0	0	.....	Day ..	107
15	3	94	....	18	3	4	26	50	25	*a*280	0	0	0	6	Day ..	108
10	15	541	0	112	22	4	26	50	25	240	60,000	0	0	480	Day ..	109
10	6	159	6	38	18	4	20	30	10	160	30,000	12,000	.....	800	Day ..	110
11	7	301	7	68	2	4	26	75	25	*a*325	40,000	.....	.....	500	Day ..	111

c A department of the university.
d From Oliver H. Payne, of New York City. *e* Suspended June, 1899.

TABLE 10.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—
	1	2	3	4	5
112	Nashville, Tenn...	University of Tennessee, Medical Department.	1876	Paul F. Eve.....	Apr. —
113	.....do.....	Vanderbilt University, Medical Department.	1875	William L. Dudley ..	Apr. 5
114	Sewanee, Tenn	Sewanee Medical College, University of the South.	1892	John S. Cain	Jan. 20
115	Fort Worth, Tex ..	Fort Worth University, Medical Department.	1894	Bacon Saunders	Apr. 6
116	Galveston, Tex	University of Texas, Medical Department.	1891	Henry P. Cooke	May 15
117	Burlington, Vt	University of Vermont, Medical Department.	1823	A. P. Grinnell.....	June 30
118	Richmond, Va	Medical College of Virginia*....	1838	Christopher Tompkins.	May 4
119	.....do.....	University College of Medicine.	1893	J. Allison Hodges....	May 11
120	Charlottesville, Va.	University of Virginia, Medical Department.	1825	Paul B. Barringer ...	Sept. 15
121	Milwaukee, Wis...	Milwaukee Medical College	1894	William H. Earles...	Apr. 3
122	.....do.....	Wisconsin College of Physicians and Surgeons*	1893	W. H. Washburn	Apr. 27
		ECLECTIC.			
123	Atlanta, Ga.....	Georgia College of Eclectic Medicine and Surgery.	1839	A. G. Thomas, A. M., LL. D.	Apr. 1
124	Chicago, Ill	Bennett College of Eclectic Medicine and Surgery.	1868	Anson L. Clark, A. M.	May 10
125	St. Louis, Mo	American Medical College	1873	Edwin Younkin	Apr. 10
126	Lincoln, Nebr	Lincoln Medical College of Cotner University.	1889	W. S. Latta	Mar. 17
127	New York, N. Y...	Eclectic Medical College of the City of New York.	1865	George W. Boskowitz, A. M.	May —
128	Cincinnati, Ohio ..	Eclectic Medical Institute	1845	Frederick J. Locke..	Apr. 10
		HOMEOPATHIC.			
129	San Francisco, Cal.	Hahnemann Hospital College...	1884	A. C. Peterson.....	May —
130	Denver, Colo	Denver Homeopathic Medical College.*	1894	Samuel S. Smythe...	Apr. 15
131	Chicago, Ill	Chicago Homeopathic Medical College.	1876	J. R. Kippax.....	Mar. 21
132	.....do.....	Dunham Medical College.....	1895	C. S. Fahnestock	Apr. —
133	.....do.....	Hahnemann Medical College....	1860	C. H. Vilas.....	Mar. 25
134	.....do.....	Hering Medical College	1891	Henry C. Allen	Apr. 10
135	.....do.....	National Medical College	1891	T. C. Duncan, Ph. D., LL. D.	Apr. 1
136	Iowa City, Iowa ...	State University of Iowa, Homeopathic Medical Department.	1877	.....	Mar. 30
137	Louisville, Ky	Southwestern Homeopathic Medical College.	1893	A. Leight Monroe ...	Apr. 4
138	Baltimore, Md.....	Southern Homeopathic Medical College.	1891	Henry Chandlee.....	Apr. 5
139	Boston, Mass	Boston University, School of Medicine.	1873	I. Tisdale Talbot	June 5
140	Ann Arbor, Mich..	University of Michigan, Homeopathic Medical College.	1875	Wilbert B. Hinsdale, A. M.	June 27
141	Minneapolis, Minn.	University of Minnesota, College of Homeopathic Medicine and Surgery.	1888	A. P. Williamson....	June 1
142	Kansas City, Mo...	College of Homeopathic Medicine and Surgery, Kansas City University.	1896	W. H. Jenney	Mar. 21
143	.....do.....	Kansas City Homeopathic Medical College.*	1888	Peter Deiderich.....	Mar. 25
144	St. Louis, Mo.....	Homeopathic Medical College of Missouri.	1857	Wm. C. Richardson.	Apr. 7
145	New York, N. Y...	New York Homeopathic Medical College.	1860	Wm. Tod Helmuth, LL. D.	May 5

*In 1897-98.

medicine, for the year 1898–99—Continued.

Number of professors.	Special or assistant instructors.	Students. Men.	Students. Women.	Students. Graduated in 1899.	Students. Students having A. B. or B. S.	Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received in 1898-99.	Volumes in library.	Instruction in day or evening.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
13	6	226	0	58	18	4	26	$100	$25	.....	$3,600	0	0	0	.....	112
13	8	249	....	76	....	4	26	100	25	.....	90,000	.....	0	.....	Day ..	113
13	7	120	0	50	10	4	30	50	25	a$250	(b)	.....	.....	.....	Day ..	114
15	5	138	4	18	5	4	26	75	25	325	30,000	0	0	0	Day ..	115
12	....	141	7	45	7	4	30	0	0	90	300,000	.....	.....	3,000	Day ..	116
7	18	210	....	*69	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	117
12	12	189	0	41	....	3	28	90	30	.....	100,000	.....	.....	.....	Day ..	118
17	29	252	0	68	24	4	30	85	30	370	55,000	0	0	500	Day ..	119
7	5	183	....	37	31	4	36	a90	0	.....	.....	$100,000	$10,000	.....	Day ..	120
24	11	150	0	5	10	4	28	100	0	440	150,000	0	0	0	Day ..	121
21	13	49	0	20	....	4	27	100	0	377	52,000	.....	.....	.....	Day ..	122
9	3	61	4	26	5	3	26	70	25	.....	25,000	.....	.....	1,000	Day ..	123
26	7	78	11	7	....	4	32	100	0	405	25,000	.....	.....	a300	Day ..	124
15	2	59	9	25	10	4	28	75	25	.....	2,800	0	0	300	Day ..	125
18	6	40	3	4	1	4	24	50	25	225	10,000	3,000	.....	200	Day ..	126
14	14	62	16	14	15	4	26	100	30	500	40,000	.....	.....	2,278	Day ..	127
14	3	152	5	76	26	4	27	75	25	250	60,000	0	0	500	Day ..	128
15	4	18	7	3	....	4	28	75	40	345	15,000	.....	.....	.....	Day ..	129
20	9	32	11	13	....	4	26	100	0	405	5,500	.....	.....	.....	Day ..	130
22	20	165	....	40	43	4	26	65	30	345	56,000	0	0	850	Day ..	131
16	10	47	14	2	15	4	26	100	0	415	45,000	0	0	500	Day ..	132
19	24	140	58	56	15	4	26	70	30	380	195,000	110,000	30,000	2,000	Day ..	133
20	10	35	25	18	10	4	28	100	0	.....	30,000	0	0	600	Day ..	134
40	15	101	31	22	....	4	28	65	25	250	.....	.....	.....	a200	Day ..	135
10	4	55	6	8	10	4	26	65	0	0	40,000	0	0	600	Day ..	136
16	6	14	10	5	11	4	26	75	0	.....	0	.....	.....	0	Day ..	137
14	10	29	10	8	0	4	24	100	30	445	30,000	0	0	a600	Day ..	138
26	23	115	46	44	5	4	32	125	30	483	120,000	40,000	1,000	2,500	Day ..	139
5	9	60	9	8	1	4	36	35	10	240	60,000	.....	.....	8,630	Day ..	140
15	2	20	2	4	1	4	32	a90	0	360	(b)	.....	.....	2,000	Day ..	141
14	16	20	6	4	12	4	26	50	30	.....	.....	.....	.....	300	Day ..	142
32	....	24	12	14	....	4	24	80	25	.....	.....	.....	.....	.....	Day ..	143
22	10	50	12	13	2	4	26	50	25	.....	15,000	0	0	.....	Day ..	144
24	12	130	....	36	17	4	30	125	30	530	550,000	0	.....	a4,000	Day ..	145

a Approximately. *b* A department of the university.

TABLE 10.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—
	1	2	3	4	5
		HOMEOPATHIC—continued.			
146	New York, N. Y	New York Medical College and Hospital for Women.*	1863	J. de la M. Lozier	May 3
147	Cincinnati, Ohio	Pulte Medical College	1872	J. D. Buck	
148	Cleveland, Ohio	Cleveland Homeopathic Medical College.	1849	W. A. Phillips	Apr. 4
149	Philadelphia, Pa	Hahnemann Medical College	1848	Pemberton Dudley	May 10
		PHYSIOMEDICAL.			
150	Chicago, Ill	Chicago Physiomedical College	1891	H. P. Nelson	Apr. 20
151	Indianapolis, Ind	Physiomedical College of Indiana.	1873	N. D. Woodard	Mar. 22
		POSTGRADUATE AND SPECIAL (not included in summary).			
152	Chicago, Ill	Postgraduate Medical School	1888	W. Franklin Coleman	
153	New Orleans, La	New Orleans Polyclinic	1887	Isadore Dyer	
154	New York, N. Y	New York Postgraduate Medical School.		D. B. St. John Roosa	
155	do	New York School of Clinical Medicine.			
156	Philadelphia, Pa	Philadelphia Polyclinic		Francis R. Packard	
157	do	Philadelphia Postgraduate School of Homeopathics.		James T. Kent	

* In 1897-98.

medicine, for the year 1898–99—Continued.

Number of professors.	Special or assistant instructors.	Students.				Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received in 1898–99.	Volumes in library.	Instruction in day or evening.	
		Men.	Women.	Graduated in 1899.	Students having A. B. or B. S.											
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
20	1	0	26	4	....	4	26	$100	$30	$460	.....	.....	.....	500	Day ..	146
128	5	39	10	10	9	4	27	75	25	330	$20,000	0	0	0	Day ..	147
4	14	120	20	51	12	4	....	100	25	430	150,000	.....	$771	.....	Day ..	148
8	32	273	....	70	30	4	32	125	30	550	600,000	$250,600	.....	15,000	Day ..	149
32	10	30	7	7	8	4	26	65	0	295	0	0	0	*a* 200	Day ..	150
17	1	35	3	5	6	4	26	65	....	360	15,000	.....	.....	.....	Day ..	151
51	37	320	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	152
11	9	86	1	.....	.....	.....	22	.....	.....	.....	.....	.....	.....	.....	.....	153
54	51	514	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	154
11	25	53	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	155
22	11	108	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	156
4	9	9	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	157

TABLE 11.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
1	Birmingham, Ala	Birmingham Dental College	1893	T. M. Allen
2	Los Angeles, Cal	University of Southern California, College of Dentistry.	1897	Edgar Palmer
3	San Francisco, Cal	College of Physicians and Surgeons, Dental Department.	1897	Charles Boxton
4	do	University of California, College of Dentistry.	1881	Louis L. Dunbar
5	Denver, Colo	Denver College of Dentistry, University of Denver.	1887	Alva H. Sawins
6	Washington, D. C	Columbian University, Dental Department.	1886	J. Hall Lewis
7	do	Howard University, Dental Department.	1880	Thomas B. Hood, A. M
8	do	Washington Dental College	1897	William N. Cogan
9	Atlanta, Ga	Atlanta College of Physicians and Surgeons, Dental Department.	1887	S. W. Foster
10	do	Atlanta Dental College	1893	William Crenshaw
11	Chicago, Ill	Chicago College of Dental Surgery, Lake Forest University.	1883	Truman W. Brophy, LL. D.
12	do	German-American Dental College	1889	Fritz W. Huxmann
13	do	Illinois School of Dentistry	1898	Frank N. Brown
14	do	Northwestern University, Dental School.	1890	Greene V. Black, Sc. D., LL. D.
15	Indianapolis, Ind	Central College of Dentistry	1897	Milton F. Ault
16	do	Indiana Dental College, University of Indianapolis.	1879	George E. Hunt
17	Iowa City, Iowa	State University of Iowa, Dental Department.	1880	William S. Hosford
18	Keokuk, Iowa	Keokuk Dental College, Department of Keokuk Medical College.	1897	B. C. Hinkley
19	Louisville, Ky	Louisville College of Dentistry, Central University of Kentucky.	1886	P. Richard Taylor
20	Baltimore, Md	Baltimore College of Dental Surgery	1839	M. W. Foster
21	do	Baltimore Medical College, Dental Department.	1895	William A. Montell
22	do	University of Maryland, Dental Department.	1882	Ferdinand J. S. Gorgas, A. M.
23	Boston, Mass	Harvard University, Dental School	1868	Eugene H. Smith
24	Ann Arbor, Mich	University of Michigan, College of Dental Surgery.	1875	Jonathan Taft
25	Detroit, Mich	Detroit College of Medicine, Department of Dental Surgery.	1891	Theodore A. McGraw
26	Minneapolis, Minn	University of Minnesota, College of Dentistry.	1888	Wm. P. Dickinson
27	Kansas City, Mo	Kansas City Dental College*	1881	J. D. Patterson
28	do	Western Dental College	1890	Drury J. McMillen
29	St. Louis, Mo	Marion Sims College of Medicine, Dental Department.	1894	Young H. Bond, A. M
30	do	Missouri Dental College, Washington University.*	1866	Henry H. Mudd
31	Omaha, Nebr	University of Omaha, Dental Department.	1894	A. O. Hunt
32	Buffalo, N. Y	University of Buffalo, Dental Department.	1892	Wm. C. Barrett
33	New York, N. Y	New York College of Dentistry	1866	Fanueil D. Weisse
34	do	New York Dental School	1892	Dwight L. Hubbard
35	Cincinnati, Ohio	Cincinnati College of Dental Surgery.	1893	G. S. Junkerman
36	do	Miami Dental College*	1896	C. A. Schuchardt
37	do	Ohio College of Dental Surgery, University of Cincinnati.	1845	H. A. Smith, A. M
38	Cleveland, Ohio	Western Reserve University, College of Dentistry.	1892	Henry L. Ambler, M. S
39	Columbus, Ohio	Ohio Medical University, Dental Department.	1892	Otto Arnold
40	Philadelphia, Pa	Medico-Chirurgical College, Department of Dentistry.	1897	Robert H. Nones
41	do	Pennsylvania College of Dental Surgery.	1856	Wilbur F. Litch
42	do	Philadelphia Dental College	1863	S. H. Guilford, A. M

*In 1897-98.

dentistry for the year 1898–99.

Session closes—	Number of professors.	Special or assistant instructors.	Students. Men.	Students. Women.	Students. Whole number.	Students having A. B. or B. S.	Graduated in 1899.	Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Volumes in library.	Instruction in day or evening.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Apr. 5	7	4	43	0	43	0	7	3	26	$100	$25	$360	.....	0	0	Day ..	1
June 15	14	15	42	2	44	2	0	3	30	125	0	375	.....	.....	0	Day ..	2
July 3	10	5	178	4	182	....	82	3	24	90	25	295	.....	0	100	Day ..	3
May 31	7	14	153	7	160	....	45	3	38	100	25	370	$55,000	.....	250	Day ..	4
Apr. 24	9	9	44	5	49	0	8	3	32	75	25	280	(a)	(a)	0	Day ..	5
May 31	7	5	68	0	68	....	13	3	30	100	10	310	.....	.....	.....	Eve ..	6
May 10	10	2	31	1	32	1	7	3	28	60	....	.....	(a)	(a)	.....	Eve ..	7
May 1	10	5	22	0	22	5	1	3	28	100	0	300	0	.....	.....	Eve ..	8
Apr. 30	8	7	86	0	86	....	30	3	28	100	25	352	20,000	$9,000	0	Day ..	9
....do	8	4	180	0	180	....	45	3	28	100	25	350	.....	0	300	Day ..	10
Apr. 5	19	37	489	0	489	....	*163	3	25	125	0	350	.....	.....	.....	Day ..	11
Mar. 31	6	3	17	3	20	8	5	3	26	100	25	325	27,000	0	350	Day ..	12
Apr. —	13	7	84	4	88	....	26	3	28	100	0	300	.....	.....	.....	Day ..	13
Apr. 6	16	26	571	32	603	42	171	3	24	100	0	350	.....	.....	200	Day ..	14
Apr. 10	10	6	54	0	54	2	4	3	24	90	10	260	.....	0	0	Day ..	15
May 3	9	2	202	2	204	19	65	3	27	100	10	325	35,000	.....	.....	Day ..	16
June 5	9	10	113	7	120	3	32	3	36	75	0	225	(a)	(a)	.....	Day ..	17
Apr. 10	10	8	33	2	35	2	3	3	28	75	....	.....	(a)	(a)	.....	Day ..	18
June 30	11	4	198	....	198	....	*52	3	26	115	30	.....	.....	.....	.....	Day ..	19
Mar. 31	8	6	214	6	220	....	62	3	30	100	30	345	.....	.....	200	Day ..	20
Apr. 6	8	6	65	0	65	3	15	3	26	100	30	330	.....	0	0	Day ..	21
Apr. 30	6	6	200	0	200	18	65	3	30	105	30	450	.....	.....	.....	Day ..	22
June 27	10	28	139	0	139	4	36	3	37	b170	0	511	.....	65,000	200	Day ..	23
June 22	4	12	224	10	234	110	55	3	40	70	10	204	(a)	(a)	745	Day ..	24
June 15	10	11	104	1	105	2	22	3	34	60	30	265	16,000	0	0	Day ..	25
June 5	10	2	110	0	110	....	18	3	33	100	0	310	(a)	(a)	b200	Day ..	26
Apr. 1	9	4	85	0	85	....	32	3	24	100	20	325	12,500	.....	.....	Day ..	27
Apr. 4	13	14	191	9	200	....	34	3	26	100	20	245	.....	.....	100	Day ..	28
Apr. 19	16	22	75	3	78	6	26	3	28	100	....	305	.....	0	.....	Day ..	29
Apr. 28	9	6	124	0	124	....	39	3	28	100	....	300	.....	.....	.....	Day ..	30
May 3	14	17	76	3	79	0	14	3	28	100	35	300	.....	.....	0	Day ..	31
May 1	10	5	203	2	205	....	58	3	32	100	30	335	.....	.....	500	Day ..	32
May 15	5	21	250	0	250	2	41	3	32	165	30	540	120,000	0	0	Day ..	33
May 6	7	11	33	9	42	....	12	3	28	150	25	505	.....	.....	.....	Day ..	34
May 5	10	8	104	5	109	....	36	3	30	100	0	305	30,000	0	200	Day ..	35
Apr. 21	8	3	18	6	24	....	1	3	26	100	....	300	.....	.....	143	Day ..	36
Apr. 5	6	5	190	....	190	....	* 66	3	26	100	25	330	.....	.....	300	Day ..	37
June 15	10	5	94	....	94	....	30	3	36	100	10	335	.....	.....	.....	Day ..	38
Apr. 18	17	8	149	3	152	2	30	3	25	50	10	205	.....	.....	800	Day ..	39
Apr. 30	12	21	101	....	101	4	21	3	30	110	25	340	.....	35,000	.....	.....	40
May 2	7	20	306	18	324	....	111	3	29	100	30	345	60,000	.....	.....	Day ..	41
May 1	5	14	343	17	360	8	94	3	30	115	35	370	120,000	0	.....	Day ..	42

a In common with the university at large. *b* Approximately.

TABLE 11.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
43	Philadelphia, Pa	University of Pennsylvania, Department of Dentistry.	1878	Edward C. Kirk
44	Pittsburg, Pa	Pittsburg College of Dental Surgery, Western University of Pennsylvania.	1896	J. G. Templeton, A. M
45	Nashville, Tenn	Central Tennessee College, Dental Department.	1885	G. W. Hubbard
46	do	University of Tennessee, Dental Department.	1878	Joseph P. Gray
47	do	Vanderbilt University, Dental Department.	1879	William H. Morgan
48	Richmond, Va	University College of Medicine, Dental Department.	1893	L. M. Cowardin
49	Tacoma, Wash	Tacoma College of Dental Surgery	1892	A. R. Baker
50	Milwaukee, Wis	Milwaukee Medical College, Dental Department.	1894	George V. I. Brown

dentistry for the year 1898-99—Continued.

Session closes—	Number of professors.	Special or assistant instructors.	Students.					Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Volumes in library.	Instruction in day or evening.	
			Men.	Women.	Whole number.	Students having A. B. or B. S.	Graduated in 1899.										
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
June 15	9	5	504	....	504	....	158	3	37	$100	$30	$345	$245,000	0	.....	Day ..	43
May 1	8	8	180	3	183	23	54	3	28	100	30	350	.....	.....	100	Day ..	44
Feb. 1	5	3	17	2	19	1	2	4	20	30	10	140	(*a*)	(*a*)	.....	Day ..	45
June 1	9	5	104	....	104	23	29	4	28	105	25	.....	.....	.....	.....	Day ..	46
Mar. 30	7	5	164	1	165	2	39	3	24	100	25	350	(*a*)	(*a*)	.....	Day ..	47
May 11	10	6	36	0	36	0	5	3	32	100	30	.....	.....	0	.....	Day ..	48
Apr. 6	9	8	32	2	34	3	2	3	28	100	20	325	.....	.....	114	Day ..	49
Apr. 3	11	5	142	0	142	....	21	3	28	110	0	330	.....	0	.....	Day ..	50

a In common with the university at large.

TABLE 12.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—
	1	2	3	4	5
1	Auburn, Ala	Alabama Polytechnic Institute, Department of Pharmacy.*	1895	E. R. Miller	
2	Mobile, Ala	Medical College of Alabama, School of Pharmacy, University of Alabama.		George A. Ketchum	Apr. 2
3	San Francisco, Cal.	California College of Pharmacy, University of California.	1873	William M. Searby	May 15
4	Washington, D. C.	Howard University, Department of Pharmacy.	1870	Thos. B. Hood, A. M.	May 7
5	do	National College of Pharmacy	1872	Samuel L. Hilton	Mar. 25
6	Atlanta, Ga	Atlanta College of Pharmacy	1891	George F. Payne	Mar. 31
7	Chicago, Ill	Chicago College of Pharmacy, University of Illinois.	1859	F. M. Goodman	Apr. 20
8	do	Northwestern University, School of Pharmacy.	1886	Oscar Oldberg	June 16
9	Lafayette, Ind	Purdue University, School of Pharmacy.	1884	Arthur L. Green	June 6
10	Valparaiso, Ind	Northern Indiana School of Pharmacy.	1893	J. Newton Roe	Aug. 10
11	Des Moines, Iowa	Highland Park College of Pharmacy.	1890	Sherman R. Macy	July 27
12	do	Iowa College of Pharmacy, Drake University.	1882	A. H. Weber	
13	Iowa City, Iowa	State University of Iowa, Department of Pharmacy.	1885	Emil L. Boerner	Mar. 30
14	Lawrence, Kans	University of Kansas, School of Pharmacy.	1885	Lucius E. Sayre	June 8
15	Louisville, Ky	Louisville College of Pharmacy	1870	Gordon L. Curry	Mar. 23
16	New Orleans, La	Tulane University, Department of Pharmacy.	1837	Stanford E. Chaillé	May 1
17	Orono, Me	University of Maine, Department of Pharmacy.	1895	A. W. Harris	June 14
18	Baltimore, Md	Maryland College of Pharmacy	1841	Charles Caspari	May 10
19	Boston, Mass	Massachusetts College of Pharmacy.	1867	Julian W. Baird, A.M	May 18
20	Ann Arbor, Mich	University of Michigan, School of Pharmacy.	1868	Albert B. Prescott	June 22
21	Detroit, Mich	Detroit College of Medicine, Department of Pharmacy.	1890	John E. Clark	May 11
22	Minneapolis, Minn	University of Minnesota, College of Pharmacy.	1892	Frederick J. Wulling	June 5
23	Kansas City, Mo	Kansas City College of Pharmacy	1885	J. R. Moechel, sec	Apr. —
24	St. Louis, Mo	St. Louis College of Pharmacy	1865	James M. Good	Apr. 15
25	Newark, N. J	New Jersey College of Pharmacy.*	1892	P. E. Hommel	Apr. 30
26	Albany, N. Y	Albany College of Pharmacy	1881	Willis G. Tucker	Mar. 13
27	Brooklyn, N. Y	Brooklyn College of Pharmacy	1891	Elias H. Bartley	May 10
28	Buffalo, N. Y	Buffalo College of Pharmacy	1886	Willis G. Gregory	Apr. 25
29	New York, N. Y	College of Pharmacy of the City of New York.	1829	Edward Kemp	do
30	Chapel Hill, N. C.	University of North Carolina, Department of Pharmacy.	1897	E. T. Howell	May —
31	Raleigh, N. C	Shaw University, Pharmaceutical Department.	1890	Wm. Simpson	Mar. 18
32	Ada, Ohio	Ohio Normal University, Department of Pharmacy.	1884	H. S. Lehr	July 21
33	Cincinnati, Ohio	Cincinnati College of Pharmacy, University of Cincinnati.	1871	Julius H. Eichberg	June 1
34	Cleveland, Ohio	Cleveland School of Pharmacy	1884	Joseph Feil	Apr. 26
35	Columbus, Ohio	Ohio State University, College of Pharmacy.	1885	George Kauffman	June 14
36	Scio, Ohio	Scio College, Department of Pharmacy.	1890	J. H. Beal	June 25
37	Norman, Okla	University of Oklahoma, School of Pharmacy.	1894	Edwin De Barr	June 9
38	Corvallis, Oreg	State Agricultural College, Department of Pharmacy.	1898	F. Buchtold, A. M	June 11
39	Philadelphia, Pa	Medico-Chirurgical College, Department of Pharmacy.	1898	Carl E. Smith	May 6

* In 1897-98. *a* Approximately.

of pharmacy for the year 1898–99.

Number of professors.	Special or assistant instructors.	Students.					Years in the course.	Weeks in year.	Years of practice required.	Tuition fee.	Graduation or examination fees.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Volumes in library.	Instruction mainly in day or evening.	
		Men.	Women.	Whole number.	Students having A. B. or B. S.	Graduated in 1899.											
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
1	3	27	0	27	.....	.....	2	36	....	0	0	$24	$4,000	.....	.....	Day	1
3	1	17	....	17	.....	1	2	26	0	$50	$10	120	.....	.....	.....	Day	2
4	5	67	3	70	1	18	2	31	4	100	20	225	60,000	0	*a* 300	Day	3
4	2	17	1	18	1	6	2	28	4	60	....	.....	.....	.....	.....	Eve	4
4	1	52	2	54	.....	11	3	24	4	60	0	185	18,000	0	.....	Eve	5
2	1	31	....	31	.....	13	2	26	2	45	15	140	.....	.....	.....	Eve	6
3	4	148	7	155	.....	41	2	28	4	75	5	155	.....	.....	2,000	Day	7
6	2	134	8	142	.....	83	....	40	0	.....	5	.....	*a* 75,000	.....	*a* 550	Day	8
3	8	79	0	79	0	35	2	26	0	15	5	*a* 100	.....	.....	.....	Day	9
8	3	88	2	90	.....	*48	2	25	0	43	0	66	20,000	.....	.....	Day	10
8	5	184	15	199	.....	65	2	24	0	50	10	136	.....	.....	.....	Day	11
5	.....	19	1	20	.....	.....	2	....	....	40	20	132	.....	.....	.....	Day	12
5	5	44	2	46	0	14	2	28	0	75	0	150	.....	.....	.....	Day	13
6	6	43	8	51	0	14	2	40	2	0	5	76	.....	.....	.....	Day	14
5	3	56	0	56	.....	15	2	26	4	80	....	160	.....	.....	.....	Day	15
3	3	15	3	18	0	11	2	26	2	70	20	155	.....	0	.....	Day	16
12	6	11	0	11	0	3	2,4	36	3	30	....	.....	.....	.....	.....	Day	17
3	3	101	0	101	.....	*35	2	32	0	90	15	180	37,000	.....	.....	Day	18
5	5	158	15	173	1	26	2	34	4	100	10	215	68,850	$13,677	*a* 5,132	Day	19
12	4	74	7	81	3	19	2,4	36	0	35	10	170	(*b*)	.....	(*b*)	Day	20
5	2	47	2	49	.....	9	2	28	0	40	10	110	.....	0	.....	Eve	21
6	7	58	4	62	2	25	2.3	32	0	75	10	165	(*b*)	.....	(*b*)	Day	22
5	7	28	1	29	.....	7	2	26	4	65	10	140	0	0	.....	Eve	23
5	5	145	3	148	0	50	2	28	4	66	10	*a* 150	35,000	0	*a* 225	Eve	24
4	2	26	0	26	.....	13	2	30	3	75	15	165	.....	.....	260	(*c*)	25
3	4	68	0	68	.....	21	2	23	4	64	10	138	.....	.....	.....	Eve	26
5	8	101	6	107	0	51	2	31	4	65	10	145	0	0	1,265	Day	27
5	13	69	5	74	2	33	2	25	0	50	10	135	0	0	100	Day	28
8	5	288	....	288	.....	*148	2	27	4	100	....	.....	.....	.....	.....	Day	29
5	2	22	0	22	0	4	2	36	4	75	....	170	.....	0	(*b*)	Day	30
1	.....	8	....	8	.....	.....	3	24	3	32	10	106	1,500	.....	.....	Day	31
4	2	214	1	215	.....	76	1,2	40	0	60	4	.....	.....	.....	.....	Day	32
6	1	32	7	39	0	25	....	34	....	.....	10	.....	30,000	.....	*a* 500	Day	33
4	1	54	2	56	2	9	3	28	0	60	10	190	0	0	*a* 500	Day	34
6	6	36	2	38	0	12	2,4	37	0	0	5	*a* 50	(*b*)	(*b*)	(*b*)	Day	35
5	3	53	1	54	.....	34	1,2	40	0	75	....	.....	.....	.....	800	Day	36
2	1	20	2	22	0	5	2	38	1	0	5	.....	.....	.....	(*b*)	Day	37
9	3	22	4	26	0	0	4	40	0	0	0	24	.....	.....	400	Day	38
5	6	27	0	27	0	5	2	30	4	75	10	165	.....	.....	.....	Eve	39

b In common with the university at large.

c Afternoon and evening.

TABLE 12.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—
	1	2	3	4	5
40	Philadelphia, Pa	Philadelphia College of Pharmacy.	1821	Joseph P. Remington	Apr. 15
41	Pittsburg, Pa	Pittsburg College of Pharmacy	1878	Julius A. Koch	Apr. 5
42	Charleston, S. C	Medical College of South Carolina, Department of Pharmacy.	1896	Francis L. Parker	Apr. 1
43	Brookings, S. Dak	South Dakota Agricultural College, Department of Pharmacy.	1888	B. T. Whitehead, prof	June 28
44	Knoxville, Tenn	University of Tennessee, Department of Pharmacy.	1888	Charles O. Hill, prof	June 11
45	Nashville, Tenn	Central Tennessee College, Department of Pharmacy.	1879	G. W. Hubbard	Feb. 1
46	....do	Vanderbilt University, Department of Pharmacy.	1898	James M. Safford	June 15
47	Galveston, Tex	University of Texas, School of Pharmacy.	1893	Henry P. Cooke	May 15
48	Richmond, Va	University College of Medicine, Department of Pharmacy.	1893	T. A. Miller	May 11
49	Pullman, Wash	Washington Agricultural College, School of Pharmacy.	1896	George H. Watt	June 20
50	Seattle, Wash	University of Washington, School of Pharmacy.*	1895	Frank P. Graves	June 1
51	Madison, Wis	University of Wisconsin, School of Pharmacy.	1883	Edward Kremers	June 22

* In 1897-98.

a For degree of Doctor in Pharmacy.

pharmacy for the year 1898-99—Continued.

Number of professors.	Special or assistant instructors.	Students.					Years in the course.	Weeks in year.	Years of practice required.	Tuition fee.	Graduation or examination fees.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Volumes in library.	Instruction mainly in day or evening.	
		Men.	Women.	Whole number.	Students having A. B. or B. S.	Graduated in 1899.											
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
5	5	393	10	403	0	127	3	23	*a* 4	$90	$15	$290	$150,000	0	10,000	Day ..	40
6	3	88	3	91	.....	35	2,3	25	4	75	10	160	20,000	0	400	Day ..	41
3	1	27	....	27	.....	13	2	26	2	60	....	125	.....	.....	.....	Day ..	42
4	.....	25	0	25	0	8	3	36	0	12	0	50	.....	.....	.....	Day ..	43
3	3	7	0	7	0	0	2	39	0	0	7	140	(*b*)	(*b*)	(*b*)	Day ..	44
4	1	12	4	16	0	6	3	24	0	30	10	143	(*b*)	(*b*)	.....	Day ..	45
5	4	29	2	31	2	6	2	36	0	50	5	200	(*b*)	(*b*)	600	Day ..	46
4	1	38	2	40	.....	8	2	30	0	.....	....	50	.....	.....	.....	Day ..	47
4	6	22	0	22	0	6	2	32	4	60	15	135	.....	.....	500	(*c*)	48
4	1	8	3	11	0	6	2	33	0	0	0	50	(*b*)	(*b*)	.....	Day ..	49
14	6	12	8	20	.....	18	....	36	2	.....	....	.....	.....	.....	.....	Day ..	50
4	8	55	6	61	0	12	2,4	36	0	.....	0	30	(*b*)	(*b*)	.....	Day ..	51

b In common with the university at large. *c* Afternoon and evening.

TABLE 13.—*Statistics of veterinary schools for the year 1898–99.*

	Location.	Name of institution.	Year of first opening.	Dean.	Session closes—	Regular instructors.	Special or assistant instructors.	Students.			Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Fees of entire course.	Value of grounds and buildings.	Volumes in library.
								In attendance.	Graduated in 1899.	Students having A. B. or B. S.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	San Francisco, Cal	University of California, Veterinary Department.	1895	Frank W. Skaife	Apr. 1	7	----	4	2	----	3	26	$100	$25	$335	$35,000	------
2	Washington, D. C	United States College of Veterinary Surgeons.	1894	C. Barnwell Robinson	Apr. 2	11	0	16	15	3	3	28	70	0	------	0	200
3	Chicago, Ill	McKillip Veterinary College	1894	F. S. Schoenleber	Apr. 1	10	1	46	19	1	3	28	75	10	240	100,000	500
4	Indianapolis, Ind	Indiana Veterinary College	1891	Samuel E. Crose, A. M	Mar. 28	10	6	18	10	3	2	25	75	20	------	----------	45
5	Ames, Iowa	Iowa State College of Agriculture and Mechanical Arts, Veterinary Department.	1879	M. Stalker, M. Sc	Feb. 21	8	6	45	6	5	3	36	0	0	------	6,000	------
6	Boston, Mass	Harvard University, School of Veterinary Medicine.	1882	Charles P. Lyman	June 28	10	8	24	8	0	3	36	150	0	------	10,000	------
7	Grand Rapids, Mich	Grand Rapids Veterinary College	1897	Leonard L. Conkey	Apr. 10	10	0	13	5	----	2	24	50	10	------	15,000	------
8	Ithaca, N. Y	New York State Veterinary College at Cornell University.	1896	James Law	June 22	4	4	24	6	1	3	40	0	5	------	150,000	4,210
9	New York, N. Y	American Veterinary College	1875	A. F. Liautard	Mar. 31	7	10	21	2	0	3	26	100	35	------	0	------
10	----do	New York College of Veterinary Surgeons.	1857	Harry D. Gill	Apr. 1	7	6	37	8	1	3	26	75	35	295	0	500
11	Columbus, Ohio	Ohio State University, School of Veterinary Medicine.	1885	David S. White	June 17	6	6	14	2	0	3	36	0	5	32	----------	500
12	Philadelphia, Pa	University of Pennsylvania, Department of Veterinary Medicine.	1884	Leonard Pearson	June 15	7	4	52	17	10	3	38	100	0	323	90,000	600
13	Pullman, Wash	Washington Agricultural College, School of Veterinary Science.	1895	S. B. Nelson	June 22	4	1	2	0	0	2	36	0	0	0	----------	74

TABLE 14.—*Statistics of training schools for nurses for the year 1898–99.*

	Location.	Name of school.	Year of first opening.	Superintendent of school.	Session closes—	Pupils.			Years in the course.	Monthly allowance to pupil. *a*			Beds for patients. *b*
						Male.	Female.	Graduated in 1899.		First year.	Second year.	Third year.	
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Tuscaloosa, Ala	Alabama Bryce Hospital for the Insane	1894	Mary L. Buck	June 12	7	24	10	2	(*c*)			1,400
2	Los Angeles, Cal	California Hospital Training School	1898	Sara E. Neill	May —		30	4	2	$6	$11		75
3	do	Good Samaritan Hospital	1897	Catherine Caldwell	June 18	0	10	4	2	5	10		18
4	Oakland, Cal	Fabiola Hospital Training School	1887	Sarah Cais		2	28	6	2½	14	14		100
5	San Francisco, Cal	California Woman's Hospital Training School*	1884	Margaret T. Thompson			26	5	3	8	10		
6	do	City and County Hospital	1891	Mary Patton	June 30	3	33	10	2	10	10		437
7	do	French Hospital Training School	1895	Dita Hopkins Kinney	(*d*)	0	30	7	2	8–12	12–16		125
8	do	Homeopathic Sanitarium	1896	Lona M. Black	June 1	0	17	8	2	8	12		50
9	do	Hospital for Children	1880	J. M. Newbury		0	68	18	2	5	5		156
10	do	Lane Hospital Training School	1895	Fanny C. Liese	(*d*)	4	30	15	2	10	10		100
11	do	St. Luke's Hospital	1889	Hannah E. Webster	(*d*)	0	28	15	2	10	15		93
12	Boulder, Colo	University Hospital		Mattie German	June 1		6	0	2	8	10		40
13	Denver, Colo	Arapahoe County Hospital	1887	Lavinia Stephens		0	22	8	2	8	8		200
14	do	Denver Homeopathic Hospital*	1895	Nellie Morgan	Mar. 1	0	5	3	3	6	8		
15	do	St. Luke's Hospital	1891	Margaret Pridham			25	10	2	6	12		90
16	Pueblo, Col	Pueblo Hospital Training School	1894	Susan Bierbower		0	7		3	10	10	$10	50
17	Bridgeport, Conn	Bridgeport Hospital	1880		(*d*)	0	20	8	2	11	12		90
18	Danbury, Conn	Danbury Hospital	1894	Sue W. Cutler	July —	0	9	4	2	10	14		24
19	Hartford, Conn	Hartford Hospital	1877	Elizabeth M. Friend	June 22		38	17	2	10	14		200
20	New Haven, Conn	Connecticut Training School for Nurses, New Haven Hospital.	1873	Sarah Henry	June 30		37	24	2	(*e*)	(*e*)		150
21	do	Grace Hospital Training School	1895	Julia B. Ham	June 14	0	12	5	2	6	8		90
22	New London, Conn	Memorial Hospital	1893	Minnie J. Wallace	Oct. 15	0	7	3	2	10	10		36
23	Norwich, Conn	William W. Backus Hospital	1893	Mary L. Love	June—	0	10	4	2	5	8		64
24	Wilmington, Del	Delaware Hospital	1897	Emma Stilwell			12		3	7	9	12	37
25	do	Homeopathic Hospital	1889	Mary White	Oct. —	0	9	3	3	6	7	8	45
26	Washington, D. C	Children's and Columbia hospitals	1891	Kate I. Davis	June 1	0	17	7	2	9	9		90
27	do	Freedmen's Hospital	1894	Sarah E. Ebersole	do	0	30	17	3	5	5		270
28	do	Garfield Memorial Hospital	1889	Georgia M. Nevins	May 31		30	3	3	7	7	7	150

a Board and lodging are supposed to be furnished free unless otherwise stated. *b* In case of institutions for the insane, the number of inmates is given.
c Male nurses are paid $15 to $25; female, $8 to $22. *d* No definite session. *e* $200 per course. * In 1897–98.

TABLE 14.—*Statistics of training schools for nurses for the year 1898-99*—Continued.

	Location.	Name of school.	Year of first opening.	Superintendent of school.	Session closes—	Pupils.			Years in the course.	Monthly allowance to pupil.			Beds for patients.
						Male.	Female.	Graduated in 1899.		First year.	Second year.	Third year.	
	1	2	3	4	5	6	7	8	9	10	11	12	13
29	Washington, D. C	Lucy Webb Hayes Training School, Sibley Memorial Hospital.	1894	Charlotte A. Aikens	Oct. 1	0	9	4	2	0	$4		52
30	do	National Homeopathic Hospital	1893	Mary H. Ellison	May —	0	15	14	3	$7	10	$12	50
31	do	Providence Hospital	1894	Sister Beatrice	June 15	0	6	6	3	5	5	5	250
32	Jacksonville, Fla	St. Luke's Hospital	1893	Anna L. Fetting	Mar. 31	0	10	3	2	10	10		50
33	Atlanta, Ga	Grady Memorial Hospital	1893	Adah H. Patterson	June 1	0	18	0	3	9	9	9	113
34	do	Spelman Seminary	1886	Lena M. Topping	May 25	0	33	4	3	0	0	0	20
35	Augusta, Ga	Augusta City Hospital	1893	Ellen V. Hayes	(a)		14	6	2	5	10		75
36	Aurora, Ill	Aurora City Hospital	1892	E. C. Blackwell, M. D	June 1	0	6	2	2	5	7		30
37	Chicago, Ill	Alexian Brothers Hospital	1894	Cyprian Goeser	June —	25		10	2	0	0		260
38	do	Augustana Hospital	1894	Julia I. Andersen	do	0	27	13	2	8	8		118
39	do	Bethesda Home, German-American Hospital	1886	Wilhelmina Schronchow	June 30		18	3	3	0	5	5	50
40	do	Chicago Baptist Hospital	1891	Julia C. Strawn, M. D	Mar. 28	2	30	14	2				65
41	do	Chicago Hospital	1895	Leila M. Holmes	Jan. —	0	28	10	2	(b)	(b)		50
42	do	Englewood Union Hospital	1895	Etta H. McCutcheon	June —		15	6	2	5	5		50
43	do	Garfield Park Hospital*	1895	Gertrude Brooks			7	3	2	4	4		
44	do	German Hospital	1896	Anna M. Wehner	(a)	0	38	8	2	2	4		90
45	do	Hahnemann Hospital	1894	Cora Overholt	June 5	0	28	12	2	0	0		116
46	do	Illinois Training School for Nurses, Presbyterian and Cook County Hospital.	1880	Isabel McIsaac	do	0	170	30	3	0	0	10	1,025
47	do	John S. Mitchell Training School, Chicago Homeopathic Hospital.	1894	D. I. Rounthwaite	June —		13	2	2	6	8		32
48	do	Lakeside Hospital	1892	Laura A. White	June 1	0	21	10	2	0	0		35
49	do	Marion Sims Sanitarium	1895	M. C. Stewart	June —		12		2	2	6½		24
50	do	Maurice Porter Hospital for Children	1897	Grace Watson	June 1	0	8	6	2	8	12		50
51	do	Mercy Hospital	1892	Mary Veronica	June 15		40	20	3	8		8	400
52	do	Michael Reese Hospital	1890	A. E. Nourse	June —	0	35	12	3	8	12	15	140
53	do	National Temperance Hospital	1885	Gertrude H. Kellogg	June 1		12	5	2	0	0		30
54	do	Norwegian-Lutheran Tabitha Hospital	1895	Valborg Brekke	May —	0	10	5	2	c0	0		44
55	do	Provident Hospital	1891	Nina J. Price	Oct. —	0	18	5	2	0	0		36
56	do	St. Joseph's Hospital	1893	M. Elizabeth Sheehan	June 15		30	11	3	5	5	5	200
57	do	St. Luke's Hospital	1885	Florence Hutcheson		0	42	21	2	4	4	10	175

58	do	Wesley Hospital	1889	Victoria Mason			16	7	2	6	6		35
59	do	West Side Hospital	1897	Annie H. Byrne			35	13	2				125
60	do	Woman's Hospital	1882	Ella H. Morse		0	23	16	2	0	0		45
61	Elgin, Ill	Sherman Hospital	1896	Harriet L. Gerhard			7	7	2	0	0	(c)	30
62	Galesburg, Ill	Galesburg Hospital	1894	Ruth E. Armstrong	May 31	0	9	4	2	4	6		24
63	Hospital, Ill	Illinois Eastern Hospital for Insane	1886		May —	43	85	13	2	14,18	18,25		2,200
64	Peoria, Ill	Cottage Hospital	1893	Eleanor J. Coolidge	June 5	0	12	5	2	3	9		50
65	Quincy, Ill	Blessing Hospital	1892	Charlotte H. Bartlett	June 15		15	5	2	8	10		50
66	Rockford, Ill	Rockford Hospital	1888	Lizzie C. Glenn	June —	0	9	4	2	8	12		30
67	Evansville, Ind	Evansville Sanitarium	1894	Lucy Glover	(a)	0	5	3	3	8	10	12	20
68	do	Southern Indiana Hospital for Insane	1893	Mary Shannon, Frank Boren.	June 1	25	20	4	2	16,18	18,20		532
69	do	St. Mary's Hospital	1894		June 30	0	12	4	3	5	5	5	100
70	Fort Wayne, Ind	Hope Hospital	1897	Abbie T. Bayne			10	0	2	0	0		30
71	Indianapolis, Ind	Indianapolis City Hospital	1896	Alice Ashly	June —	0	28	11	3	4	4	4	135
72	Logansport, Ind	Northern Indiana Hospital for the Insane	1897	Sara L. Dunkle	June 15	28	28	0	2	18,22	19,23		610
73	South Bend, Ind	Epworth Hospital	1892	Maggie Brennan	Oct. 26	0	8	2	2	6	6		20
74	Cedar Rapids, Iowa	St. Luke's Hospital	1892	Beatrice B. Barter		0	9	3	2	8	10		25
75	Clarinda, Iowa	State Hospital for the Insane	1895	Max E. Wilte	June 15	16	19	8	2				850
76	Council Bluffs, Iowa	Women's Christian Association Hospital	1888	Ethel A. Ryerson	June —		20	4	2	2½	5		
77	Davenport, Iowa	St. Luke's Hospital	1895	Emma J. Vincent	June 30	0	15	4	2	5	8		35
78	Independence, Iowa	Hospital for the Insane	1889	Florence Brown	Apr. 15	40	50	16	2	12–21	16–25		1,035
79	Iowa City, Iowa	Homeopathic Hospital of State University	1887	Mary A. Raff	Mar. 30	1	6	2	3				54
80	do	Iowa State University Hospital	1898	Jennie S. Cottle	Mar. 26		9	0	3	5	8	10	50
81	Mount Pleasant, Iowa.	Iowa Hospital for the Insane	1896	Abigail D. Wade	June 1	25	24	10	2	16,18	18,22		950
82	Kansas City, Kans	Bethany Hospital	1892	Clair Irwin	May 30	0	10	1	3	6	6	8	50
83	Leavenworth, Kans	Cushing Hospital	1894	Mrs. S. A. Lord		0	7		1				20
84	Topeka, Kans	Christ's Hospital	1892	Fannie G. McKibben	June 2	1	10	4	2	10	10		50
85	do	Jane C. Stormont Hospital	1895	Josephine M. Shields		0	8	3	2	8	10		23
86	Wichita, Kans	Wichita Hospital	1898	Elizabeth A. Wells	(a)	0	15	4	2	4	4	(c)	75
87	Louisville, Ky	John N. Norton Memorial Infirmary	1887	Maude M. Cartwright	(a)	0	16	9	2	0	0		30
88	do	Louisville City Hospital	1895	Anna M. Sweeny	June —	0	21	9	2	5	5	(d)	300
89	New Orleans, La	Charity Hospital	1894	Adelaide F. Huyghe	Dec. 16		12	12	2	8	12		818
90	do	Phyllis Wheatley Training School, New Orleans University.	1898			0	12	0	2				14
91	do	Touro Infirmary	1896	Frances M. Quaife	Oct. 1	0	18	7	2	6	12		100
92	Augusta, Me	Augusta City Hospital	1898	Sarah Hayden	Apr. 1		12	0	2	8	10		17
93	Bangor, Me	Eastern Maine General Hospital	1892	Ellen F. Paine	(a)	0	7	3	2	10	10		34
94	Lewiston, Me	Central Memorial General Hospital	1891	M. Grace Hills	July 1	0	25	9	2	7,8	12		60
95	Portland, Me	Maine General Hospital	1885	Amelia L. Smith	June 15	3	32	9	2	10	14		119
96	Baltimore, Md	Good Samaritan Hospital	1897			0	12	2	3	0	0	0	40
97	do	Johns Hopkins Hospital	1889	Mary A. Nutting	June 2	0	72	26	3	0	0	0	320
98	do	Maryland General Hospital	1892	Annie Pinyor	May 1		27	9	2				150
99	do	Maryland Homeopathic Hospital	1890	Elizabeth Parker	Apr. —		14	6	2	(e)	(e)		56
100	do	Robert Garrett Hospital for Children	1893	Sarah F. Martin			4	2	2	8	10		25
101	do	St. Agnes Hospital	1896	Sister Victoria	July 1	0	8	2	3	5	5	5	200
102	do	University of Maryland Hospital	1889	Mary W. McKechnie	June —	0	33	5	3	5	5	5	150
103	Cumberland, Md	Western Maryland Hospital	1894	Mrs. F. S. Wilton	June 15	0	7	4	3	6	8	12	23

* In 1897–98.
a No definite session.
b A tuition fee of $100 for the course must be paid by each nurse.
c $100 at graduation.
d $75 at graduation.
e Pupil receives one-third of amount paid her for private nursing.

TABLE 14.—*Statistics of training schools for nurses for the year 1898-99*—Continued.

	Location.	Name of school.	Year of first opening.	Superintendent of school.	Session closes—	Pupils.			Years in the course.	Monthly allowance to pupil.			Beds for patients.
						Male.	Female.	Graduated in 1899.		First year.	Second year.	Third year.	
	1	2	3	4	5	6	7	8	9	10	11	12	13
104	Beverly, Mass	Beverly Hospital Training School	1893	Mary H. Paterson	----------	0	6	5	3	$8	$12	----------	20
105	Boston, Mass	Boston Almshouse and Hospital, Long Island	1897	Mary A. Morris	----------	2	30	17	3	10	12	----------	273
106	do	Boston City Hospital	1878	Lucy L. Drown	(a)	0	156	39	3	7	10	----------	828
107	do	Carney Hospital	1893	Sr. M. Lucia	June 15	0	36	7	3	8	8	$8	200
108	do	Deaconess Hospital	1896	M. E. Booker	(a)	----	5	3	3	6	8	----------	15
109	do	Children's Hospital	1884	F. A. Baugh	June—	0	24	5	3	4	4	4	10
110	do	Massachusetts General Hospital	1873	Maria B. Brown	June 30	0	78	36	3	10	14	----------	250
111	do	Massachusetts Homeopathic Hospital	1886	Alice A. Griswold	----------	0	55	18	3	6	8	14	325
112	do	New England Baptist Hospital	1895	Emma A. Anderson	(a)	0	8	5	3	6	10	----------	30
113	do	St. Elizabeth's Hospital	1895	Anna Clune	June—	0	20	5	3	8	8	10	24
114	do	Woman's Charity Club Hospital	1896	Elizabeth Lyons	Jan. —	----	15	9	3	8	10	----------	28
115	Boston, Mass. (Roxbury).	New England Hospital for Women and Children	1873	Clara D. Noyes	June 1	0	20	----	3	10	10	----------	100
116	Boston, Mass. (Somerville).	Somerville Hospital	1893	Fanny C. Hartwell	----------	----	18	10	2	9	12	----------	45
117	Brockton, Mass	Brockton Hospital	1896	Grace B. Beattie	June 15	----	6	4	2	10	12	----------	29
118	Clinton, Mass	Clinton Hospital	1893	Ella Freeze	Mar. 31	0	13	6	----	8	12	----------	32
119	Danvers, Mass	Danvers Lunatic Hospital	1889	Grace G. Pillsbury	June 9	----	55	12	3	16	18	----------	900
120	Everett, Mass	Whidden Memorial Hospital	1897	Alice M. Hodgson	(a)	----	9	1	3	9	12	----------	15
121	Fall River, Mass	Fall River Hospital	1888	Elizabeth M. Smith	(a)	0	12	6	3	10	10	----------	30
122	do	Home Training School, Emergency Hospital	1894	J. Augusta Briggs	May 31	0	33	11	3	6½	8½	----------	12
123	Fitchburg, Mass	Burbank Hospital	1894	Cornelia L. Walker	June 25	0	12	6	3	6	10	----------	26
124	Gloucester, Mass	Addison Gilbert Hospital*	1897	Emma J. Gordon	----------	0	7	0	3	9	12	----------	------
125	Greenfield, Mass	Franklin County Hospital	1895	Mrs. M. H. Laurance	June—	0	10	0	3	7	10	----------	25
126	Holyoke, Mass	Holyoke City Hospital	1893	Maria Daniels	(a)	0	18	8	3	10	14	----------	40
127	Lawrence, Mass	General Hospital	1882	Florence E. Redwood	June—	----	10	7	3	10	10	----------	30
128	Lowell, Mass	Lowell General Hospital	1893	Helen M. Garratt	June—	----	9	4	3	7	10	----------	40
129	do	Lowell Hospital	1887	E. E. Etherington	----------	0	10	2	3	10	14	----------	55
130	do	St. John's Hospital	1893	Camilla Campbell	June 15	2	13	10	3	5	5	5	100
131	Lynn, Mass	Lynn Hospital	1883	Rose L. Brainerd	----------	----	13	7	2	9	12	----------	54
132	Malden, Mass	Malden Hospital	1891	Jeanie E. Whitmore	June 1	----	16	12	2½	8	12	----------	40

133	Melrose, Mass	Melrose Hospital	1892	Lucy I. Des-Brisay	June 14	0	12	8	3	8	11	11	18
134	New Bedford, Mass	St. Luke's Hospital	1884	Jessie I. Howard		0	13	6	2	10	10		50
135	Newburyport, Mass	Anna Jacques Hospital	1888	Brenda F. Mattice	(a)	0	8	3	2	9	12		24
136	Newton, Mass	Newton Hospital	1890	Annie McDowell	June 1		30	12	3	10	10	10	150
137	North Adams, Mass	North Adams Hospital	1892	Margaret E. Stanley	June 10	0	12	4	3	8	10	12	28
138	Northampton, Mass	Northampton Lunatic Hospital	1898	Sarah E. Parsons	June —	18	21	0	2	14,20	16,23		575
139	Pittsfield, Mass	Bishop Training School of Mercy Hospital	1885	Anna G. Clement	Oct. 31	0	28	14	3	8	10	12	60
140	Quincy, Mass	City Hospital	1890	Blanche M. Thayer	June 15	0	6	3	2	8	12		25
141	Salem, Mass	Salem Hospital	1873	Martha P. Parker	June —	1	12	5	2	10	12		50
142	South Framingham, Mass.	Framingham Hospital	1893	Annabel L. Stewart	June 30		30	8	3	8	10	12	25
143	Springfield, Mass	Springfield Hospital	1892	Annie M. Reed	Dec. —	0	16	6	2	8	10		50
144	Taunton, Mass	Morton Hospital	1889	Ella Sears	(a)	0	7	4	2	8	8½		20
145	do	Taunton Insane Hospital	1894	J. P. Brown M. D	June 1	38	40	5	3	14,20	16,23	16,25	650
146	Tewkesbury, Mass	State Almshouse Hospital	1895	E. Maude Ellis	June 1	0	31	4	3	14	17	20	350
147	Waltham, Mass	Waltham Hospital	1885	B. De Veber	{Apr. — / Oct. —}		54	9	3	0	4	4	60
148	Waverley, Mass	McLean Hospital (for the insane)	1882	Lucia E. Woodward	May 31	36	45	33	2	12,20	15,23		160
149	Worcester, Mass	Memorial Hospital	1889	Mary E. Silver	June 1	0	18	6	2	10	14		60
150	do	Worcester City Hospital	1882	Rachel A. Metcalfe		6	48	11	2	10,20	14,20		140
151	Ann Arbor, Mich	Homeopathic Hospital of University of Michigan	1896	Bertha J. Bryant	Sept. 30	0	13	4	2	4	6		55
152	do	University Hospital	1891	Amy S. Miller			20	7	2	4	6½		85
153	Battlecreek, Mich	Battlecreek Sanitarium	1883	A. M. Winegar, M. D	{May 1 / Nov. 1}	108	240	77	2	0	15		100
154	Detroit, Mich	Emergency Hospital	1888	A. R. Tucker, M. D	(a)	0	8	3	2	0	0		50
155	do	Farrand Training School, Harper Hospital	1884	Lystra E. Gretter		0	50	20	3	0	0	(b)	250
156	do	Grace Hospital	1889	Lucetta J. Gross	{June — / Dec —}	6	47	16	1½	(c)	(c)		100
157	do	St. Mary's Hospital	1894		Jan. —	0	20	11	3	5			110
158	Grand Rapids, Mich	Butterworth Hospital	1890	Susan J. Fisher	Apr. 25	0	22	7	2	0	0		100
159	do	Union Benevolent Association Home and Hospital	1886	Ida M. Barrett	May —	0	35	17	2	0	0		60
160	Kalamazoo, Mich	Michigan Asylum for the Insane	1892		Mar. 8	29	62	19	2	14,24	25,35		1,345
161	Lake Linden, Mich	Lake Superior General Hospital	1897	Margaret J. Peattie	Sept. —	0	6	2	2	6	6		20
162	Pontiac, Mich	Eastern Michigan Asylum for the Insane	1890	Ida Evans	June —	22	36	18	2	14,20	15-25		1,065
163	Saginaw, Mich	St. Mary's Hospital	1892	Sr. M. Agnes	May 1	2	13	5	3	5	5	5	57
164	do	Woman's Hospital	1891	Henrietta D. Mandall			8	3	2	4	4		15
165	Duluth, Minn	St. Luke's Hospital	1889	Sophie L. Ruthey		3	9	7	3	5	8	8	40
166	Fergus Falls, Minn	Fergus Falls State Hospital for the Insane	1894		June —	24	10	15	3	10-21	15-23		1,250
167	Minneapolis, Minn	Asbury Methodist Hospital	1892	Charlotte E. Bushnell	Oct. —	0	25	5	3	8	8	8	53
168	do	City Hospital	1893	Isabel Mildrius	Oct. —		17	6	2	8	8		90
169	do	Northwestern Hospital	1882	Marion A. Mead, M. D	(a)	0	24	4	2	6	14		50
170	do	Norwegian Lutheran Deaconess Institute	1888	Ingeborg Spouland	Apr. 25		6			9			25
171	do	St. Barnabas Hospital	1894	Eleanor Weston	May 28		23	12	3	5	5	5	70
172	Rochester, Minn	Rochester State Hospital	1889	R. M. Phelps	Sept. 15	26	29	20	2	10-18	14-20		1,175
173	St. Paul, Minn	City and County Hospital	1891	Lila Pickhardt			38	10	2		10		225
174	do	St. Joseph's Hospital	1894		June —		31	13	3	8	8	8	102
175	do	St. Luke's Hospital	1893	Gertrude W. Moore	May —		30	10	2	0	5		80
176	St. Peter, Minn	St. Peter Hospital	1888	Anna Lindstrom	June 1	26	33	12	2	14-20	18-23		986
177	Winona, Minn	Winona General Hospital	1895	Elizabeth D. Davis	Sept. —	0	12	4	2	0	0	(b)	40
178	Kansas City, Mo	Agnew Hospital	1894	C. A. Dannaker	Mar. 30		15	3	2	8	8		25
179	do	Scarritt Hospital Training School	1892	Emma D Cushman	May —		13	5	2	0	0		25

* In 1897-98. a No definite session. b $100 at graduation. c Male nurses $10 and $12 per month; women $100 at graduation.

TABLE 14.—*Statistics of training schools for nurses for the year 1898-99*—Continued.

	Location.	Name of school.	Year of first opening.	Superintendent of school.	Session closes—	Pupils.			Years in the course.	Monthly allowance to pupil.			Beds for patients.
						Male.	Female.	Graduated in 1899.		First year.	Second year.	Third year.	
	1	2	3	4	5	6	7	8	9	10	11	12	13
180	Kansas City, Mo	University Medical College Training School, All Saints Hospital.	1895	Helena Roe	Apr. 1	----	12	5	2	0	0	(*b*)	38
181	St. Joseph, Mo	St. Joseph's Hospital	1895	Sr. M. Agatha	June 15	0	13	4	3	$5	$5	$5	50
182	do	Hospital for the Insane	1898	Effie E. Evans	Sept. 1 / Apr. 1	55	45	0	3	20,25	25	27	1,000
183	St. Louis, Mo	Evangelical Deaconess Home and Hospital	1889	Magdalene Gerhold	(*a*)	0	5	3	3	3	3	----	50
184	do	Missouri Baptist Sanitarium	1895	Frankie Shouse	Apr. 5	----	26	9	3	6	8	----	110
185	do	Protestant Hospital	1890	Josephine B. Rice	Nov. 15	0	8	4	3	8	10	----	40
186	do	Rebekah Hospital	1893	Mary I. Forbes	(*a*)	0	9	4	3	8	10	----	35
187	do	St. Louis Baptist Hospital	1893	A. Jenette Whitney	Apr. —	0	12	1	3	8	8	----	50
188	do	St. Louis Mullanphy Hospital	1894	Mayme McGinty	June 15	----	12	6	3	5	5	5	250
189	do	St. Luke's Hospital	1890	Gertrude M. Gibson	May —	0	25	6	3	0	5	----	50
190	do	Woman's Hospital	1894	Janet Macchonachi	(*a*)	----	16	4	3	0	8	----	75
191	Claremont, N. H	Claremont Hospital	1895	Mary Eckert	June 30	0	6	0	3	8	10	----	15
192	Concord, N. H	Margaret Pillsbury General Hospital	1888	Ellen Smith	----	0	7	3	3	10	11	----	41
193	do	New Hampshire Asylum for the Insane	1888	Millie C. Godfrey	May —	0	19	6	3	----	----	----	430
194	Hanover, N. H	Mary Hitchcock Memorial Hospital	1893	Theresa G. Leach	May 28	0	15	6	3	10	12	----	36
195	Keene, N. H	Elliott City Hospital	1892	Ella McCobb	Oct. 1	0	32	2	3	7	10	----	18
196	Manchester, N. H	Elliott Hospital	1890	Mary E. Barr	June 1	0	10	3	3	8	10	----	35
197	Camden, N. J	Cooper Hospital	1890	Rachel Bourke	----	----	9	3	3	9	12	----	50
198	do	West Jersey Institute for Training Nurses, Homeopathic Hospital.	1894	Emma J. Morgan	May 15	0	9	3	3	5	6	8	20
199	Elizabeth, N. J	General Hospital Training School	1890	H. E. Dodge	----	0	20	6	3	8	10	12	115
200	Englewood, N. J	Englewood Hospital	1896	Helen A. Lord, M. D	----	----	8	4	3	6	8	----	20
201	Hackensack, N. J	Hackensack Hospital	1888	Emma F. Crunn	June 1	1	6	3	3	5	10	----	40
202	Jersey City, N. J	Christ Hospital	1890	Katharine Johnston	(*a*)	0	15	6	3	6,8	10,12	----	60
203	Montclair, N. J	Mountainside Hospital	1893	Laura B. Illick	Jan. —	0	11	2	3	10	12	----	40
204	Morris Plains, N. J	State Hospital for the Insane	1894	Mary R. Keegan	June —	9	22	6	3	16,20	18,22	----	1,300
205	Newark, N. J	City Hospital	1885	Clara Horrigan	June —	----	25	11	3	9	13	----	130
206	do	Essex County Hospital for the Insane	1886	L. J. Hinckley	May 20	9	14	5	3	14,20	17,24	----	578
207	do	German Hospital	1892	P. M. Deheck	----	0	16	7	3	5	5	----	72
208	do	St. Barnabas Hospital	1896	Annie E. Kirchhoff	(*a*)	0	15	8	3	9	11	----	70

209	Orange, N. J	Memorial Hospital	1882	Fanny S. Smith		0	47	23	2	6	6		70
210	Passaic, N. J	Passaic General Hospital	1897	Gertrude M. Healy	June —	0	10	6	2	7	12		50
211	Paterson, N. J	General Hospital	1884	Evelyn C. Kelley	June 15	0	25	9	2	7	12		110
212	do	St. Joseph's Hospital	1896	B. Macdonnald	June 1	0	19	4	2	5	5		110
213	Plainfield, N. J	Muhlenberg Hospital	1894	Louise Moss	May 30	0	10	2	3	10	10	10	30
214	Trenton, N. J	City Hospital Training School*	1890	Eugenie Hibbard	May 10	0	10	5	3	6	8		
215	do	Homeopathic Hospital	1889	Ida Sharpe	Apr. 15	1	6		3	5			70
216	do	Mercer Hospital	1895	Alice A. Gorman	June 30	0	9	4	2	8	10		32
217	Albany, N. Y	Albany City Hospital	1897	Emily MacDonnell	May 1	0	33	0	3	7	7	7	220
218	Auburn, N. Y	City Hospital	1887	Emma Grobert	June —	0	10	3	2	8	10		46
219	Binghamton, N. Y	do	1896	Anna M. Simonson	Apr. —	0	18	8	2	8	10		45
220	do	State Hospital for the Insane	1888	Charles G. Wagner, M. D.	May 10	23	24		2	14,20	16,22		1,350
221	Buffalo, N. Y	Buffalo Hospital of Sisters of Charity	1889	Sister Theresa	June 14		28	4	3	5	5	5	480
222	do	Buffalo State Hospital (for the insane)	1884	A. W. Hurd	May —	34	42	37	2	14,20	16,22		1,882
223	do	Children's Hospital	1892	Olivia Moore	June 1		10	6	2	8	12		54
224	do	Erie County Hospital	1894	Emma J. Keating		0	50	23	2	10	15		400
225	do	General Hospital	1877	E. Van A. Denike	June —		40	16	2	6	8		250
226	do	Homeopathic Hospital	1887	Josephine Snetsinger	June 1	0	18	6	2			(b)	50
227	do	Lexington Heights Hospital	1890	Alta E. Phillips	Dec. 31		8	4	2	0	0		14
228	do	Providence Retreat (for the insane)	1892		(a)	4	18			10,16	10,18		140
229	do	Riverside Hospital	1892	Mary F. Drake	May 1	0	7	2	2	0	0		30
230	do	Woman's Hospital	1892	Harriet Storck			9	4	2	8	12		30
231	Cortland, N. Y	Cortland Hospital*	1891	Helen M. Waters	Sept. 30		6	2	2	8	12		
232	Elmira, N. Y	Arnot-Ogden Hospital	1888	Grace R. D. Kinney	June —		11	4	2	9	12		50
233	Gloversville, N. Y	Nathan Littauer Hospital	1894	Ida M. Root		0	11	5	2	6	10		25
234	Gowanda, N. Y	State Homeopathic Hospital (for the insane)	1898	Daniel H. Arthur	May —	4	1	0	2	25	26		329
235	Jamestown, N. Y	Training School of the Women's Christian Association.	1890	Christina Hall	June 6	1	6	5	2	6,8	10		22
236	Kings Park, N. Y	Long Island State Hospital, Kings Park Department (for the insane).	1896		May —	6	21	8	2	14,20	16,22		2,622
237	Kingston, N. Y.	City Hospital	1894	Mary A. C. Moore	(a)	1	6	3	2	8	8		21
238	Liberty, N. Y	Loomis Sanitarium	1898	Helen Kimber	June 30		13	4	2	6	6		70
239	Little Falls, N. Y	Little Falls Hospital	1896	Minerva Lowry			5	2	2	8	12		12
240	Middletown, N. Y	State Homeopathic Hospital for the Insane	1888	Selden H. Talcott	Apr. —	9	6	3	2	14-22	16-24		1,250
241	do	Thrall Hospital	1894	Alice B. Cooke			10	3	2	0	12		27
242	Newburg, N. Y	St. Luke's Home and Hospital	1893	Catharine Dunlop		0	8	4	2	6	9		32
243	New York (Brooklyn), N. Y.	Brooklyn Hospital	1881	M. Isabel Merritt	(a)	0	48	18	3	7	7	8	175
244	do	Brooklyn Maternity	1873	E. J. McLure	Nov. 15	0	15	7	2	0	14		50
245	do	Homeopathic Hospital	1880	Anna L. Alline			33	11	3	7	7	12	125
246	do	Kings County Hospital	1897	Martha O'Neill	June —	0	40	0	2	8	12		700
247	do	Long Island College Hospital	1882	Ida L. Sutliffe	(a)	0	57	0	3	9	15		225
248	do	Long Island State Hospital (for the insane)	1896	Robert M. Elliott, M. D	May —	6	19	15	2	14,20	16,22		1,150
249	do	Memorial Hospital for Women and Children	1891	Bertha M. Smith	Apr. 5		21	9	2	8	12		68
250	do	Methodist Episcopal Hospital	1888	E. Hall	June 1	0	40	14	3	0	0	0	100
251	do	St. John's Hospital	1896	Grace C. Barnhardt	May —		16	5	3	5	5	5	80
252	do	St. Mary's Hospital	1889	Marcella Doyle	May —		59	21	3		8½	8½	252
253	New York (Flushing), N. Y.	Flushing Hospital	1885	Mary M. Goodrich	July 1	0	12	6	2	7	12		50
254	New York (New Brighton), N. Y.	Smith Infirmary	1894	Alice I. Twitchell	Mar. 1	0	20	6	2½	9	12		100

* In 1897–98.

a No definite session.

b $100 at graduation.

TABLE 14.—*Statistics of training schools for nurses for the year 1898-99*—Continued.

	Location.	Name of school.	Year of first opening.	Superintendent of school.	Session closes—	Pupils.			Years in the course.	Monthly allowance to pupil.			Beds for patients.
						Male.	Female.	Graduated in 1899.		First year.	Second year.	Third year.	
	1	2	3	4	5	6	7	8	9	10	11	12	13
255	New York, N. Y	Bellevue Hospital Training School for Women	1873	Agnes S. Brennan	(a)	0	75	30	2	$7	$12		900
256	do	Beth Israel Hospital	1896		June 1	2	4	1	2	10,12	12,15		28
257	do	City Hospital Training School for Male Nurses	1887	T. Amanda Silver	June —	35		10	2	11	15		378
258	do	German Hospital	1887	Charlotte Ehrlicher	(a)		42	18	2	5	5	(b)	190
259	do	Hahnemann Hospital	1894	Elizabeth C. Telford	(a)	0	32	12	2	7	12		136
260	do	Lebanon Hospital	1894	Addie E. Bates			18	7	2	8	10		65
261	do	Manhattan State Hospital (for the insane)	1896		May —	90	158	108	2	14,20	16,22		5,457
262	do	Mount Sinai Hospital	1881	M. F. Dean		0	70	29	2	7	12		325
263	do	New York City Training School (for women)	1875	Mary S. Gilmour	June —	0	80	33	2	10	15		570
264	do	New York Hospital	1877	Irene H. Sutliffe	(a)	0	83	15	3	10	13	$16	175
265	do	New York Infirmary for Women and Children	1886	Anne Hintze			21	9	2½	6	8	8	141
266	do	Postgraduate Hospital	1880	Annie W. Goodrich		0	60	32	3	7	8	9	180
267	do	Presbyterian Hospital	1892	Anna C. Maxwell	May 12	0	48	24	3	8	8	8	325
268	do	Red Cross Hospital	1894		Oct. 1	0	8	4	3	7	10		30
269	do	Roosevelt Hospital	1896	Mary A. Samuel	(a)	0	43	12	3	7	7	7	335
270	do	St. Luke's Hospital	1888	Lily W. Quintard	(a)	0	69	31		10	10	10	260
271	do	St. Mark's Hospital	1894	Anna M. Troll	{Apr. 30 {Sept. 30		28	10	2	5	5	(b)	81
272	do	St. Vincent's Hospital	1892	Katharine Sanborn	July 1		33	8	2	0			100
273	Ogdensburg, N. Y	St. Lawrence State Hospital (for the insane)	1891	William Mabon, M. D	May 15	21	30	13	2	14,20	16,22		1,480
274	Poughkeepsie, N. Y	Hudson River State Hospital for the Insane	1886	Charles W. Pilgrim	May 10	8	28	10	2	14,20	16,22		2,040
275	Rochester, N. Y	Rochester City Hospital	1881	Sophia F. Palmer			36	21	2	10	12		150
276	do	Rochester Homeopathic Hospital	1889	Eva Allerton	June —		34	21	3	7	7	7	100
277	do	St. Mary's Hospital	1892	Dr. Turner	June 15		30	8	3				30
278	do	State Hospital for the Insane	1891	Mary E. May	May 10	4	5	0	2	14-21	16-23		540
279	Sonyea, N. Y	Craig Colony for Epileptics	1897		June 1	12	14	11	2				372
280	Syracuse, N. Y	House of the Good Shepherd	1885		do	0	22	4	3	8	9	10	70
281	do	St. Joseph's Hospital	1898	Amy A. Higgins	Dec. —		19		2	5	7		120
282	do	Women and Children's Hospital		Laura A. Slee	May 1		24	12	2	5	5		
283	Troy, N. Y	Samaritan Hospital	1899	Eva P. Pennewill		0	12	0	3	7	8	9	75
284	Utica, N. Y	Faxton Hospital	1892	Katharine Newman	June 25		16	4	3	8	12	14	45
285	do	St. Luke's Hospital		Harriet A. Sutherland	Oct. 1		15		3	10	10	10	50

286	....do	Utica State Hospital (for insane)	1890		May 15	8	17	8	2	14-21	16-23		1,110
287	Willard, N. Y	Willard State Hospital (for insane)	1887	William A. Macy, M. D	May —	19	30	8	2	14-21	16-23		2,277
288	Yonkers, N. Y	St. John's Riverside Hospital	1894	Mary D. Burnham	June 1	0	20	9	2	8	12		44
289	....do	St. Joseph's Hospital	1896	Margaret K. Barry	Mar. 19	0	15	4	2	4			
290	Akron, Ohio	Akron City Hospital	1898	Marie A. Lawson	June —		4	3	2	8	12		20
291	Cincinnati, Ohio	Cincinnati Hospital	1893	Olive Fisher	(a)		60	19	2	7	9		500
292	....do	Elizabeth Gamble Deaconess Home and Christ Hospital.	1889	Mabel J. Finney	June 30	0	25	12	2	3	8		70
293	....do	Good Samaritan Hospital	1896	Sister Sebastian	....do	2	18	7	2½	7,10			150
294	....do	Jewish Hospital	1891	Mary H. Greenwood	June —	0	12	5	2	6	10		60
295	....do	Ohio Hospital for Women and Children	1887		(a)		4	4	2	8	12		19
296	Cleveland, Ohio	Cleveland City Hospital	1897	Caroline Kirkpatrick	June —	3	14		2	10	10		162
297	....do	General Hospital	1894	E. M. Smythe	Apr. 1	0	26	15	2½	0	0	0	80
298	....do	Homeopathic Hospital	1882	W. H. Webber	....do	0	25	7	2½	4	6	8	100
299	....do	Lakeside Hospital	1898	M. H. McMillan	(a)		22	0	3	0	0	0	250
300	....do	State Hospital for the Insane	1891		Apr. —	12	13	12	2	17,25	18,27		1,050
301	Columbus, Ohio	Columbus State Hospital (for insane)	1898	William Riddle	Apr. 28	40	40	0	2	18-30			1,350
302	....do	Protestant Hospital*	1892	S. A. Ballou	July 1		19	10	2	6	8		
303	Toledo, Ohio	St. Vincent's Hospital*	1896	Sister Josephine Tasse	June —	0	15	6	2	0	0		
304	....do	Toledo Hospital	1892	Helen R. Slack			27	13	2	0	0		100
305	Youngstown, Ohio	Youngstown City Hospital	1896	Sadie A. Simms	June 30	3	9	2	2	8,12	10,15		50
306	Zanesville, Ohio	City Hospital	1893	Caroline B. Hall	Nov. —		5	0	2	0	0		35
307	Portland, Oreg	Good Samaritan Hospital	1890	Emily L. Loveridge	May 31	0	21	6	2½	7	15	15	125
308	....do	Homeopathic Hospital*	1896	M. R. Banks	Apr. 26	0	16	8	2½	7	9		
309	....do	St. Vincent's Hospital	1892				27	5	2½				250
310	Allegheny, Pa	Allegheny General Hospital	1886	Alice E. Pierson	June 1	0	35	16	3	6	9	12	140
311	....do	Presbyterian Hospital	1895	Margaret Strathie	June —	0	6	2	3	7	8	10	20
312	Bradford, Pa	Bradford Hospital	1897	Alice M. Badger	July —	0	8	5	2	8	10		28
313	Carbondale, Pa	Carbondale Hospital	1893	F. E. Jenkins, M. D	(a)	0	9	6	3	6	6	8	50
314	Chester, Pa	Chester Hospital	1893	Lizzie D. Magee	June —	1	10	4	2	7	10		40
315	Danville, Pa	State Hospital for the Insane	1889		June 1	22	19	9	2	14-20	16-30		1,050
316	Dixmont, Pa	Western Pennsylvania Hospital for the Insane	1897	E. H. Hope	Oct. 5	5	3	8	2	16,20	17,22		350
317	Fountain Springs, Pa	State Hospital for Injured Persons	1894	J. C. Biddle, M. D	(a)	0	8	0	2	6	12		102
318	Greensburg, Pa	Westmoreland Hospital*	1896	Isabel M. Woodburn	May 31	0	10	6	2	5	9		
319	Hazleton, Pa	State Hospital for Injured Persons	1893	Annie M. Shiels	May 1		15		1	8			55
320	Johnstown, Pa	Conemaugh Valley Memorial Hospital	1897	Louisa P. Sims	June 5	0	12	3	2	8	12		68
321	Lock Haven, Pa	Lock Haven Hospital	1897	Rita B. Church, M. D	Sept. 15		4	1	2	6	8		14
322	Meadville, Pa	City Hospital	1887	Ada B. Shaw	June 30	0	8	3	2	7	12		33
323	New Brighton, Pa	Beaver Valley General Hospital	1898	Nina G. Stuart	(a)		8	1	3	6	8	10	25
324	Norristown, Pa	Charity Hospital	1892	Pena Schneider	{Sept. 1 / June 30}		10	2	2	4	10		50
325	Oil City, Pa	Oil City Hospital	1894	Mira B. Herrick	June 30		10		2½	7	10		50
326	Philadelphia, Pa	Children's Homeopathic Hospital		Edith Weller	June —		15	5	2	7	10		32
327	....do	Children's Hospital		F. V. Ludekens	Apr. 30		26	7	2	9	9		135
328	....do	Frederick Douglass Memorial Hospital	1895	Hattie E. Mosely	Nov. 1		6	3	2	0	0		16
329	....do	Friends Asylum for the Insane	1894	Grace E. White, M. D	June 5	27	33	8	2	13,18	15,20		160
330	....do	Germantown Hospital		Maude P. Vaughan			17	5	3	8	9	10	c 100
331	....do	Gynecean Hospital	1889	Mary A. Knabb	June 30		9	4	2	10	10		40
332	....do	Hahnemann Hospital	1890	Alice Brownlee	Apr. —	0	55	12	3	7	10	10	150
333	....do	Howard Hospital	1894	Maude W. Boyd	June 1	0	10	3	2	5	7½		40
334	....do	Jefferson Medical College Hospital	1892	Susan C. Earle	May —	0	40	7		6	7	8	159

*In 1897-98. a No definite session. b $100 at graduation. c Approximately.

TABLE 14.—*Statistics of training schools for nurses for the year 1898-99*—Continued.

	Location.	Name of school.	Year of first opening.	Superintendent of school.	Session closes—	Pupils.			Years in the course.	Monthly allowance to pupil.			Beds for patients.
						Male.	Female.	Graduated in 1899.		First year.	Second year.	Third year.	
	1	2	3	4	5	6	7	8	9	10	11	12	13
335	Philadelphia, Pa	Jewish Hospital	1892	Elizabeth Hanson	June 30	----	12	5	2	$8, 10	$12	----	63
336	----do	Jewish Maternity Home	1894	Sarah Vasen, M. D	May 10	0	8	6	1	5	----	----	24
337	----do	Kensington Hospital for Women	1884	Margaret J. Maloney	----	0	12	6	1	6	----	----	42
338	----do	Medico-Chirurgical Hospital	1891	Katharine A. Taylor	Apr. —	1	39	11	3	0	0	0	150
339	----do	Methodist Episcopal Hospital	1892	Alice M. Seabrook, M. D.	(a)	----	26	2	3	6	6	$10	80
340	----do	Orthopedic Hospital and Infirmary for Nervous Diseases.	1887	Mary Belle Swain	----	1	20	10	2	6	6	----	84
341	----do	Pennsylvania Hospital	1873	Lucy Walker	{May — Nov. —	----	51	8	3	10	12	14	310
342	----do	Philadelphia Hospital	1885	Marion E. Smith	June 1	0	90	23	3	9	9	9	1,200
343	----do	Philadelphia Lying-in, Charity, and Nurse School	1828	Jennie M. Shaw	May 1	0	52	29	1	5	----	----	35
344	----do	Polyclinic Hospital	1891	Maud Banfield	May 31	0	21	3	3	5	5	12	67
345	----do	Presbyterian Hospital	1889	Caroline I. Milne	May —	0	46	15	3	7	9	b12	217
346	----do	Protestant Episcopal Hospital	1888	Mary S. Littlefield	June —	0	58	18	3	8	10	12	350
347	----do	St. Agnes Hospital	1896	Sr. Mary Maura	May 31	1	11	3	3	6	6	6	200
348	----do	St. Joseph's Hospital	1894	Sr. Angeline Davis	June 15	0	35	11	3	5	5	5	177
349	----do	Samaritan Hospital	1893	Katharine Brown	May 31	----	14	5	3	5	5	5	50
350	----do	West Philadelphia Hospital for Women	1890	Mary A. Edwards	June —	0	22	9	3	5	10	----	35
351	----do	Woman's Hospital	1861	Edith Mayon	May —	0	99	24	3	4	4	10	130
352	Pittsburg, Pa	Homeopathic Hospital	1885	Ida F. Giles	Apr. —	0	36	14	3	5	8	12	155
353	----do	Western Pennsylvania Hospital	1892	Helen G. Hill	(a)	12	36	14	3	6	8	10	225
354	Reading, Pa	City Hospital	1891	Louise Brakemeier	----	----	15	3	2½	4	5	(c)	75
355	Scranton, Pa	Hahnemann Hospital	1897	Grace E. M. Smith	June —	----	9	1	2	5	8	----	32
356	----do	Lackawanna Hospital	1893	Elin K. Kraemer	----do	----	16	5	2	5	8	----	58
357	----do	Moses Taylor Hospital	1893	Agnes S. Gladding	----do	0	20	7	2	5	8	----	84
358	South Bethelem, Pa	St. Luke's Hospital	1884	Victoria White	----	0	14	7	2	0	0	----	63
359	West Chester, Pa	Chester County Hospital	1894	Julie King	May —	0	14	4	2	8	10	----	45
360	Wilkesbarre, Pa	City Hospital	1888	Roberta M. West	June 15	0	20	7	2	0	0	----	100
361	Williamsport, Pa	Williamsport Hospital	1884	Daisy B. Mann	June 1	0	19	6	2½	8	10	----	70
362	York, Pa	York Hospital	1892	Eunice W. Hughes	(a)	----	7	3	3	7	7	7	23
363	Newport, R. I	Newport Hospital	1885	Lucy V. Pickett	{Apr. — Oct. —	0	20	8	2½	8	10	10	50

364	Providence, R. I	Homeopathic Hospital	1886	Jennie L. Bassett	Nov. 1	----	16	6	2	8	10	----	60
365	do	Providence Lying-in Hospital	1887	Elizabeth R. Smillie	Apr. 30	0	12	10	1½	8	10	----	50
366	do	Rhode Island Hospital	1882	Emma L. Stowe	Oct. 1	8	50	15	3	8,21	10,25	12,25	225
367	Charleston, S. C	City Hospital	1895	Leila V. Jones	Sept.—	0	15	6	2	7	10	----	150
368	Memphis, Tenn	City Hospital	1898	Johanne Thomsen	July —	0	10	0	----	10	10	----	142
369	do	Sanitarium for Women	1888	Anna G. Atkinson	July 15	0	7	----	3	10	10	10	25
370	Nashville, Tenn	City Hospital	1890	Mary Monahan	(*a*)	----	7	5	2	15	15	----	120
371	Galveston, Tex	John Sealy Hospital	1890	Hanna Kindbom	May 15	----	18	8	2	10	10	----	100
372	Salt Lake City, Utah	St. Mark's Hospital	1894	R. F. D. Crossland	May 31	0	24	4	3	6	10	12	81
373	Burlington, Vt	Mary Fletcher Hospital	1883	Abbie A. Bliss	June —	2	17	7	2	10	12	----	58
374	Alexandria, Va	Alexandria Infirmary	1894	Marjorie Adamson	----	----	4	2	2	6	8	----	54
375	Hampton, Va	Hampton Training School	1891	Frances Weidner, M. D.	(*a*)	----	13	6	2	4	4	----	22
376	Marion, Va	Southwestern State Hospital for the Insane	1895	----	June —	3	4	4	2	15	16	----	375
377	Norfolk, Va	Norfolk Protestant Hospital	1889	Mabel Sibley Jones	(*a*)	----	9	4	2	9	9	----	50
378	do	St. Vincent's Hospital	1893	Sr. Mary Laura	June —	0	19	6	3	5	5	5	*d* 200
379	Richmond, Va	Old Dominion Hospital	1895	S. H. Cabaniss	June 1	0	20	9	3	0	0	0	94
380	do	Retreat for the Sick	1892	Annie S. Williamson	June —	0	8	5	2	8	8	----	50
381	do	St. Luke's Hospital	1887	Rosa B. Anderson	July 1	0	20	8	2	8	9	----	48
382	do	Virginia Hospital	1893	A. M. Robertson	----	----	15	10	2	6	8	----	55
383	Seattle, Wash	Seattle General Hospital	1896	Mrs. M. D. Livingston	----	----	13	6	2	5	8	----	30
384	Spokane, Wash	Maria Beard Deaconess Home and Hospital	1897	Ida Hoffman	June —	0	8	2	2	5	8	----	18
385	Tacoma, Wash	Fannie C. Paddock Memorial Hospital	1895	Clara Stevenson	----	----	9	5	2	5	10	----	75
386	Wheeling, W. Va	City Hospital	1891	Harriet Hartry	(*a*)	----	12	3	2	8	12	----	75
387	Ashland, Wis	Dodd's Hospital	1895	Mabel M. Croydon	Sept.—	----	6	2	2	----	----	(*e*)	25
388	Mendota, Wis	Hospital for the Insane	----	Thomas H. Stone	----	32	31	----	----	16,22	21,28	----	500
389	Milwaukee, Wis	St. Mary's Hospital	1894	Sr. Lucia James	July 1	0	16	8	3	9	----	8	120
390	do	Wisconsin Training School for Nurses	1889	Maria Tweed	June —	----	35	16	2	0	0	----	300
391	Wausau, Wis	Riverside Hospital	1895	Mrs. Simms	July 1	----	8	0	2	----	----	(*e*)	30
392	Wauwatosa, Wis	Milwaukee County Hospital	1896	Virginia Sullivan	----	0	18	9	2	8	10	----	200
393	Rock Springs, Wyo	Wyoming General Hospital	1898	R. Harvey Reed, M. D.	May 30	----	5	0	3	8	10	12	42
		POSTGRADUATE AND SPECIAL (*not included in summary*).											
394	Boston, Mass	Boston Lying-in Hospital	1888	Mary L. Keith	(*a*)	----	22	22	*f* 6	10	----	----	52
395	do	Infants' Hospital	1895	Mary A. Jones	----	----	10	10	*f* 4	----	----	----	17
396	do	Massachusetts Charitable Eye and Ear Infirmary	1895	Mary Coonahan	(*a*)	0	24	15	*f* 4	10	----	----	140
397	Boston, Mass. (Brookline).	Free Hospital for Women	1895	H. J. Ervin	Oct. 1	----	10	6	*f* 9	----	----	----	29
398	New York, N. Y	Babies' Hospital	1889	Marianna Wheeler	(*a*)	----	23	23	*f* 6	6	----	----	36
399	do	General Memorial Hospital	1893	Isabel D. Richmond	(*a*)	----	27	27	*f* 6	10	----	----	100
400	do	Mothers' and Babies' Hospital	1893	Mrs. F. S. Robinson	(*a*)	----	21	12	*f* 6	0	----	----	85
401	do	New York Polyclinic Medical School and Hospital.	1897	Agnes D. Carson	----	0	26	----	*f* 7	----	----	----	68
402	do	Old Marion Street Maternity Hospital	1891	Katharine A. Pennington.	----	0	18	17	*f* 3	0	----	----	26
403	do	Postgraduate School of the Woman's Hospital	1896	Frances R. Ferris	{June 8 / Mar. —}	0	80	49	*f* 9	15	----	----	130
404	do	Sloane Maternity Hospital	1888	A. D. Van Kirk	----	----	96	----	*f* 3	----	----	----	117
405	Philadelphia, Pa	Maternity Hospital (734 South Tenth street)	1886	Anna L. Lippincott	----	----	15	15	*f* 3	0	----	----	25

a No definite session. *b* $50 at graduation. *c* $40 at graduation. *d* Approximately. *e* $100 at graduation. *f* Number of months.

CHAPTER XXXIX.

AGRICULTURAL AND MECHANICAL COLLEGES.

I.—STATISTICS FOR 1898-99.

The usual statistics for the year ended June 30, 1899, of the institutions endowed by the acts of Congress of July 2, 1862, and August 30, 1890, required by the latter mentioned act to be made to the Secretary of the Interior, have been collected and compiled, and are given in the following pages. Of the 64 institutions endowed by these acts, 14 are for the education of colored students.

Summary of statistics.

	Men.	Women.
Professors and instructors:		
In departments of agriculture and mechanic arts	1,705	253
In all departments	2,655	312
Students:		
In departments of agriculture and mechanic arts:		
Preparatory	4,281	1,967
Collegiate	12,491	2,593
Graduate	460	128
In other departments	8,989	4,742
Total	26,121	9,337

DISTRIBUTION OF STUDENTS IN COURSES OF STUDY.

Agriculture		4,390
Engineering:		
Mechanical	3,355	
Civil	1,463	
Electrical	1,325	
Mining	587	
		6,730
Architecture		410
Household economy		1,573
Veterinary science		646
Military tactics		11,095

PROPERTY.

Libraries:	
Volumes	1,076,887
Pamphlets	390,454
Endowment funds	$24,087,162

PROPERTY—continued.

Land:	
Total number of acres	23,944
Acres under cultivation	10,780
Acres used for experiments	3,904
Value	$2,454,656
Value of buildings:	
Total	$16,822,799
Used for instruction in subjects specified in act of August 30, 1890	$12,347,193
Value of equipment:	
Total	$6,851,134
Used for instruction in subjects specified in act of August 30, 1890	$5,746,377

INCOME.

Federal aid:	
From land grant of 1862	$617,716
From act of August 30, 1890	1,152,000
Total Federal aid	1,769,716
State aid	2,570,427
Fees and other receipts	1,852,873
Total	6,193,016

EXPENDITURES.

For instruction in subjects mentioned in act of August 30, 1890	$2,449,588
For instruction in other subjects and administrative expenses	2,094,788

Statistics for 1898–99 of institutions endowed by the acts of Congress approved July 2, 1862, and August 30, 1890, with public lands, or a part of the proceeds arising from the sale thereof, or both.

Institution.	President.	Professors and instructors.				Students.																	
		Agricultural and mechanical departments.		In all departments.		College of agriculture and mechanic arts.						All other departments.		In all departments.		Pursuing courses in—								
						Preparatory.		Collegiate.		Graduate.														
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Mining engineering.	Architecture.	Household economy.	Veterinary science.	Military tactics.
Alabama Polytechnic Institute, Auburn, Ala.	William Le Roy Broun, LL. D.	30	0	30	0	38	0	283	17	16	2	0	0	337	19	108	45	9	47	1	----	----	35	301
Agricultural and Mechanical College for Negroes, Normal, Ala.	W. H. Councill, Ph. D	4	10	10	13	133	57	38	13	0	0	15	166	186	236	99	----	----	----	----	15	220	----	81
University of Arizona, Tucson, Ariz.	M. M. Parker, A. M	12	4	12	4	20	20	53	38	0	2	0	0	73	60	----	----	7	----	12	----	----	----	62
University of Arkansas, Fayetteville, Ark.	J. L. Buchanan, LL. D	24	10	24	10	61	0	18	27	1	0	273	110	353	137	7	7	14	20	----	----	----	1	325
Branch Normal College, Pine Bluff, Ark.	J. C. Corbin, A. M	5	2	5	2	----	----	44	45	2	0	65	22	111	67	----	----	----	----	----	----	25	----	----
University of California, Berkeley, Cal.	B. I. Wheeler, Ph. D., LL. D.	75	0	363	10	0	0	428	16	21	1	1,081	991	1,530	1,008	324	234	275	112	258	----	----	5	650
Colorado Agricultural College, Fort Collins, Colo.	Alston Ellis, Ph. D., LL. D. *a*	29	3	29	3	31	14	171	64	0	0	48	17	250	95	23	50	47	0	0	0	64	0	245
Connecticut Agricultural College, Storrs, Conn.	George W. Flint, A. M	10	2	10	2	9	3	55	24	0	0	0	0	64	27	68	----	----	----	----	----	27	13	64
Delaware College, Newark, Del	G. A. Harter, Ph. D	13	0	14	0	0	0	84	0	6	0	0	0	90	0	6	5	11	11	----	----	----	6	73
State College for Colored Students, Dover, Del.	Rev. W. C. Jason, A. M., B. D.	5	1	5	1	15	9	11	7	0	0	0	0	26	16	2	----	----	----	----	----	14	----	----
Florida Agricultural College, Lake City, Fla.	W. F. Yocum, D. D	12	4	12	4	26	10	116	67	5	2	------	------	147	79	6	12	----	2	----	----	----	----	147
State Normal and Industrial College, Tallahassee, Fla.	T. D. Tucker, A. M	7	6	7	6	57	93	----	----	----	----	------	------	57	93	22	----	----	----	----	----	41	22	47
State College of Agriculture and Mechanic Arts, Athens, Ga.	H. C. White, Ph. D	19	0	19	0	6	0	91	0	4	0	0	0	95	0	16	----	19	20	----	15	----	----	91

a Succeeded by B. O. Aylesworth, LL. D.

Statistics for 1898–99 of institutions endowed by the acts of Congress approved July 2, 1862, and August 30, 1890—Continued.

Institution.	President.	Professors and instructors.				Students.																	
		Agricultural and mechanical departments.		In all departments.		College of agriculture and mechanic arts.						All other departments.		In all departments.		Pursuing courses in—							
						Preparatory.		Collegiate.		Graduate.													
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Mining engineering.	Architecture.	Household economy.	Veterinary science.	Military tactics.
Georgia Industrial College for Colored Youths, College, Ga.	R. R. Wright, LL. D	13	1	13	1	57	58	20	2	0	0	0	0	77	60	----	----	----	----	----	----	----	----	----
University of Idaho, Moscow, Idaho	Joseph P. Blanton, LL. D	12	5	13	6	62	42	44	31	1	3	----	----	107	76	5	----	3	----	10	----	----	----	107
University of Illinois, Champaign, Ill.	A. S. Draper, LL. D	91	18	177	21	132	47	580	227	49	9	725	44	1,486	327	52	75	82	86	----	63	----	32	319
Purdue University, Lafayette, Ind.	James H. Smart, LL. D. *a*	58	6	58	6	0	0	618	69	40	22	0	0	658	91	92	185	95	126	----	95	----	92	----
Iowa Agricultural College, Ames, Iowa.	W. M. Beardshear, LL. D	50	17	50	17	95	34	480	120	13	2	0	0	588	156	109	35	34	98	1	----	91	31	339
Kansas State Agricultural College, Manhattan, Kans.	T. E. Will, A. M. *b*	33	12	33	12	90	20	460	261	24	16	0	0	574	297	89	101	----	----	----	----	78	----	----
Kentucky Agricultural and Mechanical College, Lexington, Ky.	James K. Patterson, Ph. D.	18	0	24	1	85	14	210	50	8	2	67	44	370	110	7	73	22	0	0	0	0	0	370
State Normal School for Colored Persons, Frankfort, Ky.	James E. Givens	5	4	5	4	23	22	53	54	0	0	0	0	76	76	23	38	----	23	----	----	76	----	----
Louisiana State University and Agricultural and Mechanical College, Baton Rouge, La.	Thomas D. Boyd, LL. D	19	0	19	0	98	0	186	0	3	0	0	0	287	0	42	23	29	----	----	----	----	15	229
Southern University, New Orleans, La.	H. A. Hill	8	7	8	7	129	212	121	140	0	0	0	0	155	259	50	0	0	0	0	0	0	0	0
University of Maine, Orono, Me	A. W. Harris, Sc. D	46	0	46	0	0	0	281	14	35	1	0	0	314	15	4	34	52	75	----	----	----	4	250
Maryland Agricultural College, College Park, Md.	R. W. Silvester	20	0	20	0	18	0	22	0	4	0	58	0	102	0	31	22	----	----	----	----	----	1	102
Massachusetts Agricultural College, Amherst, Mass.	Henry H. Goodell, LL. D	19	0	19	0	0	0	129	0	11	0	0	0	140	0	129	----	3	----	----	----	----	3	130

Massachusetts Institute of Technology, Boston, Mass.	J. M. Crafts, LL. D. *c*	109	2	109	2	0	0	1117	47	7	0	0	0	1,124	47	0	108	93	94	52	64	0	0	262
Michigan Agricultural College, Agricultural College, Mich.	J. L. Snyder, Ph. D	37	6	37	6	0	0	435	93	0	0	0	0	435	93	270	165	----	----	----	----	93	----	----
University of Minnesota, Minneapolis, Minn.	Cyrus Northrop, LL. D	49	7	214	20	328	60	228	15	3	0	1,543	751	2,099	826	409	19	21	34	62	----	60	60	400
Mississippi Agricultural and Mechanical College, Agricultural College, Miss.	J. M. Stone *d*	20	0	29	0	80	0	176	10	5	0	0	0	261	10	261	229	----	----	----	----	----	84	261
Alcorn Agricultural and Mechanical College, Westside, Miss.	W. H. Lanier	20	0	20	0	280	10	27	0	0	0	0	0	307	10	317	----	----	----	----	----	----	----	----
University of the State of Missouri, Columbia, Mo.	R. H. Jesse, LL.D	41	1	54	1	0	0	175	0	0	0	442	198	617	198	38	14	33	27	73	----	----	37	239
Missouri School of Mines and Metallurgy, Rolla, Mo.	George E. Ladd, Ph. D., director.	13	0	13	0	0	0	107	12	7	0	0	0	114	12	----	----	----	----	----	----	----	----	----
Lincoln Institute, Jefferson City, Mo.	John H. Jackson	3	1	8	4	45	45	61	58	0	0	14	28	120	131	----	----	----	----	----	----	70	----	----
Montana College of Agriculture and Mechanic Arts, Bozeman, Mont.	James Reid, A. B	11	8	11	8	109	70	29	17	0	0	4	37	142	124	8	5	----	3	----	----	1	----	----
University of Nebraska, Lincoln, Nebr.	C. E. Bessey, Ph. D., acting chancellor *e*	38	4	81	19	43	3	378	59	39	22	607	795	1,067	879	66	59	22	73	----	----	11	----	484
State University of Nevada, Reno, Nev.	J. E. Stubbs, D. D	15	8	15	8	63	87	94	78	2	7	------	------	159	172	2	5	4	----	55	----	----	----	151
New Hampshire College of Agriculture and Mechanic Arts, Durham, N. H.	C. S. Murkland, Ph. D	21	0	21	0	8	0	101	9	2	0	------	------	111	9	19	19	----	2	----	----	----	----	79
Rutgers Scientific School, New Brunswick, N. J.	Austin Scott, Ph. D., LL.D.	29	4	32	4	99	39	114	0	2	0	53	0	268	39	50	0	28	11	0	0	0	0	117
New Mexico College of Agriculture and Mechanic Arts, Mesilla Park, N. Mex.	Frederic W. Sanders, Ph. D.	13	5	15	6	101	45	18	21	3	0	23	1	145	67	1	6	0	0	0	0	0	0	0
Cornell University, Ithaca, N. Y	J. G. Schurman, Sc. D., LL.D.	89	0	198	0	0	0	584	2	32	0	1,269	314	1,885	316	101	517	185	----	----	48	----	23	500
North Carolina College of Agriculture and Mechanic Arts, Raleigh, N. C.	A. Q. Holladay *f*	27	0	27	0	29	0	208	0	15	0	0	0	252	0	----	----	----	----	----	----	----	----	225
Agricultural and Mechanical College for the Colored Race, Greensboro, N. C.	James B. Dudley, A. M	10	2	10	2	47	35	41	14	0	0	0	0	88	49	29	7	----	----	----	10	49	29	----
North Dakota Agricultural College, Agricultural College, N. Dak.	J. H. Worst	20	3	20	3	88	40	86	19	3	1	0	0	177	60	57	35	0	0	0	1	19	29	120
Ohio State University, Columbus, Ohio.	W. O. Thompson, D. D., LL.D.	77	2	102	6	0	0	463	33	9	3	485	153	957	189	88	59	56	106	17	9	30	12	343
Oklahoma Agricultural and Mechanical College, Stillwater, Okla.	Angelo C. Scott	13	3	14	3	81	44	64	26	2	2	0	0	147	72	11	45	----	----	----	----	----	1	125
Oregon State Agricultural College, Corvallis, Oreg.	Thomas M. Gatch, Ph. D.	19	5	19	5	0	0	190	133	7	8	------	------	197	141	51	107	----	6	----	----	132	----	190
Pennsylvania State College, State College, Pa.	George W. Atherton, LL.D.	42	3	42	3	31	0	285	10	3	0	0	0	319	10	70	47	24	68	20	----	----	----	227

a Died February 21, 1900.
b Succeeded by E. R. Nichols, A. M.
c Resigned; Henry S. Pritchett, Ph. D., elected president.
d Deceased.
e Rev. E. B. Andrews, D. D., LL. D., elected chancellor.
f Succeeded by George T. Winston, LL. D.

Statistics for 1898–99 of institutions endowed by the acts of Congress approved July 2, 1862, and August 30, 1890—Continued.

Institution.	President.	Professors and instructors.				Students.																		
		Agricultural and mechanical departments.		In all departments.		College of agriculture and mechanic arts.						All other departments.		In all departments.		Pursuing courses in—								
						Preparatory.		Collegiate.		Graduate.														
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Mining engineering.	Architecture.	Household economy.	Veterinary science.	Military tactics.
Rhode Island College of Agriculture and Mechanic Arts, Kingston, R. I.	John H. Washburn, Ph. D.	16	7	16	7	28	9	84	36	1	4	0	0	113	49	33	65	10	46	----	----	----	----	75
Clemson Agricultural College, Clemson College, S. C.	H. S. Hartzog, LL.D	29	0	29	0	186	0	257	0	3	0	0	0	446	0	125	135	25	50	----	----	----	30	446
Colored Normal, Industrial, Agricultural and Mechanical College, Orangeburg, S. C.	Thomas E. Miller, A. M	9	4	21	4	251	186	49	26	0	0	598	438	898	650	85	60	0	0	0	60	60	0	250
South Dakota Agricultural College, Brookings, S. Dak.	John W. Heston, Ph. D., LL.D.	16	4	16	4	91	35	220	75	9	4	0	0	320	114	68	147	0	0	0	5	75	0	250
University of Tennessee, Knoxville, Tenn.	Charles W. Dabney, Ph. D., LL.D.	27	1	64	1	0	0	228	73	4	2	367	0	599	75	29	57	43	6	0	0	0	0	142
Agricultural and Mechanical College of Texas, College Station, Tex.	Hon. L. L. Foster	21	0	21	0	0	0	352	0	4	0	0	0	356	0	175	273	43	----	----	----	----	52	352
Prairie View Normal College, Prairie View, Tex.	E. L. Blackshear	7	3	7	3	47	22	67	51	----	----	------	------	114	73	40	----	----	----	----	----	35	----	----
Agricultural College of Utah, Logan, Utah.	J. M. Tanner	20	3	20	3	248	91	90	47	2	1	0	0	340	139	1	3	9	----	----	----	4	----	210
University of Vermont and State Agricultural College, Burlington, Vt.	M. H. Buckham, LL.D	27	0	60	0	0	0	146	0	0	0	345	63	491	63	24	21	22	27	0	0	0	19	215
Virginia Agricultural and Mechanical College, Blacksburg, Va.	J. M. McEryde, LL.D	29	0	29	0	0	0	296	0	7	0	0	0	303	0	35	82	29	64	----	----	----	10	296
Hampton Normal and Agricultural Institute, Hampton, Va.	H. B. Frissell, D. D	34	44	34	44	472	371	76	70	4	4	0	0	552	445	223	----	----	----	----	----	233	----	377

Washington Agricultural College and School of Science, Pullman, Wash.	E. A. Bryan, A. M.	23	4	23	5	76	52	107	61	2	2	0	0	185	115	21	13	9	19	16	----	----	----	140
West Virginia University, Morgantown, W. Va.	Jerome H. Raymond, Ph. D.	33	1	38	4	251	42	334	150	30	6	------	------	615	200	21	21	33	----	----	----	----	----	144
West Virginia Colored Institute, Institute, W. Va.	J. M. Jones	8	3	8	3	10	23	30	61	0	0	10	6	50	90	20	9	0	0	0	25	65	0	37
University of Wisconsin, Madison, Wis.	Charles K. Adams, LL.D	43	0	140	0	0	0	563	1	10	0	846	499	1,419	500	326	69	73	69	----	----	----	----	430
University of Wyoming, Laramie, Wyo.	Rev. Elmer E. Smiley, D. D.	10	3	13	4	10	1	15	0	0	0	51	65	76	66	2	15	0	0	10	0	0	0	76

Statistics for 1898–99 of institutions endowed by acts of Congress approved July 2, 1862, and August 30, 1890—Continued.

Institution.	Library.		Amount of endowment funds.	Land.				Value of buildings.		Value of other equipment.	
	Volumes.	Pamphlets.		Total number of acres.	Acres under cultivation.	Acres used for experiment.	Value.	Total.	Used for instruction in subjects specified in act of Aug. 30, 1890.	Total.	Used for instruction in subjects specified in act of Aug. 30, 1890.
Alabama Polytechnic Institute	13,767	1,706	$253,500	226	75	30	$2,500	$140,000	$126,000	$74,000	$66,600
Agricultural and Mechanical College for Negroes (Alabama)	2,500	500	----------	182	130	12	10,000	26,383	16,958	9,443	9,443
University of Arizona	4,000	----------	----------	80	40	40	3,000	86,600	48,100	40,600	40,600
University of Arkansas	8,118	6,688	130,000	160	50	40	9,600	230,000	180,000	37,644	29,144
Branch Normal College (Arkansas)	2,969	841	----------	20	20	20	500	18,000	18,000	12,500	12,500
University of California	78,607	80,000	2,843,006	411	182	182	193,125	702,111	702,111	370,000	370,000
Colorado Agricultural College	10,000	1,000	68,612	240	225	180	32,900	145,975	145,975	74,431	74,431
Connecticut Agricultural College	6,552	----------	135,000	300	125	10	16,000	75,000	45,000	7,770	3,770
Delaware College	10,600	8,000	83,000	14	4	4	3,000	79,700	68,300	52,000	48,000
State College for Colored Students (Delaware)	400	300	----------	97	90	--------	6,000	12,800	12,800	9,000	9,000
Florida Agricultural College	2,650	2,600	153,800	100	70	70	7,500	31,245	31,245	21,017	21,017
State Normal and Industrial College (Florida)	758	600	----------	137	116	4	8,805	20,500	20,500	----------	----------
Georgia State College of Agriculture and Mechanic Arts	29,682	8,350	242,202	120	100	--------	10,000	300,000	200,000	500,000	400,000
Georgia Industrial College for Colored Youths	500	300	----------	86	30	--------	----------	25,000	25,000	2,000	2,000
University of Idaho	4,000	1,500	49,000	115	110	98	6,000	155,000	152,500	45,000	39,000
University of Illinois	47,000	18,500	475,444	665	600	100	100,000	800,000	785,000	250,000	225,000
Purdue University (Indiana)	8,950	3,000	340,000	190	149	90	60,000	353,000	313,000	289,000	279,000
Iowa Agricultural College	12,460	2,000	682,833	855	300	80	45,000	430,000	355,000	180,000	150,000
Kansas State Agricultural College	19,425	14,600	502,813	323	250	200	39,100	204,472	179,472	230,142	221,642
Kentucky Agricultural and Mechanical College	3,688	5,309	165,000	170	66	61	40,000	127,000	127,000	65,000	65,000
State Normal School for Colored Persons (Kentucky)	830	700	----------	295	230	40	16,500	22,093	11,468	9,477	7,736
Louisiana State University and Agricultural and Mechanical College	21,000	2,000	318,313	583	310	200	33,300	150,000	150,000	50,000	50,000
Southern University (Louisiana)	779	886	----------	104	40	20	6,000	45,320	45,320	10,315	10,315
University of Maine	15,500	6,500	219,900	373	120	20	9,325	182,241	120,494	35,000	18,442
Maryland Agricultural College	2,500	1,000	105,000	286	140	40	28,600	85,000	75,000	30,000	16,000
Massachusetts Agricultural College	19,300	0	360,575	404	260	75	45,000	211,275	129,500	83,090	60,685
Massachusetts Institute of Technology	46,711	14,121	2,449,393	3	0	0	----------	636,000	447,083	200,000	200,000
Michigan Agricultural College	21,000	5,000	694,000	676	500	60	47,320	289,482	289,482	152,377	152,377
University of Minnesota	55,000	----------	1,307,219	250	210	160	300,000	1,000,000	760,000	275,000	200,000
Mississippi Agricultural and Mechanical College	6,709	7,893	98,575	1,960	450	50	42,605	133,605	38,605	133,216	33,216
Alcorn Agricultural and Mechanical College (Mississippi)	3,000	5,000	98,575	300	130	8	5,000	60,000	57,500	65,000	64,100
University of the State of Missouri	30,000	35,000	1,235,839	694	320	90	141,106	935,000	175,000	158,000	71,000
Missouri School of Mines and Metallurgy	3,650	500	----------	20	0	0	0	68,500	68,500	36,880	36,880

Lincoln Institute (Missouri)	300	250		39	15	2	2,500	59,500	49,500	5,600	600
Montana College of Agriculture and Mechanic Arts	3,000	2,500	5,000	185	170	50	10,000	110,000	100,000	40,600	30,000
University of Nebraska	41,000			320	310	60	200,000	435,000	285,000	300,000	200,000
State University of Nevada	7,093	5,314		95	91	91	22,000	141,227	30,000	64,853	26,875
New Hampshire College of Agriculture and Mechanic Arts	6,300	4,000	41,800	342	30	10	20,500	184,016	179,016	55,500	55,500
Rutgers Scientific School (New Jersey)	40,000	5,000	500,000	97	97	15	30,000	366,500	273,500	70,000	65,000
New Mexico College of Agriculture and Mechanic Arts	3,490	1,500	0	270	100	75	6,000	43,000	30,650	40,000	35,000
Cornell University (New York)	225,024	36,600	6,467,435	270	105	30	37,000	1,805,373	1,262,773	1,183,971	1,152,512
North Carolina College of Agriculture and Mechanic Arts	2,400		125,000	535	102		19,500	83,554	83,554		
Agricultural and Mechanical College for the Colored Race (North Carolina)	700	2,200		25	20		4,000	43,200	43,200	18,000	18,000
North Dakota Agricultural College	8,000	2,500		640	553	85	25,000	92,000	92,000	18,000	18,000
Ohio State University	31,000	7,000	553,065	345	200	200	300,000	779,000	579,000	200,000	180,000
Oklahoma Agricultural and Mechanical College	4,598	3,500		200	175	100	5,000	25,000	20,000	37,000	27,000
Oregon State Agricultural College	4,000			199	120	25	14,500	92,000	47,000	17,500	7,000
Pennsylvania State College	15,166		517,000	400	300	100	40,000	790,000	790,000	60,000	60,000
Rhode Island College of Agriculture and Mechanic Arts	7,830	7,500	50,000	178	40	20	18,000	164,600	48,800	91,239	64,046
Clemson Agricultural College (South Carolina)	3,500	1,000	95,900	1,102	400	60	26,280	206,000	74,000	88,713	78,713
Colored Normal, Industrial, Agricultural and Mechanical College (South Carolina)	500	300	95,900	130	72		39,000	77,000	77,000	25,000	25,000
South Dakota Agricultural College	5,900	10,000	0	400	200	80		93,000	93,000	9,000	9,000
University of Tennessee	16,000	12,000	435,000	230	118	74	106,370	180,000	140,000	90,500	41,500
Agricultural and Mechanical College of Texas	5,000	3,500	209,000	2,416	225	41	48,320	299,015	140,015	40,629	30,629
Prairie View Normal College (Texas)	850	250		1,500	120		15,000	60,000	25,000	5,500	4,000
Agricultural College of Utah	6,941	4,310		108	103	85	10,800	155,000	155,000	40,869	40,869
University of Vermont and State Agricultural College	56,903	25,000	275,000	120	120	120	12,000	500,000	500,000	100,000	100,000
Virginia Agricultural and Mechanical College	3,100	1,000	344,312	404	350	100	30,000	148,000	148,000	72,000	72,000
Hampton Normal and Agricultural Institute (Virginia)	9,500		726,401	795	500	20	32,000	504,000	504,000	208,000	208,000
Washington Agricultural College and School of Science	3,530	2,036		242	242	200	15,000	100,000	78,400	55,000	55,000
West Virginia University	11,017		114,750	91	60	60	8,000	275,000	250,000	30,000	5,000
West Virginia Colored Institute	700			31	20	12	4,500	41,000	19,000	16,000	10,000
University of Wisconsin	54,000	14,000	530,000	400	200	25	75,000	1,077,972	198,332	313,858	109,735
University of Wyoming	6,940	4,800	0	396	180	180	10,600	111,540	111,540	46,500	30,500

Statistics for 1898–99 of institutions endowed by acts of Congress approved July 2, 1862, and August 30, 1890—Continued.

Institution.	Balance on hand July 1, 1898.	Receipts.					Expenditures.		
			Federal aid.						
		From State.	From act of July 2, 1862.	From act of Aug. 30, 1890.	For support of experiment stations.	Fees and all other sources.	For instruction in subjects specified in act of Aug. 30, 1890.	Experiment stations.	Instruction in all other departments, and administrative expenses.
Alabama Polytechnic Institute	$3,688	$6,432	$20,280	$13,224	$15,000	$7,623	$24,820	$19,325	$11,140
Agricultural and Mechanical College for Negroes (Alabama)	51	4,000	0	10,776	0	18,000	9,158	0	2,500
University of Arizona	9,368	15,000	0	24,000	15,000	2,919	22,029	15,000	4,084
University of Arkansas	19,439	33,204	10,400	17,455	15,000	3,055	37,455	15,000	15,876
Branch Normal College (Arkansas)	19,393	5,025	0	6,545	0	305	5,286	0	1,850
University of California	----------	343,041	43,805	24,000	15,000	66,810	91,056	15,463	172,852
Colorado Agricultural College	0	37,966	3,533	24,000	15,000	5,950	21,918	17,649	32,421
Connecticut Agricultural College	29,899	15,000	6,750	24,000	7,500	60	16,251	7,500	300
Delaware College	2,199	0	4,980	19,200	15,000	3,940	19,783	15,000	7,270
State College for Colored Students (Delaware)	0	0	0	4,800	0	1,251	3,520	0	350
Florida Agricultural College	0	650	9,107	12,000	15,000	1,981	16,031	15,138	10,872
State Normal and Industrial College (Florida)	1,025	6,500	0	12,000	0	389	7,894	----------	----------
Georgia State College of Agriculture and Mechanic Arts	676	0	16,954	16,600	0	0	16,000	0	17,412
Georgia Industrial College for Colored Youths	5,202	8,000	0	8,000	0	201	----------	----------	----------
University of Idaho	2,139	26,210	----------	24,000	15,000	250	22,856	15,000	11,289
University of Illinois	4,368	229,550	35,806	24,000	15,000	74,938	65,000	18,544	105,484
Purdue University (Indiana)	5,986	68,158	17,000	24,000	15,000	30,889	53,075	17,147	78,256
Iowa Agricultural College	11,697	30,206	47,178	24,000	15,000	3,266	44,230	17,356	16,267
Kansas State Agricultural College	0	15,750	27,649	24,000	15,000	15,917	42,686	15,713	25,131
Kentucky Agricultural and Mechanical College	5,853	34,660	8,645	20,520	15,000	18,047	32,487	35,442	33,775
State Normal School for Colored Persons (Kentucky)	4,567	4,255	0	3,480	0	747	3,390	0	9,644
Louisiana State University and Agricultural and Mechanical College	1,971	20,940	9,116	11,623	15,000	5,655	12,533	15,000	36,132
Southern University (Louisiana)	0	10,000	0	12,377	0	0	12,377	0	10,000
University of Maine	6,885	15,000	5,915	24,000	15,000	29,323	27,100	25,470	37,499
Maryland Agricultural College	----------	33,000	6,142	24,000	15,000	27,269	31,540	17,373	15,760
Massachusetts Agricultural College	0	23,339	7,300	16,000	15,000	2,540	23,267	15,000	4,518
Massachusetts Institute of Technology	110,568	25,000	5,131	8,000	0	292,904	331,035	0	0
Michigan Agricultural College	35,650	8,500	50,403	24,000	15,000	17,829	58,163	15,000	52,074
University of Minnesota	54,219	186,564	22,028	24,000	15,000	125,959	36,663	33,895	253,635
Mississippi Agricultural and Mechanical College	0	21,000	5,915	11,153	15,000	13,048	22,435	15,000	32,133
Alcorn Agricultural and Mechanical College (Mississippi)	----------	----------	5,915	12,847	----------	----------	----------	----------	----------
University of the State of Missouri	----------	99,869	17,494	17,159	15,000	18,625	38,439	17,606	----------
Missouri School of Mines and Metallurgy	2	14,569	4,555	5,561	0	1,375	13,800	0	5,134
Lincoln Institute (Missouri)	----------	12,140	0	1,280	0	81	1,280	0	12,170
Montana College of Agriculture and Mechanic Arts	2,270	13,500	----------	24,000	15,000	3,733	26,937	16,461	12,535
University of Nebraska	----------	198,250	----------	24,000	15,000	13,000	a119,250	15,000	62,250

State University of Nevada	7,197	29,000	0	24,000	15,000	522	20,014	15,443	13,716
New Hampshire College of Agriculture and Mechanic Arts	1,687	5,500	4,800	24,000	15,000	22,698	22,361	15,551	37,461
Rutgers Scientific School (New Jersey)	0	0	6,480	24,000	15,000	21,773	21,515	15,000	30,738
New Mexico College of Agriculture and Mechanic Arts	3,561	4,195	0	24,000	15,000	1,354	25,058	15,560	5,576
Cornell University (New York)	59,694	0	34,429	24,000	13,500	583,369	431,079	13,200	205,392
North Carolina College of Agriculture and Mechanic Arts	0	10,009	7,500	15,586	----------	4,135	15,586	----------	18,000
Agricultural and Mechanical College for the Colored Race (North Carolina)	72	7,500	0	8,414	0	241	8,348	0	7,834
North Dakota Agricultural College	10,499	27,700	----------	24,000	15,000	7,729	19,548	18,277	21,950
Ohio State University	267	176,058	33,065	24,000	0	44,183	84,735	0	183,750
Oklahoma Agricultural and Mechanical College	47,567	7,500	----------	24,000	15,000	2,243	11,678	15,455	4,304
Oregon State Agricultural College	12,651	26,584	4,000	24,000	15,000	18,802	22,485	15,050	11,347
Pennsylvania State College	----------	48,799	25,637	24,000	15,000	17,244	41,235	15,000	51,716
Rhode Island College of Agriculture and Mechanic Arts	5,831	15,000	2,500	24,000	15,000	0	22,442	15,000	15,000
Clemson Agricultural College (South Carolina)	28,786	57,000	5,754	12,000	15,000	5,532	28,000	15,000	16,300
Colored Normal, Industrial, Agricultural and Mechanical College (South Carolina)	486	15,000	5,754	12,000	----------	----------	11,194	0	2,606
South Dakota Agricultural College	336	8,500	0	24,000	15,000	8,278	22,960	15,000	16,819
University of Tennessee	0	0	23,960	24,000	15,000	12,740	25,014	15,000	37,929
Agricultural and Mechanical College of Texas	0	27,500	14,280	18,000	15,000	0	29,650	15,000	7,400
Prairie View Normal College (Texas)	4,108	13,100	0	6,000	0	8,410	8,200	0	3,573
Agricultural College of Utah	----------	13,750	----------	24,000	15,000	7,553	23,630	18,009	18,997
University of Vermont and State Agricultural College	0	6,000	8,130	24,000	15,000	44,212	30,000	20,570	45,685
Virginia Agricultural and Mechanical College	0	15,000	20,659	16,000	15,000	16,933	16,000	17,722	40,048
Hampton Normal and Agricultural Institute (Virginia)	0	0	10,329	8,000	0	140,755	----------	----------	----------
Washington Agricultural College and School of Science	998	113,735	----------	24,000	15,000	2,557	23,716	15,000	11,935
West Virginia University	----------	88,500	6,558	19,000	15,000	11,997	17,555	23,594	63,464
West Virginia Colored Institute	3,173	14,650	0	5,000	0	812	6,163	----------	3,396
University of Wisconsin	0	267,000	11,889	24,000	15,000	60,000	130,190	30,125	121,798
University of Wyoming	10,687	7,581	0	24,000	15,000	951	21,508	15,471	7,400

a For instruction in all branches.

II.—NEW BUILDINGS AND CHANGES IN THE COURSE OR IN THE METHODS OF INSTRUCTION.

Alabama Polytechnic Institute, Auburn, Ala.—The last State legislature, on application of the trustees, changed the name of the college to the Alabama Polytechnic Institute, thereby showing its comprehensive and general scientific character, including not only agriculture and the mechanic arts, but also physics, electricity, chemistry, etc., in their varied applications to the industrial arts. Much attention is paid to laboratory work on the part of the students. Additions were made to the equipment in mechanical and electrical engineering, and a new residence for the professor of horticulture was constructed at a cost of $1,950. At present a special chemical laboratory for work in the experiment station is being constructed, and the foundry and forge room in the mechanical department is being enlarged. (President William Le Roy Broun.)

Agricultural and Mechanical College for Negroes, Normal, Ala.—One year has been added to the normal course, making it four years instead of three years. All the literary and industrial courses have been strengthened very materially. Sick nursing, cooking, and agriculture have been greatly improved. One of the two-story frame mechanic-arts buildings was destroyed by fire January 28, 1899. It was occupied by the departments in shoemaking, blacksmithing, carpentry, wheelwright, mattress, and broom factory and paint shop. The school being unable to restore the building, it was replaced by a brick building paid for by voluntary subscriptions of the teachers of the school. A new brick wing, 40 by 70 feet, three stories, was added during the year. This contains recitation rooms and laboratories on the first and second floors, and a dormitory for girls on the third floor. (President W. H. Councill.)

University of Arizona, Tucson, Ariz.—The principal change in our course of instruction has been the development of manual-training features, including free-hand and industrial drawing. The shop has been fitted with power and facilities for woodworking, so that we have given courses in carpentry, joinery, wood-turning, and inlaying during the year.

Our requirements for admission have been increased, a fact which tends to lessen our patronage. Almost our only sources of supply for our college classes are our subcollegiate department and the high schools of the Territory, of which there are but few, so that our classes must remain small until our population increases and fitting schools multiply.

While there have been no radical changes to record, the year has shown substantial progress in all lines of work. (President M. M. Parker.)

University of Arkansas, Fayetteville, Ark.—The financial condition of the university is perfectly sound, its educational work vigorous and progressive. The department of history and pedagogy have been separated, history made an independent department, and philosophy and pedagogy united, forming also an independent department. The courses of study have been materially modified, electives being limited to the junior and senior classes, the courses for the freshman and sophmore classes more definitely prescribed, some options, however, allowed among related subjects. Greek required for the B. A. degree, and a course, including Latin but not Greek, arranged leading to the degree of B. Ph. Repairs and minor improvements have been made on the buildings, but no new buildings erected.

By act of the general assembly of Arkansas, approved March 8, 1899, the name of the university has been changed from Arkansas Industrial University to the University of Arkansas. (President John L. Buchanan.)

University of California, Berkeley, Cal.—Paid to complete buildings in San Francisco for use of the professional departments during last fiscal year, $41,000.

The college of commerce began instruction, and instruction in the new department of geography was begun by Prof. George Davidson. Instruction in Cantonese Chinese was provided by the addition of Dr. John E. Gardner to the staff of the department of oriental languages and literatures. (President Benjamin Ide Wheeler.)

Delaware College, Newark, Del.—No changes in the courses of study have been made during the year except to effect a better correlation of work, through several transpositions of subjects, and to enlarge somewhat the freedom of election in the junior and senior years of some courses. The library and reading room, opened in September, 1896, at once began to tell upon the instruction in the departments of English language, history, and economics. The library is steadily growing and is exercising an increasing influence upon the work of the college. (President George A. Harter.)

Florida Agricultural College, Lake City, Fla.—Requirements for admission to the freshman class have been raised by the introduction of elementary botany, elementary physics, and concrete geometry into the preparatory course. The new catalogue outlines for the next year an entirely new course of study, in which agricultural subjects are to receive greater attention and be obligatory on freshman and sophomore classes. (President W. F. Yocum.)

Florida State Normal and Industrial College, Tallahassee, Fla.—In the session of 1897-98, owing to the increasing numbers in the boys' hall, the board of trustees set aside $900 out of the State appropriation for the year to add an extension to that building. An addition of two stories, 32 by 50 feet, containing 16 rooms, each 10½ by 10½ feet, was projected. The boys of the mechanical department, 14 in number, working for seven months at an average of two and two-thirds hours a day, after the close of the literary work, under the superintendence of their instructor, erected this building, which is quite an evidence of the brightness and efficiency of the young men, especially when it is noted that most of them had never handled a carpenter's tool until after entering this institution; this comes in as practice work. Had the building been erected by contractors it would have cost the State at least $1,800. During the past summer the girls' hall has been completed by the construction of the west wing at an expense of nearly $4,000 from the State appropriation of the present year. The finished building is 122 feet in length; the east wing is 20 by 54 feet; the west wing, 20 by 90 feet, and the main body is 36 by 80 feet. (President T. D. Tucker.)

Georgia State College of Agriculture and Mechanic Arts, Athens, Ga.—The condition of the college is good, and its progress for the year has been satisfactory. The faculty have given much consideration to systematizing the curricula and courses of instruction, with special view to strengthening and popularizing the courses in agriculture. By authority of the board of trustees all degrees given by the college have been abolished except one, that of bachelor of science. To obtain this degree four courses are offered, each with a certain degree of elasticity in the matter of options, and, in the special course, permitting the substitution of appropriate technical studies for those in the higher branches of pure science and others as follows: (*a*) General course; (*b*) civil engineering; (*c*) electrical engineering; (*d*) agriculture. The courses are essentially the same for the freshman year, which includes botany, drawing, and elementary agriculture. In each of the courses certain fundamental, liberal studies are required, and it is believed they are of equal pedagogic value, and also equal in this particular, to the courses for bachelor of arts offered in another department of the University. The course of instruction offered in the school of agriculture is essentially that proposed by the committee of the Association of American Agricultural Colleges and Experiment Stations. We believe this step will have a vast influence in establishing the course of instruction in agriculture in its proper place in the college curriculum.

The board of trustees of the university at its last session (June, 1899) also authorized the general faculty to require of all students in the university attendance upon courses of lectures upon agriculture or topics directly related thereto. (President H. C. White.)

University of Idaho, Moscow, Idaho.—We have enlarged the courses of instruction in the preparatory department, giving greater emphasis to scientific instruction and increasing laboratory facilities for the same. Fifteen additional rooms have been finished and furnished in the administration building at a cost of $14,000. These rooms are for laboratory and recitation purposes. In addition to these an auditorium capable of seating 700 has been finished and furnished. A farmhouse has been erected on the experimental farm and a greenhouse on the horticultural grounds. (President Joseph P. Blanton.)

University of Illinois, Champaign, Ill.—The university has enjoyed a year of unprecedented prosperity. In the year we completed and occupied a new electrical building and steam laboratory, and the legislature made an appropriation of $150,000 for a new agricultural building. (President A. S. Draper.)

Purdue University, Lafayette, Ind.—We have made a one-story brick addition to our chemical laboratory; erected a substantial wooden pavilion, 30 by 50 feet, for lecture purposes, particularly for the use of students in agriculture: a two-story piggery, built in accordance with the most improved modern plans; an extensive addition to the dairy; remodeled and made a substantial addition to the engineer's residence; remodeled the central heating plant, putting in new boilers, erecting two new coal houses, etc.; and improved our campus by laying cement walks to the extent of over 25,000 feet. In addition to these improvements, we have added to our equipment to the extent of about $10,000, making the total cost of improvements for the year 1898-99 about $20,000.

While the total enrollment for the year was 749, one less than the previous year, the number of graduates, 158 (regular four-year courses, 103; pharmacy, 33; advanced degrees, 22), was the largest in the history of the university; the freshman class, numbering 180, the largest save one, and the number of students taking the short course in agriculture was 50 per cent in advance of any previous year. During the year 1898-99 there have been published 8 regular station bulletins, 16 newspaper bulletins, 1 pamphlet on civil engineering, and an address by Governor Mount on "The Need for Higher Education in Agriculture and the Industrial Arts." The professors have delivered about 100 lectures on scientific subjects and 92 farmers' institutes have been held, averaging two days each. (President James H. Smart.)

Iowa State College of Agriculture and the Mechanic Arts, Ames, Iowa.—The growth of the attendance of students still keeps up. The college year hereafter will begin about September first instead of the last of July or first of August. We have fitted up new laboratories for pathology and histology. Our professor of zoology is now State entomologist. Our course for young women has been strengthened to a course in philosophy and letters and the degree of bachelor of philosophy given to the young women of this course instead of the degree of bachelor of letters, as hitherto. A number of the prominent buildings have been painted this summer. We have put in 25 shower baths for young men. We have added two new teachers to our department of English and greatly strengthened the quality and quantity of the work done in this department. (President W. M. Beardshear.)

Kansas State Agricultural College, Manhattan, Kans.—A four-years' course in civil engineering has been established; also a short course of one winter term in dairying. In addition to this three other short courses have been prepared to go into effect next year. They are respectively a domestic-science course of two terms, an agricultural mechanics' course of two terms, and a horticultural mechanics' course of two terms. The domestic-science course will be given in fall terms, the agricultural mechanics' and the horticultural mechanics' courses in

winter terms. All these short courses are open without examination to students of good character and 18 years of age. These courses are highly practical and are designed to meet the needs of students who can attend college but a short term.

By systematic effort, continued through a considerable portion of the year, the college has secured the largest legislative appropriation in its history, amounting to $111,600. Of this sum, $25,000 was appropriated to the erection of an agricultural and dairy building, and $9,000 more to the equipment of this building, the purchase of a dairy herd, and the provision of shelter for the herd; $9,000 was appropriated to the erection of an addition to the mechanical engineering building, while $12,000 more was allowed for equipment and additional boilers, boiler house, and engine; $5,200 was appropriated to the college library for completion of room and book stacks and for furnishing, heating, and lighting an addition to the library. (President Thomas E. Will.)

Agricultural and Mechanical College of Kentucky, Lexington, Ky.—We may confidently say that the last year was the most prosperous that the college has ever known. The attendance was larger, the college classes consisted in the main of good material, and the average numbers maintained were better than in former years.

The greatest improvement is along the engineering lines. The graduates from these courses of study find no difficulty in getting remunerative employment of a high order. Indeed, their services are not infrequently engaged in advance of taking their degrees. Experts who visit our shops and examine our lines of work speak uniformly of our good equipment and of the scope and character of work done by engineering students.

In natural science notable advancement has also been made. Our laboratories are well equipped for doing good work, and good work is done.

The removal of the State Geological Museum from Frankfort to Lexington, with the inspector of mines and his assistant, has added to the prestige of the college, and will by the act of removal establish a school of mines in the year 1900. The coal and iron interests of Kentucky will be materially benefited by a course of mining engineering in Kentucky.

The organization of farmers' institutes last winter bids fair to bring the facilities afforded by the college for agricultural instruction before the farming community. These institutes have been liberally attended by our professors of botany, zoology, geology, horticulture, dairying, engineering, and agriculture. We had one or two representatives at every institute held.

In conclusion, we are able to report progress along every line of work. (President James K. Patterson.)

State Normal School for Colored Persons, Frankfort, Ky.—We have purchased a farm of 265 acres, with a two-story brick dormitory, which we use for the boys' dormitory. This purchase increases the value and interest of our agricultural feature very much. The farm cost $16,500. It has outbuildings valued at $2,000. This year 80 acres are in grass, 40 acres in wheat, 12 acres in rye, 30 acres in corn, 10 acres in oats, and 3 acres in garden. (President James E. Givens.)

Louisiana State University and Agricultural and Mechanical College, Baton Rouge, La.—No buildings were erected during the year except a wooden storehouse for implements, tools, etc. A two-story addition to the mechanical workshop, 100 by 30 feet, is now being built. During the session of 1898–99 the course in sugar engineering was extended and perfected and full courses in mechanical engineering and civil engineering were substituted for the old one course in the two combined. A commercial course of four years has been arranged for the next session. (President Thomas D. Boyd.)

Southern University and Agricultural and Mechanical College. New Orleans, La.—There have been no changes in course or methods of instruction during the

session. A course in printing and one in bookkeeping and typewriting have been added during the past session. A printing press was purchased, with type and all necessary accompaniments, and a room was fitted up and a teacher for the same was employed. Classes have been taught in both sections during the session.

The school has just passed through a prosperous session. The total number of graduates this session from all the departments of the school was 23—12 from the literary and 11 from the industrial. Two of the lowest sections were removed. This reduced the total attendance from 443 of last year to 414 this year. We had, however, more applications for admission this session than last. Up to date, during thirteen years past, the number of graduations from the school are as follows: In the literary department, 100; girls' industrial, 27; agricultural, 19; mechanical, 2; making 100 literary and 48 industrial graduates. The agricultural and mechanical feature, however, is of more recent date.

It has been almost impossible to find pupils outside of this school far enough advanced to enter the lowest year of the high-school department. We have been obliged for years to maintain a grammar school to prepare material for the higher grades. The 148 pupils graduated have been brought out, almost without exception, from the raw material, most of them very raw. They have been, nearly all, through one or all of our grammar grades. The New Orleans public colored schools have taken our normal students for teachers about as soon as they graduated, and have picked out a number of our high-school graduates also. As most of these pupils are poor the temptation to secure a position for themselves is too great for them to resist. In making a list of our graduates we could not find one unemployed. (President H. A. Hill.)

University of Maine, Orono, Me.—During the year ending June 30, 1899, the school of law of the university has been opened with a very encouraging attendance. Professors of Latin and Greek have been elected in preparation for the inauguration of the classical course in the fall of 1899.

A dormitory for women has been completed at a cost of about $5,000. About $6,000 has been spent for the equipment of the departments, the largest amount going to the agricultural departments.

The faculty and number of students are the largest in the history of the university. (President A. W. Harris.)

Maryland Agricultural College, Collegepark, Md.—All courses have been materially advanced, the natural science section particularly. The trend of the institution's work is along the line of more technological work. Morrill Hall has been constructed during the past year, at a cost of $12,000. This is devoted to agriculture and allied branches. An annex to the main building for sanitary purposes has been constructed at a cost of $4,500. University extension work is being pushed. Nature studies in the public schools is a feature in which the college is much interested. (President R. W. Silvester.)

Massachusetts Agricultural College, Amherst, Mass.—The elective studies of senior year have been grouped according to their proper relations into 11 courses, and the courses have been made elective. A wooden building with small dairy plant has been erected for the special study of problems in the dairy, at a cost of $2,000. A veterinary laboratory and hospital stable have been erected and equipped at a cost of $25,000. The buildings are of brick. The walls of the laboratories, class rooms, and dissecting pit have the bricks covered with white glaze enamel to facilitate disinfection. The buildings are furnished with the latest apparatus and labor-saving devices.

The most notable piece of work has been working out and describing the life history of the nematodes affecting very seriously the crops of cucumbers, tomatoes, lettuce, etc., grown under glass, and making public a cheap and effective remedy for the same. (President Henry H. Goodell.)

Massachusetts Institute of Technology, Boston, Mass.—Last year's report contained a brief description of the new building named in honor of Henry L. Pierce, which since then has been practically finished. It is valued at about $130,000. In that part of it devoted to the engineering laboratory new pieces of apparatus have been placed to the amount of about $3,500. Additions have been made to the boiler house and electric plant; cost, $23,000. (President J. M. Crafts.)

Michigan Agricultural College, Agricultural College, Mich.—The past year has been a very successful one in the history of this college. The attendance was much larger than during any previous year, and good work was done in all departments. Our State legislature dealt liberally with the college during its last session, making the following appropriations:

For the erection and equipment of a woman's building	$95,000
Dairy building	15,000
Farm barn	4,000
Replacing heating apparatus in Williams and Wells halls	2,500
Fire escapes for these halls	500
Student labor	5,000
Repairs to buildings	10,000
Printing experiment station bulletins	8,000

The increase in attendance has not been brought about by giving up any of the industrial features of the institution. Every student entering is required to take industrial work; young men in either the agricultural or mechanical departments, and the young women in domestic science. Farmers' institutes, experiment station bulletins, and summer excursions to the college have had much to do in bringing this institution into closer touch with the people for whose benefit it was established. (President J. L. Snyder.)

University of Minnesota, Minneapolis, Minn.—The work in mechanical engineering has been materially strengthened during the past year by the introduction of a systematic course in machine design. This has brought about some changes in the general work of drawing and kindred subjects, which also affect and benefit the students in civil and electrical engineering. The administration of the work in shop practice has been somewhat modified, and now includes a course of lectures supplemented by shop visits which bring the student in closer touch with practical methods of construction. Much attention has been given to the development of the courses in railroad engineering, and the facilities for better instruction have been increased by material additions to the equipment. An air compressor for use on the Westinghouse airbrake has been set up in the mechanical laboratory, and special investigations will be carried out with this apparatus.

The college of agriculture and the school of agriculture continue to grow in influence and popularity. The college course has been strengthened in the sciences. The work during the past year has been most satisfactory. The last legislature appropriated $35,000 for a new horticultural and physics building, which is now being erected. The size is 50 by 80 feet, three stories in height. The first story is of pink Kasota stone; the rest of the building is finished in red brick on the outside; the inside walls are of buff brick, no plaster; floors are of hard pine, mill construction; roof of slate. The first story is to be used for a botanical laboratory, the second floor for the horticultural department, the third floor for the department of physics. There is to be a greenhouse laboratory annex 25 by 50 feet, built of brick, one story in height, which will accommodate 30 students. The greenhouse covers 4,500 square feet, one-half of which is designed especially for students. There is a machine and tool exhibition room 20 by 80 feet, and there are storage cellars 20 by 50 feet. This will greatly increase the facilities for instruction in horticulture and physics, and at the same time relieve

the congestion that has existed in the departments of entomology and chemistry. The last legislature appropriated $10;000 to enlarge our heating and lighting plant. (President Cyrus Northrop.)

Mississippi Agricultural and Mechanical College, Agricultural College, Miss.—The course of instruction in agriculture has been enlarged in the freshman class by adding a course in chemistry of agriculture and a course in elementary veterinary science, the two important sciences so closely connected with agriculture. All freshmen receive instruction in agriculture, horticulture, chemistry of agriculture, veterinary science, and botany, besides the usual studies, giving a general or liberal education. The establishment and partial equipment of physical and electrical laboratories, an electric-light plant, and additional instruction and systematic laboratory work in both physics and electricity have been material improvements to the course of instruction in mechanic arts. Good progress has been made during the present year. The course of study is now well arranged and coordinated in the different departments. (President J. M. Stone.)

Alcorn Agricultural and Mechanical College, Westside, Miss.—The following improvements have been made: A new barn, costing $1,000; a shoe shop, costing $1,000; and repairs on eight dwelling houses for professors, costing $1,200. Improvement of old lands has been carried on systematically and 40 acres of new lands have been cleared and improved. An increased quantity of Indian corn, pease, Irish and sweet potatoes, pumpkins, cotton, clover, hay, and numerous grasses, hogs, cattle, and butter were produced and realized from the farm. (President W. H. Lanier.)

Missouri School of Mines and Metallurgy, Rolla, Mo.—Began a new course in general science, four years, leading to the degree of B. S. in general science. This differs from the other courses in being much more largely elective. Enlargement of wood-working shops and dynamo laboratory begun; new system of waterworks completed; bathroom, with shower baths, etc., and lockers for student use added; physical laboratory enlarged by addition of one room. Several new advanced subjects have been added to the graduate courses. The grounds have been improved by planting trees and vines. A new chair, full professorship, was provided for this past year. (Director Geo. E. Ladd.)

Lincoln Institute, Jefferson City, Mo.—In addition to manual training in our shop, as heretofore, we have decided for the coming year to give to our students complete trades in carpentry, blacksmithing, and machine-shop work. For the coming year, also, in addition to dressmaking, we shall give the girls instruction in cooking and laundry work. While we erected no new buildings during the past year, we have repaired and improved our present ones. (President John H. Jackson.)

Montana College of Agriculture and Mechanic Arts, Bozeman, Mont.—No changes of any importance have taken place during the year in methods of instruction. A biological department has been organized in which opportunity will be given students to specialize in the direction of either zoology or botany. A short course in agriculture, covering three years of six months each, has been arranged. The standard for matriculation in college courses has been raised, and the common branches have been thrown out, making it necessary for students to prepare in these subjects in the public schools. (President James Reid.)

University of Nebraska, Lincoln, Nebr.—Many changes in the courses of study have gone into effect during the year. A complete revision of the curricula in the College of Literature, Science, and Arts and in the Industrial College was made after careful and prolonged investigation by a committee of the general faculty. It was found during the past few years, in which a pretty free elective system prevailed, that the great majority of students in both colleges took what may be called general rather than special lines of work. Accordingly the faculty brought

together three "groups" of studies, viz, (1) classical; (2) literary; (3) scientific, with approximately equal entrance requirements, each of which is intended to give a general training. In each of these 130 hours of work are required for graduation, of which 36 hours are elective. The classical and literary groups are in the College of Literature, Science, and Arts, while the scientific group is in the Industrial College. In the College of Literature, Science, and Arts there are 18 special groups of studies, intended to supply all reasonable demands in the way of combinations and electives. Here also are found the teachers' course and course preparatory to law and journalism. In the Industrial College there are seven special groups having the same purpose and four technical groups, in which the purpose is to give a thorough professional and practical training in a particular kind of work. In the Industrial College are also the practical courses of one, two, or three years' length, in which those with less preparation are admitted to the study of agriculture, mechanic arts, domestic science, etc.

The growing demand for opportunities for study during the summer has resulted in the development of the summer school, which had little relation to proper university work, into a summer session (6 weeks in length), limited almost entirely to certain lines of university work.

The relations of these several groups of studies and lines of work are shown in the following synopsis:

I. General groups (requiring 130 hours, of which 36 are elective):
   (*a*) College of Literature, Science, and Arts—
      1. General classical group (including classical studies, 24 hours; modern language, 14; English, 14; science, 12; history and political science, 12).
      2. General literary group (including history and political science, 34 hours; ancient or modern language, 16; English, 14; science, 12).
   (*b*) Industrial College—
      1. General scientific group (including science, 36 hours; English, 16; history and political science, 16; modern language, 8).
      2. General agricultural group (including agricultural subjects, 28 hours; science, 20; English, 16; modern language, 8; political science, 6).

II. Special and technical groups (requiring 130 hours, of which at least 40 hours must be in the special or technical line, and usually permitting less than 36 hours of electives), with some practical groups (with lower requirements):
   (*a*) College of Literature, Science, and Arts—
      1. Eighteen special groups, as follows: (1) American history and political science; (2) English and history; (3) English and philosophy; (4) English and political science; (5) Germanic and Romance languages; (6) Greek and English literature; (7) Greek and Germanic languages; (8) Greek and Latin; (9) Greek and Romance languages; (10) history and philosophy; (11) history and political science; (12) Latin and English; (13) Latin and Germanic languages; (14) Latin and history; (15) Latin and Romance languages; (16) mathematics and political science; (17) philosophy and political science; (18) philosophy and zoology.
      2. Law and journalism group (with the same conditions for admission as for other groups, but requiring 66 hours; in history and political science, 42 hours; English, 19 hours, and philosophy, 5 hours).
      3. Teachers' course (may be elected by juniors and seniors, and includes 65 hours of prescribed work, of which 25 must be devoted to special, 12 to professional, and 22 to general knowledge).

(*b*) Industrial College—

1. Seven special groups, as follows: (1) Agriculture and chemistry; (2) botany and agriculture; (3) botany and zoology; (4) chemistry and physics; (5) horticulture and botany; (6) mathematics and physics; (7) zoology and philosophy.
2. Five technical groups: (1) Technical agriculture; (2) civil engineering; (3) electrical engineering; (4) mechanical engineering; (5) municipal engineering.
3. School of agriculture (including a 3-year course and a "short course").
4. Sugar school (including a 1-year course).
5. School of mechanic arts (including a 2-year course).
6. School of domestic science (including a 2-year course).
7. Preparatory medical group (including a 2-year course).

In addition to the foregoing the following is an elective group for students in either college: Course in physical education (may be elected by sophomores, juniors, and seniors, and including 36 hours of prescribed work).

III. Summer session (of 6 weeks, including courses in science, English, history, Latin, mathematics, pedagogy, and modern language).

The north wing of mechanic arts hall, erected at a cost of $30,000, was formally dedicated October 27, 1898. It is a substantial brick building, 65 by 120 feet on the ground and three stories in height, containing rooms for shops, laboratories, lecture rooms, etc., for the departments of mechanical, electrical, and civil engineering, and temporarily for agriculture, mathematics, entomology, and domestic science. (Acting Chancellor C. E. Bessey.)

Nevada State University, Reno, Nev.—The organization of the university comprises the following schools of instruction and training: (*a*) The school of agriculture; (*b*) the school of liberal arts; (*c*) the school of mines; (*d*) the school of civil engineering; (*e*) the school of mechanical engineering; (*f*) the State normal school; (*g*) a course in the theory and application of electricity. The school of mechanics has become the school of mechanical engineering. The course in the theory and application of electricity is a new course. It is not designed to be a full course in electrical engineering, but rather a supplement, and strengthens the work in all the technical schools. The courses of study in history and political science have been enlarged. The faculty have given careful consideration to improvement in all their subjects of instruction. The college needs larger library resources and better library facilities.

The legislature of the State at the session of 1898 did not feel able to purchase land for the Experiment Station and Agricultural and Mechanical College. The county of Washoe, in which the university is located, purchased a valuable piece of land near the university and gave the land to the State for the use of the college and station. The cost of the land was $12,000. (President J. E. Stubbs.)

New Hampshire College of Agriculture and Mechanic Arts, Durham, N. H.—No important change has been made during the year except such as naturally followed from the decision indicated in the preceding report to adopt a schedule of entrance requirements not lower in grade than those recommended by the Association of American Agricultural Colleges and Experiment Stations.

The preparatory course, adopted as a temporary expedient and incident to the change indicated above, has been continued and will be a necessary burden for one or two years at least.

The two years' course in agriculture required by the legislature of New Hampshire and supported in part by State appropriation is so related with the four years' course in agriculture as to give a theoretical and practical training not too

far removed from collegiate standards. Its permanence, however, is not yet established. (President C. S. Murkland.)

Rutgers Scientific School, New Brunswick, N. J.—The year opened with an increased attendance of students, the entering class being considerably larger than for several previous years and nearly every member of the three upper classes returning for the continuation of study.

The five courses of study leading to the first degree in science (B. Sc.) have been maintained throughout the year.

The course in agriculture still continues to attract attention, and reports from various preparatory institutions in New Jersey indicate that this course is likely to have an increased number of students.

The course in civil engineering and mechanics maintains its high standard as well as its popularity and influence among the students. To this course has been added a plan, now in successful operation, for practical field work under the personal direction of the professor of graphics and mathematics, whose class-room instruction in surveying and in railroad curves is thus happily supplemented.

A professor, two associate professors, and a well-equipped laboratory make the facilities for instruction in the course in chemistry of a superior order.

Those students who are preparing for post-graduate courses in technical schools or for electrical pursuits which do not require, at the outset, a complete professional training find the course in electricity most useful. The physical laboratory has received recent additions of wireless-telegraphy apparatus, an 8-inch spark coil and a Reichsanstalt photometer.

In preparing for advanced studies in medical schools the course in biology has proved most helpful and has received a large number of elections.

The arrangement of the recitation schedule has made it possible for the members of the senior class in the scientific school to attend the lectures in pedagogy given regularly to the members of this class in the classical school.

The plan of instruction and examination in municipal hygiene introduced in Rutgers Scientific School last year and for the first, it is believed, in any American institution, has been continued during the present year. At the examination held in May, 1899, two persons approved themselves as qualified to act in the execution of the health laws of New Jersey—one as an executive health officer and one as a sanitary inspector.

In the general work of the extension department three half courses of six lectures each and two half courses of seven lectures each have been given, as follows: One half course each on the eastern question and modern history and three half courses on the Victorian poets. The total attendance at the 32 lectures was 735 persons, and the average attendance 525. The total attendance at the class hours following each lecture was 303 persons, and the average attendance 230. Ordinary half-course certificates were awarded to four persons, and an honor certificate to one person.

In special work 18 lectures were given, at which the total attendance was 946 persons, and the average attendance 681. The total attendance at the class hours was 600 persons, and the average attendance 425.

The total number of catalogued and classified volumes in the library is 40,000, of which 3,438 volumes were added during the past year.

During the year the membership of the faculty has been 27, and all but 3 of this number have given instruction in the scientific school.

The enrollment of students for the year was 116—graduate students, 2; seniors, 19; juniors, 21; sophomores, 21; freshmen, 47, and special students, not candidates for a degree, 6. There were also 53 students in the classical school and 138 pupils in attendance at the preparatory school. The degree of bachelor of science was

conferred upon 19 graduates in June, 1899. Of these graduates, 10 had pursued the course in civil engineering and mechanics, 4 the course in chemistry, 2 the course in electricity, and 3 the course in biology.

The results of the work of the New Jersey State Agricultural Experiment Station and of the New Jersey Agricultural College Experiment Station are published in the form of bulletins and annual reports. One hundred and thirty-six bulletins, 18 special bulletins, and 19 annual reports were issued by these two stations prior to June 30, 1899. The particular work of the Agricultural College Experiment Station is included in 44 of these bulletins, 13 of the special bulletins, and 11 of the annual reports.

The special work of the year has been a continuation of the investigation of bovine tuberculosis and other diseases of animals, the fungous diseases of plants, the injurious insects found in New Jersey, and of the experiments in irrigation. (President Austin Scott.)

New Mexico College of Agriculture and Mechanic Arts, Mesilla Park, N. Mex.—The courses of study in the college have not been materially changed, but in minor details have been strengthened. A frame building has been erected on the college grounds and has been used as a club house for young men. This has only partially met the demand for better dormitory accommodations, yet it has been fully occupied throughout the year. Improvements have also been made in the basement of the main college building. The equipment of the various departments of the college has been added to, the electrical equipment receiving numerous additions. Satisfactory work has been done in all departments of instruction. The enrollment has been about the same as for the year previous. A class of three men was graduated with the degree of bachelor of science at the close of the year, and the degree of master of science was conferred upon one postgraduate.

The work of the experiment station has progressed satisfactorily during the past year. Investigations in sugar-beet culture and soil moisture have been continued. The station has adopted the plan of issuing press bulletins weekly in addition to the regular printed bulletins. (President Frederic W. Sanders.)

Agricultural and Mechanical College for the Colored Race, Greensboro, N. C.—An architectural course has been added to the curriculum. (President James B. Dudley.)

North Carolina College of Agriculture and Mechanic Arts, West Raleigh, N. C.—No material changes have been made in methods of instruction. The scope of instruction has been extended by the addition of a course in veterinary science under the direction of Prof. Cooper Curtice, B. S., D. V. S., M. D. Additional electrical apparatus has been purchased to the value of $1,000. Two additional rooms have been added to the mechanical building. (President Alexander Q. Holladay.)

North Dakota Agricultural College, Agricultural College, N. Dak.—A combined sheep and pig frame barn, 36 by 48 feet, one and one-half stories, has been contracted for and is about completed, as is also an addition to the mechanical building, 22 by 36 feet, for instruction in blacksmithing. A department of steam engineering has been established in connection with the mechanical course, intended more particularly to accommodate young men desirous of operating steam traction engines.

The boys' dormitory has been abandoned, rechristened Francis Hall, and remodeled and converted into class rooms and laboratories, affording accommodations for the departments of household economics, agriculture, horticulture, veterinary, and a museum.

A brick walk, some 900 feet in length, is about completed, extending from the

main college building to Francis Hall, and a wooden one from there to the barn, some 600 feet distant, is already completed.

The poultry yards have been materially enlarged and the barn, implement shed, poultry house, farm house, and dairy building have been newly painted.

No material change in course of study or methods of instruction, except one year's work has been added to the preparatory course. Several additions have been made to the faculty. During July and August a four weeks' summer training school for teachers was conducted the same as last year, with 180 in attendance. (President J. H. Worst.)

Oklahoma Agricultural and Mechanical College, Stillwater, Okla.—The character and manner of instruction was the same as that followed in former years. A two-story building of native stone, 80 by 35 feet, was erected during the year and fitted for instruction in mechanic arts; cost, $3,553. This increase in facilities permitted of the establishment of a course in mechanic arts. Facilities for instruction in printing have also been provided. The courses of study for the coming year have been revised and arranged so as to permit of elective courses instead of elective studies making up a course. There will be offered courses in general science and literature, agriculture, mechanical engineering, and special science, with (*a*) chemistry or (*b*) biology as majors. (President Angelo C. Scott.)

Oregon State Agricultural College, Corvallis, Oreg.—An armory has been built costing $10,000. It is devoted primarily to military training. It is 70 by 120 feet, two stories. The basement story is of stone and has a commandant's room, a physical-culture room for young ladies, and one for young men, and a bowling alley for both sexes. The second story is of wood and contains a drill hall with armory rooms and a running gallery. The main drill room will be fitted for a gymnasium also. A mechanical hall, to be known as the Morrill Mechanical Hall, 120 by 80 feet, has been completed—two stories, stone. It contains a woodworking room or shop, machine shop, printing office, drawing rooms for both free-hand and mechanical drawing, physical laboratories, and botanical rooms. The cost is $21,000. A power house, including a blacksmith shop, one story, brick, costing $2,000, has been built. The engine rooms are supplied with boiler, engine, and dynamos for furnishing power to the mechanical hall and printing office and for lighting the various buildings. A steam heating plant has been contracted for and will be ready for the fall opening. It will cost about $16,000. (President Thomas M. Gatch.)

Pennsylvania State College, State College, Pa.—The only important fact in relation to the college during the year has been the steady strengthening of the work in the several departments, and the corresponding fact that nearly every member of the graduating class had secured a position for employment in the line of his chosen profession before commencement day. (President G. W. Atherton.)

Rhode Island College of Agriculture and Mechanic Arts, Kingston, R. I.—The institution has continued its usefulness during the past year. In the agricultural department the poultry school has had an increased number of students. The preparatory department has proved itself of great value in fitting country boys and girls for the college course. The biological department has had charge of a summer school for nature study for the teachers of Rhode Island. Over 70 teachers were in attendance, and 40 applications were refused, as our number was limited for lack of accommodations and facilities. (President J. H. Washburn.)

Colored Normal, Industrial, Agricultural and Mechanical College, Orangeburg, S. C.—There has been no change in the course of instruction. Besides Bradham Hall—a building three and one-half stories high, 62 by 126 feet, containing dormitories and class rooms—and a dining hall 36 by 75 feet, with an altitude of 18 feet, we have erected a new college building, 90 by 154 feet, containing chapel, library,

reading room, laboratory, two literary auditoriums, gymnasium, commercial department, 8 class rooms, and 50 sleeping rooms, to be heated by steam, with waterworks on each floor. This building will be ready for use September 20, 1899, and will cost not less than $27,000 when completed. We have purchased opera chairs for the chapel, at a cost of $1,000, and chairs for the new dormitory, at a cost of $200. (President Thomas E. Miller.)

South Dakota Agricultural College, Brookings, S. Dak.—There has been a steady growth all through the year. More than 400 students have been in actual attendance. Every department in the institution has been taxed to its utmost. The legislature has increased State aid materially for the future and will hereafter furnish about the same amount for running expenses that is provided by the national funds (Hatch and Morrill). It has in addition provided money for two new buildings to be erected this summer—one for armory and gymnasium purposes and another for the use of dairy and animal husbandry work. No changes whatever occurred during the year in the faculty. The new departments mentioned in my last report have proven highly popular and helpful and have been well patronized. The changes in courses of instruction announced last year were carried out, and in the main were found helpful. The freedom offered students in choosing majors is highly satisfactory and will be developed more fully in the future. Our courses are so arranged that they articulate well with the work of the common schools. This we regard as very important, because it brings our advantages within the reach of the masses, for whom they are especially provided. (President John W. Heston.)

University of Tennessee, Knoxville, Tenn.—Courses of study and methods continue the same.

A new experimental barn has been erected at the farm especially for work in dairying. It is frame over brick basement, cement floor, iron stall fittings, etc.; cost, $4,200.

The school of agriculture has been reorganized and several assistants added in this department of the station, viz, a dairyman, an assistant for plat experiments, and a foreman of the farm. This school is being fully equipped.

Much new equipment has been added during the year to the mechanical department, a new building for which (costing about $13,000) was completed last autumn. (President Charles W. Dabney.)

Agricultural and Mechanical College of Texas, College Station, Tex.—A department of entomology was established during the year. The standard for entrance has been raised. A student must be able to stand examination in arithmetic and begin with algebra to enter our fourth (freshman) class. The State legislature just adjourned (July, 1899) made the following appropriations for buildings and improvements to be completed the coming year: For agricultural and horticultural building and equipment, $31,000; dormitory and equipment, $28,000; dwelling, $6,500; well and equipment, $2,500; sewerage system, $5,000; repairs, $5,000. When the above-mentioned dormitory is completed, it will furnish room for about 200 additional students at the college. (President L. L. Foster.)

Agricultural College of Utah, Logan, Utah.—The last legislature made provision for a new greenhouse, which is at present erected, at an expense of $2,800. The most noticeable progress in the college is the increased percentage of students who remain throughout the entire school year of nine months. For the benefit of students who can not leave the farm before November 1, provision was made by the last legislature for a five months' course, extending from November 1 to March 31. (President J. M. Tanner.)

Virginia Agricultural and Mechanical College, Blacksburg, Va.—A new four years' course preparatory for study of medicine has been added, and two years' instruction in Spanish, and two years' in Latin provided. Improvements: Cold-

storage plant, cost $1,336; dwelling house and lot, cost $2,000; two laborers' cottages, cost $500. (President J. M. McBryde.)

Hampton Normal and Agricultural Institute, Hampton, Va.—The general condition of the institute is good in all of its lines of work. The standard of excellence in the academic department is being raised each year. The departments of agriculture and mechanic arts have been strengthened by the equipment of new physical and chemical laboratories. The courses in the trade school have been enriched, and the entrance requirements to these courses have been raised. In the agricultural department a dairy course has been started, the elementary course in agriculture has been opened to all the girls of the academic department, and the special course in agriculture, leading to a certificate, has been made a post-graduate course. The work in domestic science has been greatly advanced by the addition of new and commodious sewing rooms and a well-equipped kitchen. The effort in each department is to keep in touch with every-day life and to make its work as concrete and practical as possible. (Principal H. B. Frissell.)

Washington Agricultural College and School of Science, Pullman, Wash.—One hundred thousand dollars have been appropriated for the construction of Science Hall for the departments of botany, zoology, bacteriology, agriculture, horticulture, veterinary science, and geology, and museum; also forge shop and foundry and rebuilding Ferry Hall (the boys' dormitory). These buildings are under construction. (President E. A. Bryan.)

West Virginia University, Morgantown, W. Va.—A department of domestic science has been established, and our premedical course has been made to cover two years. Fellowships in chemistry, Latin, mathematics, agriculture, economics, elocution, English literature, Romance languages, and German have been established. Three new buildings are to be erected: A library building, to cost about $50,000; mechanic arts building, to cost about $30,000, and an armory, to cost about $12,000. (President Jerome H. Raymond.)

West Virginia Colored Institute, Institute, W. Va.—Since the last report our English course has been materially broadened. Our mechanical course has been strengthened by the appointment of two new teachers and the purchase of additional mechanical appliances. We have now in course of erection one brick dormitory which will accommodate 100 boys, and we are also making a much-needed and substantial brick and stone addition to our main building. The boys' new dormitory, when completed, will cost $15,000, and the addition to the main building $6,000. We have also added a new electric plant and engine, at a cost of $3,000. (President J. McHenry Jones.)

University of Wisconsin, Madison, Wis.—During the year a dairy barn and stock-judging building has been completed at a cost of $18,000. In this structure the latest ideas relative to the economic healthful housing of dairy stock has been incorporated. The building is lighted by electricity and three electric motors furnish the required power. A large room is provided for stock-judging purposes. This room, which is 40 by 70 feet in area, is warmed by steam heat and is lighted from above by means of skylights. (President C. K. Adams.)

University of Wyoming, Laramie, Wyo.—During the past year an addition to our greenhouse has been built at a cost of $900. In our military department we have been without a regular officer from the United States Army and one of our professors has taken charge of the department. On the whole, he has been a great success and shown himself surprisingly competent for that line of work. Our normal department will be greatly strengthened the coming year; a business college will be added to the courses of study and some minor changes will be made in our work generally. We have an appropriation from the last legislature also for a new science hall, which will be erected another summer. (President Elmer E. Smiley.)

III.—INSTRUCTION IN DAIRYING.

Prior to the passage by the Congress of the United States of the act of July 2, 1862, donating lands to the several States for the purpose of establishing institutions in which the leading object should be instruction in agriculture and the mechanic arts, very little had been done in this country for the scientific education of the farmer. The passage of the said act and of the act of August 30, 1890, for the more complete endowment and support of the institutions established under the provisions of the act of July 2, 1862, resulted in the establishment of what are generally known as "agricultural and mechanical colleges" in each State and Territory of the country. The courses of study provided for the farmer or for those who wished to prepare themselves as such were intended to cover the entire field of agriculture as well as to furnish a good general education. Thus, while general instruction in dairying as it should be carried on by the farmer was included in the agricultural course, no provision was made until a comparatively recent date for the education of persons who were to devote themselves to the making of butter and cheese.

On account of the lack of such instruction creamery men were compelled to rely upon their own efforts for any improvements in the methods of manufacturing dairy products, and as a result could not compete successfully with the butter and cheese makers of countries where instruction in dairying and investigations into the subject were carried on. In order that the dairy interests of the country might be fostered as much as possible it was considered necessary to provide the needed instruction, and thus special schools of dairying were established in connection with the agricultural colleges of the country. The establishment of experiment stations in connection with these institutions, under an act of Congress of March 2, 1887, undoubtedly assisted in the founding of dairy schools, as it opened the way for investigation of the subjects to be taught therein.

The Wisconsin Dairy School of the University of Wisconsin was established in January, 1890, and in 1891 the legislature of that State appropriated $25,000 for the erection of a dairy building in connection with the dairy school. These steps were quickly followed by other States. The popularity of these schools and the demand for the services of persons who have received instruction therein are proofs of the wisdom of their establishment.

In his report for the years 1896–97 and 1897–98 to the board of regents of the University of Wisconsin, President C. K. Adams says: "Our dairy department has now sent out more than 700 trained students, and still the demand is far more than we can supply. There are now about 2,500 creameries and cheese factories in the State. * * * The importance of the work of the school is indicated by a single fact. Only a few years ago Wisconsin cheese was worth in the market from 2 to 5 cents a pound less than the cheese of New York, but at present, chiefly—directly or indirectly—through the teachings of the dairy school, the relations of the products of these States in the market, as well as in the opinions of experts, have been reversed."

In the tenth biennial report of the board of regents of the University of Minnesota the influence of the dairy school of that institution upon the dairy industry is stated as follows: "Since the establishment of this school dairy industry has made such remarkable growth that Minnesota is now recognized as one of the leading dairy States of the Union. * * *

"During the past two years some 200 new creameries have been built, equipped, and are being successfully operated, bringing the number of creameries in the State up to 650. When the last biennial report was made it was estimated that half of the dairy products in the State was manufactured in creameries. Now the product of the creameries is about 50 per cent greater than that of the home dairy. A careful estimate of the annual amount received by patrons of the cream-

eries in this State is $10,000,000, and the receipts from the home dairy $6,500,000. During the seven years that the school has been established, 484 students have been in attendance."

Probably the most important invention as an aid to the dairying interests of the country is the Babcock milk test, invented by Dr. S. M. Babcock of the University of Wisconsin, by means of which it is possible to determine the amount of fat in milk. This method of testing milk is taught in the dairy schools of the country, and is in almost universal use even in home dairies. As the quantity and quality of butter that may be made out of a certain amount of milk depends upon the amount of fat contained therein, the price paid for milk by some creameries is regulated by the amount of fat it contains as determined by means of the milk test. In the report of the University of Wisconsin, quoted above, President Adams calls attention to another aid to the dairying interests. He says: "Probably next in importance to the invention of the Babcock milk test has been the Wisconsin curd test, also devised at this station. This is a simple method of treating a sample of milk so that it will show to the operator whether or not milk is contaminated or tainted in any way so as to unfit it for use in the dairy, especially for use in cheese making. Not infrequently the product of our cheese factories is depreciated in value from $5 to $15 per day for weeks at a time because of bad milk. It has been calculated that $100,000 a year is not too small an estimate for losses to our dairymen from this source. The experiment station is now teaching the dairy pupils the use of this test, and its introduction over the State is spreading rapidly. The Wisconsin Dairymen's Association for 1898 and the Quebec Dairymen's Association for 1897 have both warmly commended the test as having already greatly increased the value of dairy products."

The special dairy schools are not conducted throughout the entire scholastic year, but are opened, as a rule, in December or January, and continue for from four to twelve weeks, the length of the course varying in the several States. These special courses, being intended especially for persons who have had some experience in creameries or cheese factories, are given in the winter season, as that is the most convenient time for creamery men to leave their work, the summer months always being the busiest in creameries. In some of the schools one of the requirements for admission is that the applicant shall have had practical experience in creameries. Owing to the large amount of practical work included in the courses of these schools the number of students admitted at any one time is necessarily limited to such number as can be accommodated at the machinery and other apparatus of the department.

In the following pages are given outlines of the instruction in dairying offered by the various agricultural colleges with special reference to instruction in butter and cheese making. The special courses in dairying are given in full, so far as they are published in the annual catalogues, together with a description of the equipment for instruction in practical dairying. As may be seen, some of the States do not provide special courses for the instruction of butter and cheese makers, but the only instruction offered in dairying is that included in the regular agricultural courses.

Alabama Polytechnic Institute.

Dairying is taught in the first term of the sophomore year by practical work in the dairy—butter making, determination of fat in milk by the Babcock method, etc.—as well as by instruction in the lecture room. (Catalogue, 1898–99.)

Colorado Agricultural College.

Dairying is taught the first term of the senior year by means of lectures and recitations in the forenoon. The exercises of the afternoon relate to butter making, milk testing, and the handling of dairy apparatus. (Catalogue, 1898–99.)

Connecticut Agricultural College.

1. A short winter course in dairying is given for the benefit of those who can take but little time for the subject, including composition of milk, conditions of creaming, milking for market, butter making, washing, salting, packing, etc. Breeding, feeding, and diseases of dairy cattle are subjects also treated in this course, with such texts as "Milk and its products" (Wing), "Bacteriology" (Russell), and "Feeds and feeding" (Henry).

2. In the regular course the junior class is instructed four and one-half hours a week, with practice in feeding and dairy work and keeping records of the herd. (Catalogue, 1898-99.)

Delaware College.

A course of lectures on the handling and care of milk and its products is given in the winter term of the sophomore year. This includes work in the determination of fat in milk by the Babcock tester and special attention to the commercial handling of milk.

In the short course in agriculture, extending from the first Tuesday in January to the last Friday in March, there are given 12 lectures on the chemistry of milk in general, treatment of milk, creamery machines and methods, testing of milk, and the commercial side of the dairy. One hour per week is devoted to lectures on agricultural bacteriology. Among the subjects treated are: The general characters and methods of study of bacteria and their relations to health and disease; methods of destroying bacteria; antiseptics and disinfectants; the relation of bacteria to milk: (*a*) milk and human disease; (*b*) fermentations of milk and their prevention; preservation of milk; special diseases of milk; (*c*) the relation of bacteria to good and bad butter; (*d*) the relation of bacteria to cheese making. (Catalogue, 1898-99.)

Florida Agricultural College.

Instruction in dairying is given two hours per week during the second term of the senior year. (Catalogue, 1898-99.)

Georgia State College of Agriculture and Mechanic Arts.

Instruction in dairying, including butter and cheese making, is given in the second term of the senior year.

A dairy school is conducted for two weeks in March, in which instruction is given in the best methods of making butter and cheese and of preserving them for home consumption and for market. (Catalogue, 1898-99.)

University of Idaho.

Equipment.—The dairy consists of a butter-making room, a cheese room, a laboratory for milk testing, an engine room, and a cheese-curing room.

Dairying.—This course consists of laboratory instruction in modern dairy methods and appliances. Students taking the course are required to perform at least two hours a week of practical work in the creamery, two hours per week of instruction, and two hours' practicum. (Junior year, second semester.) (Catalogue, 1898-99.)

University of Illinois.

Equipment.—The dairy department is equipped with a plant for laboratory work in testing, pasteurizing, separating, creaming, and churning, and for investigation in dairy bacteriology.

Dairy management.—Origin and development of the various breeds of dairy cattle; noted families and individuals in the different breeds; judging best breeds for grading purposes; improvement of a herd by testing; care and selection; methods of management of a dairy herd; best feeds for the economical production of milk; construction and care of dairy barns. (First semester, once a week.)

General dairying.—Secretion of milk; its composition as determined by chemical analysis and by microscopic examination; general facts concerning bacteria in their special relation to milk, butter, and cheese; methods of preventing contamination; development of acid and the acid test; pasteurization; different methods of testing for fat contents, total solids, and adulterations; variations in milk and their causes; economical production of milk; use and care of cream separators;

comparison of different systems of creaming and the making of butter by the most approved methods. (Second semester, first half.)

Butter making.—Operation of and studies in efficiency of different separators in comparison with gravity methods of creaming under a variety of conditions; influence of character of milk and its handling upon the quality of butter; different methods of ripening cream and the effect upon churning and upon butter, together with an extended practice in the manufacture and in scoring of butter. (Second semester, second half, two periods.) (Catalogue, 1898–99.)

Purdue University.

Equipment.—The dairy contains five rooms, viz: General workroom, milk-setting and churn room, separator room, testing laboratory, and ice house. This building is fitted with a complete set of tools suited for farm dairy instruction, as separators, creamers, churns, cheese-making tools, butter workers, pressers, etc.

Dairying.—Junior year, spring term, eleven weeks, eight hours per week. Study of milk, butter, cheese, methods of handling, etc., including practical dairy instruction. (Catalogue, 1898–99.)

Iowa State College of Agriculture and Mechanic Arts.

Equipment.—The dairy is a practical working creamery and cheese factory in operation every week in the year, and is conducted on a practical and commercial scale, as well as for scientific investigation and instruction. During the summer season from 15,000 to 20,000 pounds of milk are taken in daily and manufactured into butter and cheese. Five different kinds of separators are used in the building and the most approved machinery is used.

Courses of study.—In addition to the work done in dairying by the students of the regular four-year course in agriculture, there are provided a one-year course in dairying, two summer schools in dairying, each extending through sixteen weeks, and a winter school in dairying continuing four weeks.

ONE-YEAR COURSE.

First term.

Dairy practice, six days per week.
Milk and its products, 16 lectures.
Milk testing, 16 lectures.
Bookkeeping, 16 lectures.
Bacteriology of milk, 16 lectures.
Dairy stock, 16 lectures.

Second term.

Dairy practice, six days per week.
Cheese making, 16 lectures.
Pasteurization, 16 lectures and laboratory work.
Dairying machinery, 16 lectures.
Dairy feeding, 16 lectures.
Dairy chemistry, 16 lectures.

SUMMER SCHOOLS.

Dairy practice, half day per week.
Bacteriology of milk, 16 lectures per term.
Bookkeeping, 16 lectures per term.
Dairy machinery, 16 lectures per term.
Milk testing, 16 lectures.
Milk and its products, 16 lectures.

WINTER SCHOOL IN DAIRYING.

Work in dairy building, six half days per week.
Butter making, 20 lectures, or cheese making, 16 lectures.
Dairy chemistry, 15 lectures.
Bacteriology of milk, 10 lectures.
Bookkeeping, 10 lectures.
Milk testing, 10 lectures.

INSTRUCTION.

I. Dairy practice.—This includes from five to seven hours of practical work in the first term of the year's course, the two summer courses, and the winter course. It includes butter making and laboratory work in milk testing. In the second term of the year course it includes cheese making and pasteurization.

II. Milk and its products.—Instruction on the composition of milk and dairy products, the theory of centrifugal separation, and the construction of the various kinds of separators. Special attention is given to the effect of varying conditions of the milk on separation. It includes a consideration of the principles of cream ripening, churning, and the preparation of the butter for market.

III. Milk testing.—A thorough study of the Babcock test for dairy products, with special instruction for overcoming the difficulties from varying conditions. The tests for determining acidity of cream and milk and the use of the lactometer for detecting adulterations are included; also composite sampling and testing of individual cows.

IV. Dairy machinery.—Instruction for firing boilers by the most economical methods, the construction and operation of engines and pumps, and the placing of machinery and shafting.

V. Bookkeeping.—This course is designed to inform the student as to the best system of bookkeeping for the business of the factory.

VI. Bacteriology of milk.—Lectures on the nature of bacteria, distribution, and the conditions necessary for their growth. The effects produced by various bacteria commonly found in milk are shown by lectures and demonstrations. The methods of handling which cause contamination of milk are considered in detail. That the quality of dairy products depends mostly upon the fermentations which have taken place in these preparations is shown with detailed attention to the use and value of starters in butter and cheese making. The principles of cream ripening and pasteurization are also included.

VII. Dairy stock.—The judging of dairy stock with the score card and by comparison is made a leading feature, while the lectures relate mostly to the principles, methods, and practices of breeding dairy stock and their management.

VIII. Cheese making.—In the winter term this consists of six lectures on chedder cheese, including a study of the kind of cheese demanded by different markets, etc. In the second term of the one-year course the same work is taken up as during the winter term, but with the addition of 10 lectures on fancy brands of cheese, including Limburger, Brick, Swiss, Roquefort, Sage, Stilton, Pineapple, and Gonda.

IX. Pasteurization.—The relation of the milk supply to the public health, the principles of pasteurization, and apparatus adopted for various purposes, with the practical operation of the more common machines. The production and sale of "sanitary" milk is taken up, together with a general consideration of the market milk business, the use of preservatives, and allied topics. (Second term, one-year course.)

X. Dairy feeding.—The principles of feeding animals for the most economical production, with a study of the composition and use of various feeding materials and the feeding of dairy cows. Henry's Feeds and Feeding is used as a text book. (Second term, one-year course.)

XI. Dairy chemistry.—The chemical composition of dairy products is considered in a general manner. The alkali test, both in theory and practice, is given in order that it can be used by the student. The adulteration of butter, cheese, and milk as it relates to the dairy industry is also taken up in the lectures. (Catalogue, 1898–99.)

KANSAS AGRICULTURAL COLLEGE.

Equipment.—A dairy-school building, two stories and basement, 100 by 105 feet, with butter, cheese, milk, and testing rooms, cheese-ripening cellars, refrigerating plant, and cold-storage rooms; all apparatus needed for milk testing and for handling milk from the cow through the creamery to the butter tub or cheese room.

Dairy school: One winter term, twelve weeks.

Principles of agriculture.—Treating of soils, crops, tillage, and manures; the selection, laying out, equipping, and management of Kansas dairy farms. Textbook, Bailey's Principles of Agriculture.

Dairy bookkeeping.—Practice in bookkeeping that will enable the student to understand the underlying principles, followed by training in keeping books for farm, dairy, and creamery accounts.

Dairying.—Milk; its secretion, nature, and composition; causes and conditions influencing the quality and quantity of the milk; handling of milk for the mar-

ket and for butter making, including milking, straining, aerating, cooling, preserving, and shipping; creaming of milk by the separator; cream ripening and butter making. Text-book, Wing's Milk and Its Products. Lectures. All students will study dairying together for the first half of the term. This class will then be divided, creamery men taking lectures on creamery butter making, the cheese makers on factory cheese making, and the dairymen on private butter making.

Feeds and feeding.—Properties of common feed stuffs, their effect on character and yield of milk and butter, and their adaptability to Kansas conditions of dairying. The compounding of dairy rations to secure good yields at least cost with products having desired qualities. Careful study of the feeding of the college dairy herd will also be required. Text-book, Henry's Feeds and Feeding.

Breeds and breeding.—Characteristics of leading breeds of cattle, and their adaptability to Kansas dairy farming; dairy farm, and the selection of dairy animals; care and management of the dairy herd; principles of stock breeding. Lectures.

Bacteriology.—Relations of bacteria to methods of keeping milk, ripening cream and cheese, and flavoring butter; diseases of milk, their relations to the health of man and animals; principles of disinfection. Text-book, Russell's Bacteriology. Lectures.

Diseases of dairy cattle.—The common ailments of calves and dairy cows are discussed and their causes and symptoms explained, remedies and preventives suggested, all from a practical farmer's standpoint. During the dairy school the college herd will be tested with tuberculin and the students taught how to make the test. Students will also inoculate hogs against cholera and swine plague. Lectures.

Boilers and engines.—Lectures and practice in the firing of boilers, care and running of engines, pumps, etc. Care and attendance of refrigerating machinery, practice in shops.

Butter making and milk testing.—Practice in handling milk and its products from the time it leaves the cow until it is marketed as butter, cheese, or sanitary milk. Students may choose either creamery butter making, cheese making, or private dairying. Thorough instruction and practice will be given in all three of these lines. The dairy rooms will be fully equipped with hand and power separators, Babcock tests, churns, and butter workers, aerators, heaters, sterilizers, refrigerating machinery, milk and cream vats, factory cheese apparatus, Mann's acid tests, and other needed apparatus. (Catalogue, 1898–99.)

University of Maine.

Equipment.—The dairy building, 50 by 42 feet, contains a milk room, a butter room, a cheese room, a cold-storage room, a cheese-curing room, a lecture room, the office of the professor of animal industry, and a laboratory. It is supplied with all necessary appliances for teaching the most approved methods of handling milk, cream, butter, and cheese. The building is heated with steam and supplied with hot and cold water. Power is furnished by a 6-horsepower engine and by a baby tread horsepower.

Dairying.—Lectures upon the formation and composition of milk; sources of infection; bacteria and their relation to dairying; ferments and their effects. Text-books: Grotenfelt and Woll's Principles of Modern Dairy Practice; Stewart's Dairyman's Manual. (Spring term, five hours a fortnight for nine weeks.)

Dairy practice.—The treatment and handling of milk and cream; milk testing for fat and other solids; aeration, pasteurization, and sterilization of milk and cream; the application of acid tests and ferments to butter and cheese making; operating and caring for the boiler, engine, gravity creamers, centrifugal separators, churns, workers, vats, presses, and the making, curing, and judging of butter and cheese, together with the business management of factories and creameries. (Spring term, seven hours a week for twelve weeks.)

Short winter course in dairying.—This course begins on the first Tuesday in January and continues six weeks. The subjects taken up are as follows: First winter—Plant and animal nutrition; diseases of dairy animals; milk, butter, and cheese; cows, breeding, handling, and judging; building and furnishings; barns, creameries, etc.; accounts. Second winter—Milk, butter, and cheese; bacteriology of the dairy; veterinary science; boiler and engine; business law; carpentry; feeding of cows. (Catalogue, 1898–99.)

Maryland Agricultural College.

Dairying.—Offers a creamery course of six weeks and a private dairy course of six weeks.

Equipment.—The creamery of the experiment station, which is supplied with every modern appliance for dairying, is used for the practical work of students. (Catalogue, 1898-99.)

Massachusetts Agricultural College.

Equipment.—Connecting with the barn is a wing providing accommodation for practical and educational work in dairying. The wing contains one room for heavy dairy machinery, another for lighter machinery, both large enough to accommodate various styles of all prominent machines; a large ice house, a cold-storage room, and a room for raising cream by gravity methods, a class room, and a laboratory. The power used is an electric motor. This department is steam heated and piped for hot and cold water and steam. In this department has been placed a full line of modern dairy machinery to illustrate all the various processes connected with the creaming of milk, its preparation for market, and the manufacture of butter. Special instruction in such work is offered in the dairy course.

Short winter course in dairying (first Wednesday in January to third Wednesday in March).—The soil and crops, 22 hours; dairy breeds and cattle breeding, 22 hours; stable construction and sanitation, care of cattle, 11 hours; common diseases of stock, their prevention and treatment, 11 hours; foods and feeding, 11 hours; bookkeeping for the dairy farm and butter factory, 22 hours; pasteurization and preparation of milk on physicians' prescriptions, 11 hours; composition and physical peculiarities of milk, conditions which effect creaming, churning, methods of testing and preservation, 22 hours; milk testing, 6 hours; butter making, 12 hours; practice in aeration, pasteurization, 6 hours. (Thirty-sixth Annual Report.)

Michigan Agricultural College.

Equipment.—By means of actual work in the dairy room instruction in butter making is given to all students in the agricultural course. Emphasis is laid on the methods of cleaning and keeping clean the dairy room and dairy implements. The dairy room is equipped with various styles of creamers, separators, ripening vats, churns, and workers, with the use of which young men become acquainted by daily experience. The Babcock test is in constant use, and the subjects of pasteurization and sterilization receive attention. Later, if the student so elects, special work along dairy lines is given in the senior year, embracing a more thorough training in the art of butter making, along with a short course, at least, in dairy bacteriology and dairy chemistry.

Special short courses beginning with the opening of the winter term in the first week in January have been arranged as follows: Courses of six weeks each in dairy husbandry and creamery, and a course of four weeks in cheese making.

I.—DAIRY HUSBANDRY.

1. Selection of dairy herd.—The college is well equipped with the highest types of dairy cows belonging to various breeds. Using the members of this herd as a model, the class goes over the various points of the typical dairy animal, score card in hand, until the significance of every variation in form is well understood. Since the records of all the cows are kept it is possible to verify or correct the judgment of the student.

2. Feeding cattle.—An hour a day for the first two weeks of the term is given to the study of the theory of cattle feeding, definition of terms, discussion of feeding stuffs in the markets of the State or grown on the farm, calculation of rations, the use of table of analysis, the nutritive ratio, and the balanced ratio. A discussion of economical methods of storing feed and the general care of the dairy herd follows. Such topics as stall fittings, stable construction, preparation of feeding stuffs, quantities of feed to be given under different circumstances, exercising and watering dairy cows, and general stable management are taken up in turn and as fully dealt with as time will allow.

3. Veterinary science.—A series of 30 lectures on bovine anatomy, hygiene, and medicine forms a very important feature in the course.

4. Butter making.—Along with a course of lectures on the physical properties of milk and its constituents there is given practical work in the butter room in the

handling of milk, cream, and butter, and in all the details of manipulation from the time the milk leaves the udder of the cow until it is made up into a first-class article of butter and the skim milk prepared for feeding calves and pigs. Among the topics upon which special emphasis is laid the following may be mentioned: Aeration and aerators, cleanliness both in milking and in the washing and care of utensils, the use of various styles of creamers and separators, ripening cream with and without commercial starters, preparation of home-made starters, ripening cream, churning temperatures, styles of churns, washing butter, and the various methods of printing and packing for market. Special work in pasteurizing milk and cream for market or for home use is given.

5. *A course of lectures* is given on the physical properties of milk and its constituents, explaining the reasons for the consecutive steps in the progress of the milk through the butter room on its way to the completed product. The object of this course is to do away with empiricism in the work and to give the student a coherent and logical view of butter making as a whole, and the relation of each process recommended to the success of the undertaking.

6. *The Babcock test and lactometer.*—These modern instruments are in daily use in the butter room, but special work is given with them that the students may become accurate and at the same time acquire a correct idea of the physical and chemical composition of milk and its products.

7. *Dairy bacteriology.*—A short course in elementary bacteriology is given that the student may understand how closely the quality of the butter is related to the cultivation of the right kind of bacterial life in the milk and cream and the exclusion of foes by scrupulous cleanliness and proper regulation of temperature.

II.—THE CREAMERY COURSE.

1. *Creamery methods.*—Lectures and exercises will be given in the methods of keeping books, illustrated daily by the business operations of the college dairy. Payments are calculated on the basis of fat content. Methods of conducting the regular business of the creamery, accounts with patrons, with consignees, business forms and routine business, are subjects upon which daily instruction is given. A course of lectures will be given on the physics and chemistry of milk and its products, explaining the reasons for each operation performed in the factory and the chemical and physical facts upon which it depends. The several constituents of milk are separately examined and the relation of each to the various operations in butter making is explained. The separator and churn are studied and the natural laws governing their work are outlined.

2. *Daily work in the butter room.*—The daily practical work in butter making is the dominant feature of the course, to which all others are subordinated. Separators are unpacked, set up, run, and tested; milk is separated at different temperatures and under different conditions, until the student is thoroughly versed in all the details of handling milk and operating separators. Cream is ripened in various ways and with different kinds of vats and apparatus. The churning is done as in an ordinary creamery and repeated until the class is familiar with all the steps in the operation. The Babcock test is in constant use.

3. *Creamery mechanics.*—As thorough drill as possible is given in the care and operation of boilers and engines and the general principles of construction and operation of mechanical appliances used in creameries. The arrangement, size, and speed of shafting, belts, and pulleys will receive attention. The student will be qualified to do all necessary pipe fitting and to care for the machinery of the creamery intelligently.

4. *Milk testing.*—Thorough drill is given in the laboratory in the testing of milk. This work includes the calibration of glassware to determine whether or not the test bottles and pipettes in use are correct, the determination of the strength of acid, and the testing of milk under all the varying conditions met with in the daily operations of a factory. The use of preservatives for keeping milk in condition for testing and the handling of composite samples is also studied. In addition to teaching the use of the Babcock test, practice is given in detecting adulteration in milk by the use of the lactometer in connection with the Babcock test. The use of the various tests for acidity of cream are also studied and the different methods put into practice in the work in the creamery room.

5. *Dairy bacteriology.*—This subject is taught by a course of lectures and demonstrations, though little more is attempted than to give the student an appreciative idea of what bacteria are and their relation to the art of butter making. The reasons for cleanliness in every dairy operation are pointed out. The manufacture and use of the several kinds of starters and their relative merits are explained.

6. *Milk production.*—The creamery manager should be posted not only on mat-

ters relating to the care of the milk prior to its delivery to the factory, but on the essential principles of stock feeding, bovine anatomy and medicine, and treatment of the cows to produce the greatest flow of milk as well, that he may be competent to give advice to patrons on these subjects.

7. Butter judging.—Daily work is given that the student may acquire an accurate taste and smell, and be able to discriminate between good and poor butter, and to recognize faults in the products of his own factory when such occur.

III.—COURSE IN CHEESE MAKING.

Practical work at the cheese vat followed out along scientific lines, with a reason for every detail of the operation, is a feature of this course. The use of the rennet tests for determining the ripeness of milk, the use of starter to aid in the control of fermentation, the use of the curd test for the detection of impurities in the milk, and the use of the Babcock test to determine the loss of butter fat are among the points given especial attention in the daily operations in the cheese room. Work will be given in the laboratory in testing milk. The use of the lactometer and Babcock test for the detection of watering and skimming milk will be taught and the practical application of the test to everyday cheese-factory operations will be emphasized. Lectures and demonstrations in bacteriology, showing the relation of bacteria to the different changes taking place in milk, how to combat harmful agencies and cultivate the helpful ones, are given. The subject of chemistry of milk and its care upon the farm receives attention. (Catalogue, 1898-99.)

UNIVERSITY OF MINNESOTA.

I.—COLLEGE OF AGRICULTURE.

1. Dairy stock and dairy farm management.—Breeding, rearing, and management of dairy stock, the points and characteristics essential in animals intended for the dairy, practice work in judging dairy stock, the management of the dairy farm. (Lectures three hours per week and practice work one hour per week, fall term of junior year.)

2. Dairy feeding.—Lectures covering both the scientific and practical questions underlying the principles of feeding. Practice in compounding rations, estimating comparative value of foodstuffs, and other problems. (Lectures, two terms, two hours per week.)

3. Farm dairying.—Lectures on milk, its care, the various methods of creaming it, care of the cream, and the manufacture of butter and sweet-curd cheese. Greater portion of time is devoted to practice in the farm dairy room. (Lectures and practice work, one term, two hours per week.)

4. Factory course in butter and cheese.—Two lectures a day, one in butter and one in cheese, and practice work two afternoons a week in butter making and two afternoons in cheese making. (Offered in January.)

II.—SCHOOL OF AGRICULTURE.

1. Dairy stock.—During the last month of the first term students receive instructions in regard to characteristics of the various breeds of dairy cattle, their origin and comparative adaptability for the dairy. During the last term instruction is given in breeding, rearing, feeding, and handling dairy stock, with practice in judging stock and formulating rations.

2. Farm dairying.—During the first term a course of lectures is given in farm dairying, giving instruction in the care of milk and utensils, explaining the principles involved in creaming milk by the gravity and centrifugal processes and giving full instruction in regard to running farm separators and the manufacture of butter and cheese in the farm dairy. Students also receive practical training in the most advanced methods of creaming milk, ripening cream, churning, working and packing butter, and measuring the value of milk by the Babcock test and lactometer. The practice work begins the third week of the first term and continues through the school year.

III.—DAIRY SCHOOL.

Instruction in the dairy school continues four weeks and is divided into six courses.

1. Lectures.—The course of 60 lectures furnishes in a plain and concise form the most valuable information for those who are interested in any branch of agricul-

ture, covering as it does the most important points in the breeding, rearing, feeding, and general management of dairy stock, the economical production of milk, growing and preserving of forage and grain crops, the management of meadows and pastures, management of barns, stables, and yards, construction of silos, cooperative dairying, creamery and cheese-factory management, judging and marketing dairy products, the chemistry of milk, dairy bacteriology, engineering, animal hygiene, and treatment of the common diseases of the dairy cow.

2. Butter making.—The running of separators; ripening and churning of cream; the proper acidity of cream to secure best flavor; how to churn, wash, and salt butter so as to avoid specks and mottles; to secure good grain and best methods of preparing for market; scoring butter by the score card.

3. Cheese making.—The work in the cheese room is conducted on a large scale, including the manufacture of several brands of fancy cheese. A complete record of every step taken is required of each student.

4. Milk testing.—The chemist gives a general outline of the work; but in order that each student may have practice in milk testing, daily exercise is given. Steam, turbine, and hand-power machinery and other apparatus are provided and operated in the laboratory. A milk and cream pasteurizing apparatus has been manufactured specially for the dairy school and a few advanced students are given instruction in the process.

5. Motive power.—The work in engineering consists of practical talks on the construction, care, and management of creamery engines and boilers, pumps, injectors, heaters, etc., and work in the practice room. In this room are provided an 8-horsepower, simple, slide-valve engine, three types of boiler feed pumps, two types of deep-well pumps, one injector, two milk pumps, and a steam gauge, which the students have the privilege of examining and operating. Instruction is also given in pipe fitting, placing shafting, babbitting bearings, soldering, etc.

6. Factory bookkeeping.—All the essential features of factory accounting, from the receipt of the milk to the returns in net proceeds, are thoroughly considered. Paying for the milk according to the fat content or otherwise is fully explained. The students do, in books provided, the actual one month's accounting of a creamery. (Catalogue, 1898-99.)

University of the State of Missouri.

Equipment.—The dairy is equipped with several Babcock milk testers, aerators, improved milk and cream vats, various styles of separators, churns, and butter workers, and with a complete sterilizing outfit for pasteurizing milk and cream on a large scale.

Dairying.—Selection, breeding, and feeding of dairy cows; modern methods of butter and cheese making. Fifty hours of practical work in the dairy building are devoted to separating and testing milk, ripening cream, churning, working, salting, coloring, and packing butter for market. (Second semester in short winter course.)

Dairying.—Breeding and improvement of the herd; management and equipment of the farm dairy. One-half of the student's time is devoted to practical work in the college dairy. (Second semester, elective to seniors in regular course in agriculture.) (Catalogue, 1898-99.)

Montana College of Agriculture and Mechanic Arts.

Dairy husbandry.—Adaptability to certain sections; small dairies and creameries; testing of milk; butter and cheese making; breeds of dairy animals; rearing, feeding, and management. (Senior year, fall term, lectures three hours per week, practicum nine hours per week.) (Catalogue, 1898-99.)

University of Nebraska.

Dairying.—The principles of dairy operations; practice and instruction in the handling and ripening of cream, and in churning, washing, salting, working, printing, coloring, judging, and packing of butter; practice in the use of hand separators and in the deep setting of milk; practice in the manipulation of the Babcock and other milk tests in testing whole milk, skimmed milk, buttermilk, and cream. (Two lectures each week and one afternoon in the dairy from 1 to 6, second semester.) (Catalogue 1898-99.)

Nevada State University.

Dairying.—The instruction consists of lectures upon the formation and composition of milk; ferments and their action; testing for purity and value; methods of manufacture of cheese and butter. The lectures are supplemented by practical work with different testing apparatus and by the inspection of dairies and creameries fitted with modern apparatus. (Senior year, first term, five hours per week.) (Catalogue, 1897-98.)

New Hampshire College of Agriculture and Mechanic Arts.

Equipment.—The creamery is equipped with separator, milk tester, pasteurizer, and all tools required in making butter and preparing milk and cream for market.

Dairying (20 exercises).—Practical and theoretical instruction in methods of modern dairying, including the general management of the dairy, the methods of milk analysis, the bacteriology of the dairy, the use of separators, the making of butter, and preparation of milk for the city market. (References: Wing's Milk and Its Products; Gurler's American Dairying.)

In addition to the instruction in the regular course, there is offered during the winter a four weeks' course in dairying, during which all the time is devoted to butter making, milk testing, pasteurizing milk and cream, dairy bacteriology, and dairy husbandry. (Catalogue, 1897-98.)

Cornell University.

Equipment.—The dairy building, a two-story stone structure 45 by 90 feet, was built from an appropriation of $50,000 by the legislature of 1893. It provides lecture rooms, laboratories, and offices, besides two large rooms for butter and cheese making, both of which are fully equipped with modern machinery and appliances. Automatic electrical apparatus for controlling the temperature in cheese-curing rooms, refrigerator rooms, lockers, and bath rooms are also provided. The whole building is thoroughly heated and ventilated, and power is furnished by a 60-horsepower boiler and a 25-horsepower Westinghouse engine.

Animal industry.—Principles of breeding, history and development, improvement and creation of dairy and beef breeds of cattle; principles of feeding, care, selection, and management of dairy and beef cattle. (Lectures, winter and spring terms, twice a week; practice, one hour.)

Dairy husbandry.—Milk and butter. (Lectures, fall term, twice a week; practice, two afternoons.)

Dairy husbandry.—Cheese. (Winter term, practice, two days per week from 10 to 1.)

Dairy husbandry.—Laboratory work on special problems. (Fall and spring terms, one to three hours.)

Animal industry and dairy husbandry (for winter-course students).—Principles of breeding, feeding, and selection, care and management of dairy cattle. (Daily practice, one afternoon.)

Animal industry and dairy husbandry (for dairy-course students).—Lectures on milk and its products, breeding and feeding, daily, one hour; lecture on subjects related to dairy husbandry, one hour daily; practice in butter and cheese making and in dairy laboratory, six and one-half hours daily (winter).

The winter course in dairy husbandry begins the first week in January and extends through one university term of eleven weeks. The instruction is given largely with the view of fitting students for conducting butter and cheese factories, and is partly by lectures and recitations, but largely by actual practice in the creamery, cheese factory, and dairy laboratory as follows: Lectures on milk and its products, two hours per week; lectures on subjects related to dairying, ten hours per week; cheese-room practice, twice weekly, four to six hours each; butter-room practice, twice weekly, four to six hours each; dairy laboratory practice, twice weekly, two to four hours each; problems and bookkeeping, two hours per week. (Register, 1898-99.)

North Carolina College of Agriculture and Mechanic Arts.

Equipment.—The dairy is a frame building, 20 by 40 feet and two stories high. It is supplied with a De Laval separator, Babcock tester, rectangular churn, butter worker, cheap heating apparatus, etc. The cellar is cemented and has a cemented trough on one side through which flows water from a spring situated above the dairy.

Dairying.—Lectures. (Junior year, second term, three hours.) Practical work. (Sophomore, junior, and senior years.)

Dairy bacteriology.—Russell's Dairy Bacteriology. (Junior year, third term, three hours.) (Catalogue, 1897–98.)

Agricultural and Mechanical College for the Colored Race (North Carolina).

Equipment.—The dairy is equipped with modern apparatus for butter making, such as a United States cream separator, 6 Acme bail churns, 1 Davis swing churn, 6 lever butter workers, 1 Eclipse refrigerator, a Boyd cream-ripening vat, a Babcock milk-test machine, etc.

Dairying.—The work in dairying is begun with lectures on elementary dairy bacteriology and chemistry, and completed in the dairy with practical work in butter and cheese making, milk testing, detection of adulterants in milk, butter, and cheese. (Lectures, sophomore year, winter term, five hours per week, and dairy practice in spring term, seven hours per week.) (Catalogue, 1898–99.)

North Dakota Agricultural College.

Equipment.—The dairy building is well equipped with separators, testers, churns, workers, and all necessary dairy utensils, and the student is thoroughly instructed in their use and handling.

Dairying.—The subject of dairy husbandry is taught in the regular four-year course in agriculture, in the two-year course in agriculture, and in the short winter course of twelve weeks.

In the four-year course the first term of the senior year is set apart for the study of dairying and each student devotes two hours per day to practical dairy work in addition to five hours per week in text-book and lecture work on dairy science.

The first term, second year, of the two-year course is devoted to this subject and same plan pursued as in the longer agricultural course. In the winter course the subject of dairying alternates with that of horticulture in recitation and lecture work, and those students who elect the dairy laboratory perform two hours' practical work each afternoon.

The theoretical instruction will consist of lectures and recitations upon the composition, care, and handling of milk; the influences affecting its secretion; the testing of milk and its products; the fermentations of milk and prevention of the same; the separation of cream by gravity and centrifugal process; the ripening of cream, and the churning, washing, salting, working, and packing of the product. Students of dairying are required to spend their afternoons in practical work in the dairy building. (Text-book, Wing's Milk and Its Products.) (Circular of Information, 1899.)

Ohio State University.

Equipment.—The dairy department consists of a receiving room, a pasteurizing room, a storeroom, a refrigerator room, a lavatory, butter-making room, cheese-making room, two cheese-curing rooms, and an instructor's room.

The course in dairying begins each year on the Wednesday following the 1st day of January and continues during the entire term. Butter making, as practiced in the farm dairy and in the creamery, is thoroughly taught, The student performs all necessary operations in the manufacture of butter by these two methods, under the guidance of the instructors. In cheese making the principles are taught, with elementary practice. The instruction is as follows:

Dairy farming.—Lectures and recitations on breeds, breeding, feeding, selection and judging of dairy stock, equipment and management of dairy farms (three hours each week).

Butter and cheese making.—Laboratory practice in running separator, churning, working butter, making cheese, milk testing, etc. (four half days each week). Lectures and recitations (two hours each week).

Milk chemistry and milk testing.—Lectures and laboratory practice (two hours each week).

Bacteriology.—Bacteria in their relation to milk, butter, and cheese. Lectures and laboratory practice (two hours each week).

Veterinary medicine.—Diseases of the cow (three hours each week).

Machinery.—Care of the boiler and engine (one lecture per week for six weeks).

In addition to the course in dairying there is offered instruction in butter and cheese making to the students in the regular agricultural course. It consists of recitations twice a week and laboratory practice two half days each week during the second term in running separators, churning and working butter making cheese, and testing and pasteurizing milk. (Catalogue, 1897–98.)

Oregon State Agricultural College.

Equipment.—A new building has been prepared for the dairy department, and is fitted up with all the necessary machinery for carrying on the work in both butter and cheese making.

Theoretical dairying will be taught in the class room one hour each day in sophomore year. Instruction is given by use of text-books and lectures.

Practical work in the dairy in the junior year. (Catalogue, 1898–99.)

Pennsylvania State College.

The creamery course opens with the beginning of the winter session and continues six weeks. The instruction is as follows:

Dairy husbandry.—The composition of milk, influence of breed and feed upon milk, selecting milk for retail and cream trade, the construction and care of separators, making and use of starters, various methods of ripening cream, conditions affecting churning, working and packing butter for market, scoring milk and butter.

Dairy chemistry.—Different methods of milk testing, use and detection of adulterations, and preservatives.

Dairy feeding.—Composition and digestibility of feeding stuffs, feeding standards, calculating rations. influence of food upon products.

Ice cream.—The manufacture of ice cream, mixing of flavors, making of individual bricks, packing cream for retail and wholesale trade.

Dairy arithmetic and bookkeeping.—Practical examples in dairy problems, including dairy machinery, making creamery dividends, and keeping a set of creamery books.

Dairy breeds and breeding.—The selection, care, and management of dairy cattle.

Dairy machinery.—Study of the steam engine, care of boilers, valves, belts, pulleys, lubrication, fuel, etc.

The cheese-making course follows the creamery course and continues six weeks. The instruction is as follows:

Dairy husbandry.—The composition of milk, influence of feeding, breed, and environment under which the milk is produced upon milk designed for the manufacture of cheese, advantages and use of the rennet test, advantages and use of natural and pure cultures for ripening milk, treatment of gassy milk, different processes used in the manufacture of export and home trade cheese, construction and management of the curing room, and the scoring of cheese.

Dairy chemistry.—Different methods of milk testing, including the use of the lactometer, the testing of whey and cheese, and the detection of adulterations and preservatives.

Dairy feeding, dairy arithmetic and bookkeeping.—Same as in creamery course.

In the regular course in agriculture instruction in dairy husbandry is given throughout the junior year. In the fall session, lectures on milk and butter one hour and practical work six hours per week; winter session, lectures on dairy bacteriology, care of milk and its products one hour and practical work four hours per week; spring session, lectures on cheese and its manufacture one hour and practical work six hours per week. (Catalogue, 1898–99.)

Rhode Island College of Agriculture and Mechanic Arts.

Dairy husbandry.—Breeds and breeding of dairy cattle; barns and dairy buildings; milk production, composition; management, aeration, pasteurization, sterilization, testing, transportation, and marketing; creaming; butter making; cheese making; milk preservation, condensed milk, milk sugar, etc.; milk preparation for infants and invalids; dairy bacteriology. (Elective in senior year, winter term; 3 exercises per week.) (Eleventh annual report.)

Clemson Agricultural College.

Equipment.—The dairy building is a wooden structure of modern design, constructed especially to illustrate the most approved methods of dairy practice. It has an independent steam plant and waterworks, and is supplied with the leading makes of cream separators, churns, butter workers, milk testers, etc.

Instruction in dairying is given to the students of the sophomore and junior classes who take the agricultural course. Wing's Milk and Its Products is used as a text book. Instruction is also given in the breeding, feeding, and handling of dairy cattle. (Catalogue, 1898–99.)

South Dakota Agricultural College.

Domestic dairying.—Care and manipulation of milk, manufacture of butter, approved dairy methods in care of utensils, proper regulations of herds, stable methods, fancy butter making discussed and practiced. Wing's Milk and Its Products, Gunter's American Dairying. (Ten hours per week, laboratory.)

The course in dairy science begins with the opening of the winter term and extends through twelve weeks. The following work is offered:

General agriculture and care of dairy cows, five hours per week.
Dairy lectures, five hours per week.
Dairy arithmetic, three hours per week.
Dairy engineering, two hours per week.
Lectures in botany, entomology, and zoology, three hours per week.
Bookkeeping, three hours per week.
Creamery practice, daily. (Catalogue, 1898-99.)

Agricultural and Mechanical College of Texas.

Equipment.—The creamery is in a substantial building, supplied with a complete outfit of the latest improved apparatus for making butter. The machinery is driven by a 6-horse power steam engine and by a 4-horse power gasoline engine. Practice in both butter and cheese making forms part of the agricultural course.

Dairying is taught in the junior year. Thirty-two lectures are delivered on the subject during the year. The properties and composition of milk, the variations due to breed, feed, and fermentation of milk; creaming, churning, cheese making, testing for fat and for adulterations, and the subject of bacteriology are all discussed in order. Students use the creamery equipment freely in performing the practical work and in the dairy practice required. The proper care of fresh milk, the operation of hand and power separators and churn, the care of creamers, and testing for acidity and for butter fat in milk and cream can be most thoroughly learned by combining this work with the theory taught in the class room. All of the labor of a large machine dairy is performed by students. (Catalogue, 1898-99).

State Agricultural College of Utah.

Equipment.—The dairy rooms are in the basement of the main building and are equipped with the best apparatus for the manufacture of butter and cheese on scientific principles.

Dairying is taught in the senior year of the regular course in agriculture. The instruction is as follows:

1. Milk.—The elaboration, composition, and fermentation of milk; the testing of milk, with a description of the methods used in paying for milk by test and in determining the worth of milk. A brief outline is also given of the fermentation of milk, or bacteriology as applied to milk and dairy products.

2. Butter making.—The different methods of creaming milk and getting the best results are described; the handling and ripening of the cream, churning, salting, working, packing, and marketing the butter.

3. Cheese making.—Cheddar cheese making is described; the making of a uniform product and dealing with practical difficulties are fully illustrated; a brief description is also given of the manufacture of other kinds of cheese, particularly of such kinds as may be made in a home dairy.

4. Factories.—Factory organization; the building, equipment, and management of factories are fully treated.

5. Practical dairying.—The college dairy is equipped with the best modern apparatus for practical dairy work, and from 1,300 to 3,000 pounds of milk are handled daily; factory and farm dairy methods are illustrated, and the student becomes familiar with all phases of dairy work by actual practice in the dairy, the aim being to familiarize him with the best methods of practice as discussed in the class room. (Catalogue, 1898-99.)

University of Vermont and State Agricultural College.

The dairy school opens at the beginning of January and continues four weeks. It is designed to teach in a practical manner the manufacture of butter with the latest and most approved apparatus. Three courses, aggregating about 50 lectures, are given on the constitution and production of milk, its creaming and churning, best methods of handling, testing, etc. Text-books, with quizzes, are used as far as practicable. Seven hours of actual work with dairy machinery are given each day. (Catalogue, 1898-99.)

Hampton Normal and Agricultural Institute.

The course in dairying extends through one year. The instruction is as follows:
Dairy stock.—Breeding, care, management.
Dairy bacteriology.
Milk.—Composition, sterilization, pasteurization, care, testing, creaming.
Butter.—Ripening the cream, churning, working, packing, and marketing.
Cheesemaking.
Dairy apparatus.—Separator, churn, butter workers, cream vats, etc. (Catalogue, 1898-99.)

Virginia Agricultural and Mechanical College.

Equipment.—A large and conveniently arranged building has been erected for the purposes of a creamery and cheese factory, with a cold storage and ice plant attached. It is equipped with a cream separator with a capacity of separating 1,300 pounds of milk per hour, one churn with capacity of churning 75 gallons of cream at a time, one power butter worker, vats, and complete appliances for manufacturing 200 pounds of butter a day. The creamery is in operation throughout the year. Complete plant for the manufacture of cheddar cheese, with a capacity of from 30 to 40 pounds a day.
Dairying.—Cream: Composition and peculiar properties of; how influenced by food, climate, exposure to air, foul odors, etc. Butter: Color, texture, and character of good article; methods of coloring, working, packing, and marketing. The process is followed from the growing of crops until same are converted into the marketable products. Discussion is also made of the merits of the cooperative system, the various methods adopted, and the different equipments in the way of separators, extractors, and creameries. (Third year, first term, three times per week.) (Catalogue, 1898-99.)

Washington Agricultural College.

The school of dairying opens in January and continues for ten weeks. The period from 8 to 9 o'clock a. m. is devoted to lectures on dairy subjects. Students are then divided into three sections, one section going to the butter-making department, one to the cheese-making department, and one to the testing room, where about five hours are spent in practical work. After the work of the day is finished in these departments the students spend one hour in the recitation room, where methods of keeping dairy accounts is the principal theme for consideration.
Equipment.—The creamery is provided with a full equipment for butter and cheese making and for testing milk both for butter fat and for solids not fat. The capacity of the creamery is sufficient to enable it to handle the milk from 300 cows.
Lectures.—Fifteen lectures on milk, the various phases of butter and cheese making, milk testing, selection and management of dairy cows, etc.; 10 lectures on stable hygiene and common diseases of dairy cows; 10 lectures on the care of machinery, speeding of pulleys, etc.; 5 lectures on bacteriology, with microscopic demonstrations; 15 lectures on composition and adulteration of dairy products and fermentative changes in butter and cheese.
Instruction in dairying is also given four times a week during the second semester of the junior year to students in the agricultural course. (Catalogue, 1897-98.)

University of Wisconsin.

Equipment.—Hiram Smith Hall is devoted entirely to dairying. This structure of brick and stone has a frontage of 95 feet by 48 feet in depth and is three stories in height. It contains an office, lecture room, reading room, dairy laboratory, and rooms devoted to creamery practice, cheese making, farm dairying, pasteurizing, cheese curing, etc.
The dairy course opens the 1st of December of each year and lasts twelve weeks. The class is divided into three sections, one of which is assigned daily to the laboratory, a second to the creamery, and a third to the cheese factory. The sections alternate, so that each student receives instruction twice a week in each of the three departments. The courses are arranged as follows:
1. Lectures and class-room work.—Twenty-four lectures on the constitution of milk, the conditions which affect creaming and churning, methods of milk testing

and preservation of milk, etc.; 16 lectures, with demonstrations, on the influence of bacteria in the dairy; 8 lectures on heating, ventilation, and other physical problems directly connected with dairy practice; 10 lectures and demonstrations on the care and management of the boiler and engine; 10 lectures on the common diseases of the dairy cow; 8 lectures on the feeding and management of dairy stock; 8 lectures on breeding and selection of dairy stock; 12 lectures on creamery management and accounts; 12 lectures on practical cheese making.

2. Milk testing.—This embraces instruction in the laboratory in estimating the fat in milk, butter, and cheese by methods adapted to the factory and factory operators (six hours per week).

3. Butter making.—Butter making is carried on daily on the creamery plan. The student learns to operate the several forms of power centrifugal separators on the market. They attend to the ripening of the cream, churning and packing butter, carrying on all the operations as they would be conducted in a creamery (twelve hours per week).

4. Cheese making.—Daily instruction in the manufacture of cheddar cheese, the operations being carried on as in a regular factory, the students being required to take careful notes and make reports of the process (sixteen hours per week).

Students who have had much experience in factory work and can pass satisfactory examinations in the practical work of the creamery or cheese factory will be advanced early in the term to the experimental dairy section, where problems connected with this branch will be studied. Advanced dairy instruction will consist of the following courses:

Instruction on milk and its products; experimental investigations in butter making; investigations in cheese production; dairy bacteriology as follows: (*a*) A special course in the preservation of milk and cream for commercial purposes; (*b*) students familiar with the use of the microscope will be admitted to the bacteriological laboratory for experimental work in dairy bacteriology.

In the regular course in agriculture the instruction in dairying is as follows: The chemistry of the dairy; the composition and physical properties of milk and its manufactured products; the principles involved in modern dairy practice; detection of adulteration, etc. (Lectures and laboratory practice; first semester; five times a week.) Dairy bacteriology. (Laboratory, with conferences; second semester.) (Catalogue, 1898-99.)

IV.—INSTRUCTION IN DOMESTIC OR HOUSEHOLD ECONOMY AND ART.

Instruction in household economy is now being given by a number of the institutions endowed by the acts of Congress of July 2, 1862, and August 30, 1890. The object of such instruction is to provide for the young women attending the institutions the training that will enable them to understand and to perform properly the duties of the household, such as preparing, cooking, and serving good and wholesome food economically, arrangement and decoration of the interior of the house, sewing, dressmaking, millinery, etc. The importance of such instruction is being recognized more and more, and in several States special buildings for the department of domestic economy have been provided.

The instruction in household economy and art offered by the agricultural and mechanical colleges is as follows:

Agricultural and Mechanical College for Negroes, Normal, Ala.

Sewing.—First year, fall term: Running, basting, felling, hemming, stitching, back stitching, notes and lectures on sewing; winter term: Hemstitching, gathering, overcasting, tacking, buttonhole making, notes and lectures on sewing; spring term: Drawing, herring-boning, feather stitching, quilting garments by hand, machine stitching, notes and lectures on sewing. Second year, fall term: Taking measures for garments, cutting by pattern and chart; winter term: Basting and fitting dresses, dressmaking; spring term: Finishing and trimming dresses. Third year, fall term: shirt making, cutting coats, wraps, etc.; winter term: Cutting and making men's clothing; spring term: Fancy needlework and stitching, embroidering on plush, satin, felt, etc.

Millinery.—First year, fall term: Names of hat braids, names of hat shapes, putting on hat bands, putting in hat linings; winter term: Wiring and binding brims, making and putting on bows of ribbon, silk, velvet, etc., lectures and notes on millinery; spring term: Combining shades of ribbons for trimming, combining ribbons, flowers, laces, etc., shaping hats, lectures and notes on millinery.

Cooking.—First year, fall term: Making and care of fire, fuel and heat, kitchen

and appointments, dishwashing, measuring and weighing; winter term: Boiling, steaming, baking, and broiling, cooking of vegetables, marketing, bread making, batters (muffins, etc.), doughs, doughnuts, pastry, cakes, and biscuits; spring term: Desserts, puddings, sauces, selection of foods, soups, roasting of meat and fowl, frying (fish, meat, etc.). Second year, fall term: Preserving, beverages, pickling, chemistry of food, study of the yeast plant; winter term: Salads, mayonnaise and French dressing, croquettes, entrées and sauces, game, eggs, and cheese, desserts; spring term: Fancy cakes, frozen creams, ices, sherbets, etc., serving a luncheon or a dinner, invalid cookery, use of chafing dish.

Laundry.—First year: Equipment of private and steam laundries; care of furniture, machines, flatirons; furnishing of ironing boards; receiving, marking, and assorting linen; plain washing and ironing; chemical features of disinfectants; methods of disinfecting; water and water softeners; hard water; tests for minerals and acids in water; vegetable and mineral alkalis; removing stains. Second year: Liquid and solid blues; use of acids; starches; starch glazes; making soap; preservation of colors; washing flannels; bleaches. (Catalogue, 1898–99.)

Branch Normal College, Pine Bluff, Ark.

The female students have daily training in housekeeping, plain sewing, and art needlework, under the superintendence of Miss Louisa M. Corbin, a graduate of Ann Arbor, Mich. The department is equipped with a sufficient number of sewing machines and a liberal supply of all necessary accessories. (Catalogue, 1898–99.)

Colorado Agricultural College.

The work in domestic science covers the preparation which the proper care of the home requires. There are three terms of text-book work, two terms of lectures, and nine terms of practical exercises. The subject of home hygiene is taken up in the second term of the sophomore year. The text-book used is Public Health, a series of prize essays relating to health in the home, healthy foods, school sanitation, disinfection, prevention of disease, etc. Lectures on household science are given in the third term of the sophomore year. In the first term of the junior year the subject considered is the chemistry of cooking. The text-book used is the work of Mrs. Ellen H. Richards. The second term of the year Atkinson's Science of Nutrition is used as a basis for class exercise and lecture work. The bulletins of the United States Department of Agriculture are helpful in this work. The work of the third term, junior year, includes lectures on nursing, emergencies, etc. The afternoon work in sewing consists of drafting patterns, cutting out garments, plain sewing, plain and fancy stitches, embroidery, and millinery. Special attention is given to dressmaking. The work in the kitchen laboratory includes the study of foods, with practice in all kinds of cooking and laundering. A lecture is given each Friday afternoon on some topic relating to the care of the house, clothing, and person, social duties, customs of good society, and anything that will aid in the development of a perfect womanhood. (Catalogue, 1898–99.)

Connecticut Agricultural College.

Cookery, sewing, laundering, and dressmaking, theoretical and practical; preserving fruits and jellies, making pickles, setting and serving tables, home hygiene and sanitation, home nursing, prevention and care of contagious diseases, chemistry of foods and economic value of common foods are subjects taught in the institution. (Catalogue, 1898–99.)

Florida State Normal and Industrial College.

Sewing.—The course in sewing includes educational sewing, darning, household mending, underwear and dress making (tailor system). The complete course is divided into three parts, each of which covers a school year. The first year comprises instruction in all the different stitches used in hand sewing, including patching and darning. Practice is given in all the various stitches upon small pieces of various materials. In the second year sewing by machine is introduced, and the pupil is taught the use and care of sewing machines, making underwear, drafting, cutting, and fitting a waist of washable material without lining, or a shirt waist. In the third year the student is taught drafting, fitting, and making dresses.

Cooking.—The cookery course, extending through three years, comprises the following subjects: A general knowledge of the nature, use, and preparation of various kinds of meats, vegetables, cereals, fish, soup, bread, food for invalids, etc., with practice in the best and most essential methods of cooking them. The

pupils are taught to prepare and clean everything and leave all in nice order when finished.

Laundering.—Laundry work embraces notes regarding location and care of laundry appointments; classification of articles to be laundered, talks upon different kinds of water, sodas, soaps, bleaching powders, bluings, scalding, rinsing, drying, folding, and ironing; practice work in removing stains, starching, cold and boiled starch; washing of white linens, prints, flannels, and fancy articles, silks, laces, etc. The school laundry is fitted with approved appliances, stationary tubs, hot and cold water pipes, sanitary drainage, etc. (Catalogue, 1898-99.)

Iowa State College of Agriculture and Mechanic Arts.

Facilities.—Domestic Economy Hall includes, besides the general office, the sewing room, dressmaking room, bedroom, kitchen, dining room, and storerooms, all conveniently furnished and equipped for recitations and for demonstration and practice work. The means of instruction include text-book study, lectures on the allied topics, demonstration lessons, and laboratory practice, supplemented by incidental talks, research, and essay writing on assigned subjects, and visits for observation and criticism. The plan followed in arranging the courses combines the actual doing with the study of how and why to do, that manual dexterity may be developed at the same time that study promotes an understanding of the principles underlying directions and rules.

Course I.—Plain sewing.—During the first term of the freshman year young women meet once a week for instruction in sewing, with three hours of practice. Each pupil makes for herself a set of models, including the various stitches, seams, hems, fastenings, plackets, etc., with their several applications in garment making and household sewing and mending. Accompanying the models a series of notes is prepared from lectures by the instructor upon the fabrics, tools, and other manufactures employed, and upon the making and use of each model.

Course II.—Cooking and hygiene.—During the second term of the freshman year cooking is taught to classes meeting each week for a one-hour recitation or lecture and a three-hour period in laboratory practice. During this term the various food stuffs, separate and combined, are studied in connection with the cooking processes and principles. Many simple and substantial dishes are prepared by the pupils, who at the same time receive instruction in general kitchen management.

Course III.—Cooking and hygiene.—Students who have completed Course II continue, during the first term of the sophomore year, the same subjects. In connection with cooking, special attention is given to the combining of foods and the serving of foods in connection with general dining-room work. Table setting, the selection and care of table furnishings, the duties of the hostess and waitress, and kindred subjects are discussed, with object lessons and practice. One hour a week is devoted to domestic hygiene or home sanitation. This includes such topics as the location and construction of the house; its arrangement, lighting, plumbing, ventilation, heating, furnishing, and cleaning. The principles of cleaning and disinfection are also applied to the processes of laundry work.

Course IV.—Sewing.—Students who have completed Course I continue their sewing in garment work. Each one chooses her materials for a suit of underwear which she designs, cuts, fits, and finishes for herself under the direction of the instructor. (Sophomore, second term.)

Course V.—Dressmaking.—Each young woman is expected to purchase, design, and make one unlined cotton dress and one of woolen or other material with a lining. (Junior, first term.)

Course VI.—Cooking.—For the second term of the junior year opportunity is offered for such students as have completed Courses II and III to have more instruction and practice in the art of cookery. The food preparation for this term is somewhat more difficult and elaborate than in the previous terms, and includes soups, roasts, bread and rolls, sauces, salads, and desserts of different kinds, which have not been made before, the particular assignment depending largely upon the individual need of the student.

Course VII.—Sewing.—A fourth term of sewing is also provided for the second term of the junior year for those wishing to study the drafting of patterns to measure in connection with more of designing and dressmaking.

Course VIII.—Cooking.—The last term in domestic economy (senior year, second term) is devoted principally to the study of foods from the hygienic and economic standpoints; and the practice is designed to demonstrate the proper combination and economical preparation of the common materials. Study of cooking and serving for the invalid occupies several weeks of this course, and is supplemented by general consideration of the duties of the nurse in the home and the desirable conditions and care for the bedroom in sickness and health.

During the first term of the senior year no work was offered in this department, as provision is made in the dairy course for young women who desire instruction in home dairying; and at the same time the department of chemistry offers a series of lectures in domestic chemistry.

Course IX.—To graduates who have completed the undergraduate courses outlined above, instruction and opportunity for advanced work is offered. Study and investigation along the line of the chemistry and physiology of foods, practical dietetics, home sanitation, cooking, and the other household arts, is pursued in connection with work elected in the departments of botany, chemistry, and other sciences. (Catalogue, 1898-99.)

Kansas State Agricultural College.

Equipment.—Domestic Science Hall, 84 by 70 feet, contains two stories and basement. The first story and basement are occupied by the department of household economics, lunches to the students and members of the faculty being served in the basement. The second floor is occupied in part by the department of music and in part by that of sewing.

The purpose of the course of domestic science is to afford training in the special subjects which must be considered in the daily administration of every home.

1. Hygiene.—The course of lectures in elementary hygiene is given to both young men and young women. The instruction of the young women is under the direction of the professor of domestic science. The general principles of wholesome living and the general care of the human body will be the leading subjects considered. (First year, fall term.)

In the following courses the work is arranged on educational as well as technical lines, and offers both theoretical and practical instruction, and is given in a well-equipped domestic science laboratory. The student is required to keep a set of notebooks, namely: A permanent notebook, a daily class record of class and personal work, and a recipe book. This plan enables the student to keep a clear, systematic, and concise record of every detail and objective point in the work. The lectures and practical work in cooking are presented in four courses and two special professional courses on the following lines:

2. Household economics.—First year, winter term. Lectures, with weekly laboratory practice. The objective points, neatness, order, economy, and accuracy will be observed. The subject of cookery, its origin, purpose, etc., table of measurements and weights, directions in measuring, definitions pertaining to manipulations, methods of cookery, etc., the general care of utensils, the kitchen and its adjoining apartments, the general sanitation of the home, general household management, and home ethics constitute the leading subjects of practice and lecture work.

3. Chemistry of cookery.—Third year, fall term. Text-books, Mathieu Williams's Chemistry of Cookery, and Ellen H. Richards's Chemistry of Cooking and Cleaning.

4. Domestic science.—Third year. Lectures, recitations, and laboratory instruction are combined throughout the year, Fall term: A course in fruit cookery; plain household cookery; lectures upon the food principles; classification, elementary composition of the human body; study of fuels; heat and its effect; cooking temperatures, etc. Winter term: Plain household cookery continued; advanced household cookery the latter half of the term. Spring term: Advanced household cookery the first half of the term; high-class cookery the second half of the term; standard menus and general lectures in the science of nutrition with parallel readings are required. Instruction in general serving and entertaining is given.

5. Therapeutic cookery.—Fourth year, fall term. Special cookery for the sick and its application to the home and for hospital nurses in training.

6. Emergency lectures and special physiology.—Fourth year, winter term. First aids to the injured; lectures on home nursing.

7. Demonstrations.—Fourth year, spring term. Lecture work in scientific and practical cookery. Each student is required to give a demonstration lecture in cooking before the class and give approved recipes, observing all the educational, scientific, technical, and practical points involved in each method demonstrated. The student lecturer may select one assistant from the class to assist in the general details of the work. In connection with this lecture work each student is required to give a complete lesson outline and conduct one class in practical work according to the best approved methods in laboratory practice. The two professional courses are designed to meet the demand for more thoroughly and broadly trained young women who go out as graduates. The work of the fourth year is planned so as to give the professional training that a complete course of domestic science should involve.

All young women take sewing the first year, and in the domestic-science course dressmaking is required in the winter term of the second year.

1. Sewing.—Industrial work: The course of work has been carefully graded, with the idea of developing habits of accuracy and self-reliance. Each pupil is required to keep a notebook, in which she records a description of the work accomplished. A written examination is held at the end of each term. During the first term the pupil makes a book of models covering the full course in hand sewing, and consisting of basting, hemming, gathering, darning, patching, etc. Second term: Machine practice; drafting, cutting, and making underskirt and drawers. Third term: Drafting, fitting, and making dress without lining. Fourth term: Cutting and making corset cover and nightdress.

2. Dressmaking.—Five hours a week will be devoted to class-room work. Pupils will be taught to adapt and use patterns taken from pattern sheets, also the use of a dress-cutting system. Five hours a week will be devoted to industrial work. Each pupil will be required to furnish the material and draft, cut, and make a woolen dress for herself. (Catalogue, 1898–99.)

Michigan Agricultural College.

A. Cookery.—Freshman year, first term: Making and care of fire; care of kitchen and dining room and appointments; dish washing; measuring; the food principles are discussed and foods are studied with reference to their source, composition, cooking, nutritive value, and cost; the principles of boiling, steaming, stewing, baking, broiling, and frying are illustrated in the preparation of soups, vegetables, cereals, eggs, milk, meat, bread, and biscuit. Second term: The principles already explained are elaborated by the preparation of batters, muffins, soups, bread, pastry, cake, desserts, puddings, sauces, fish, and roast meats. Third term: In this term more difficult dishes are prepared, such as salads, mayonnaise and French dressings, croquettes, entrées and sauces, desserts, frozen creams, ices, sherbets, fancy cakes; luncheons and dinners are prepared and served. Lectures are given throughout the course. In the spring term, junior year, a course in cookery for the sick is given four hours a week. Lectures are given discussing the effect of foods in maintaining and restoring a condition of health; diseases especially affected by diet are considered and foods are prepared for the sick. An elective course in advanced cookery is offered in the fall term of the senior year, five hours a week. This course is intended for students who are familiar with the general principles of cookery. Special attention is given to canning and preserving fruits, and to making jellies, jams, and pickles. Fancy dishes suitable for course luncheons and dinners are made.

B. Household economy.—The course in household economy is given to sophomore women two hours a week through the year. Lectures are given and reference reading and papers are required. The subject is treated broadly under the following divisions:

I. The house.—Its site, construction, sanitation; heating, ventilating, lighting; water supply and drainage; disposal of waste; furnishing, cleaning, and general care; administration of household affairs; the keeping of household accounts; the relation of income to expenditure; the significance of the "home"—its relation to the municipality.

II. Foods.—Their nature, composition, and nutritive value; discrimination in purchasing; preparation and physiological effects; foods for the sick; foods for the well; foods for growing people, for adults.

III. The preservation of health.—The functions of the body; the care of the body; diets for different periods and conditions of life; work and rest; sleep.

IV. Clothing.—Features of healthy garments; sanitary considerations; night clothes; clothing for children and infants; dress materials; principles of construction of dress; artistic considerations of dress.

V. Emergencies.—A course of lessons in the application of the facts of anatomy and physiology, intended to fit one to render that "first aid" so often indispensable in cases of accident or sudden illness when there may be delay in summoning a physician.

Sewing.—Sophomore year, first term: Varieties of stitches used in hand sewing; patching, buttonholes, and hemstitching; application upon samples and simple articles. Second term: Care and use of the sewing machine and machine sewing; taking measures and drafting patterns by systems; cutting and making unlined skirts, yokes, and drawers. Third term: Advanced machine work and instruction in the use of attachments; drafting, cutting, and making a shirt waist; advanced drafting and cutting and making a corset cover; practice on fulled cloth; putting in pockets, making tailor buttonholes, etc. Junior year, first term:

Cutting, fitting, and making a lined dress; finer hand needlework in sewing on and grafting in lace, rolling hems, and appliqued hemming. Second term: Art needlework; a variety of embroidery stitches, and practice on flannel; Spanish laid work and ecclesiastical embroidery; Kensington and solid embroidery; study and practice in color; knowledge thus acquired applied to begun articles of utility. Third term: Millinery; practical and artistic principles; study of texture and quality of materials; care and renovation of materials; practice in making various bows; making and trimming covered hats and bonnets. (Catalogue, 1898–99.)

UNIVERSITY OF MINNESOTA (SCHOOL OF AGRICULTURE).

Cooking.—First year, second term: Kitchen management; care of cooking utensils, glass, china, and silver ware; measuring and invoicing; cooking vegetables, cereals, and bread. Second year, first term: Canning, preserving, pickling, and jelly making; soups, eggs, and meats. Second year, second term: Marketing, care of foods, and cold storage; fruits, salads, hashes, croquettes, "save all" dishes, and lunch baskets; equipment of dining room and table service. Third year, first term: Mixed soups; desserts of various fruits harmoniously combined; proper combination of flavors and colors in garnishing food; mixing and seasoning foods; carving and serving meats. Third year, second term: Food rations, dietaries, and bills of fare; invalid cooking, beverages, frozen dishes, pastry, and cake; food economics, table duties of host and hostess, and essays on housekeeping.

Domestic chemistry.—Third year, second term: Instruction is given in the chemistry and economy of human foods. Simple tests for the detection of the adulteration of foods are given. The chemistry of cleaning material and the composition of various household articles are considered. The instruction is given in the form of laboratory practice.

Home economy.—Second year, second term: This work is taught as the just proportion between income and expenditure; the distinction of economy, frugality, and parsimony are considered with reference to a definite proportion in the expenditures which are made for existence, comfort, culture, and philanthropy. A study is made of the sources of income, especially of the income from the farm in the form of house, food, and luxuries. The purchase of clothing, household stores, and furnishings is considered from the standpoint of the suitable. The relation of cash and credit to cost is also considered. Attention is given to savings and forms of investment, a bank account and the use of a check book. Each student in this class is required to submit at the close of the term a paper setting forth in detail the use of a certain named income for one year, embracing not only every item of necessary home expense but also an outlay made for travel, luxuries, accident, sickness, and other emergencies. The habit of keeping a household account is calculated to strengthen the judgment in making a wise use of money, therefore an analysis and study of expenditures as here indicated serves to bring clearly before the student's mind the relative importance of the different things which money will procure.

Home management.—First year, second term: This includes both housekeeping and home making, and the teaching of the subject naturally falls into three divisions, household work, sanitation, and family life. The instruction is based upon the belief that housekeeping is as important as it is difficult, and that home making is the noblest form of human endeavor. The points in detail in the preparation of food, the making of clothing, the care of the house and household belongings, and the ordering of the family life are considered in their relation to an adequate plan for home management. To start the student in the correct way of becoming mistress of the business of housekeeping is the end sought. It is believed that for one who knows the reason for the doing there is no drudgery; therefore students are taught the specific danger that lurks in dust and dirt, in order that they may understand the dignity of the unceasing war which the housekeeper makes upon these forces. The practical benefit to be derived from the knowledge students have gained in the cooking, sewing, laundering, and dairy classes is emphasized and shown in its relation to an adequate plan for the daily programme for the home. While the science of family life has not been formulated, yet some of its fundamental principles are recognized and may be taught.

Household art.—Second year, first term: This is taught by a series of lectures treating of the adornment of the house and grounds, noting the distinctive character of the country home and opportunity for embellishment found in the surroundings. The intention is to show that thought and energy can accomplish as much or more than money in making a farm home attractive; also to show the importance of acquiring correct knowledge and correct taste in order to secure every possible convenience, combined with harmonious forms, colors, and styles

in walls, draperies, and furniture. The true relation of beauty, use, and influence of surroundings upon life and character are considered in connection with the possibilities for improvement that may be found in simple and inexpensive methods.

Hygiene.—Third year, second term: Hygiene as a special study for women considers the health of the family as dependent upon pure food, pure water, personal cleanliness, and proper habits, as well as upon heredity. The aim is to show how a correct knowledge of the laws of nature is essential not only to the restoration but to the preservation of health. Several lectures by a physician will be given upon maidenhood, maternity, motherhood, infancy, and related subjects. These special lectures will be supplemented by the regular lectures in class, thus extending and simplifying the subjects in plain and easily understood terms.

Laundering.—First year, first term: Several lectures are given and practice work is provided in washing, ironing, starching, polishing, cleaning, and pressing clothing.

Sewing.—During the first year (first term) students receive instruction in the elements of sewing; different stiches, such as basting, seaming, hemming, darning, buttonholing, and patching are taught, and practice is given in the use of all the implements belonging to the sewing basket. The second year's work consists of cutting and making plain garments, such as underwear, children's clothing, shirt waists, and cotton dresses. In the third year the more difficult work of dressmaking is taken up. The cutting and fitting of dresses and jackets are taught by a very simple system; careful attention is given to quality of materials and harmony of colors. The course is designed to make each graduate capable of doing all kinds of sewing needed in the home. (Catalogue, 1898–99.)

Montana College of Agriculture and Mechanic Arts.

Sewing.—All the ordinary forms of sewing are taught, including garment making, dressmaking, and embroidery. The work is carefully graded according to the capabilities of the student, and may be utilized by her in the making of her own clothing. A straight-line system of cutting and fitting is taught, and systems are furnished at cost. The sewing room is furnished with a large cutting table, small sewing tables, three sewing machines, and cases for work.

Household economy.—Lectures embracing such subjects as food stuffs and their nutritive value; marketing, neatness, and order in housekeeping; preparation and serving of foods; food for the well, food for the sick, and talks on etiquette.

Household sanitation.—Lectures pertaining to the proper care of the home and its inmates.

Hygiene and emergencies.—Lectures treating of the laws of health and home nursing.

Cooking.—The object of the work in cooking is to familiarize the student with the most economical, healthful, and attractive methods of preparing and serving foods. Special attention is given to hygienic cookery. The economic value of the Aladdin oven is demonstrated, and a short course is given with the chafing dish. Special attention is paid to table laying and decoration and to serving meals. The kitchen laboratory is a large room provided with cupboards, and conveniently furnished with tables, sinks, range, an Aladdin oven, and a good supply of cooking utensils of all kinds. Individual worktables are provided for the use of each student. These tables have a full equipment of cooking utensils. Opening from the kitchen is a dining room, with sideboard well supplied with table linen, dishes, and silver. (Catalogue, 1898–99.)

University of Nebraska.

Food economics.—Study of food principles, comparison of nutritive and money values of food materials, marketing, values of fuels. General cookery of cereals, vegetables, meats, soups, breads, desserts, etc.

Household economics.—Location of house, plans for the construction of a house, application of chemical principles in cleaning and disinfection, study of light, heat, ventilation, water supply, plumbing, sewerage, etc., in their relation to the home. Keeping of household accounts. Advanced course in cookery, including the preparation of salads, croquettes, pastry, cakes, etc., the preservation of food materials by canning, preserving, pickling, etc. Invalid cookery; serving of meals; preparation of dietaries. (Calendar, 1898–99.)

Agricultural and Mechanical College for the Colored Race, Greensboro, N. C.

Sewing.—This course begins with the first year in the preparatory department and continues throughout the entire course of six years. Special attention is given to the various stitches, buttonholes, cutting and making childrens' and ladies' garments, the use of the sewing machine and attachments, and the art of fancy needlework.

Cooking.—This course begins with the first year in the preparatory department and continues throughout the entire course of six years. Special attention is given to food economics, the selection of foods with regard to cost and quality. (Catalogue, 1898-99.)

North Dakota Agricultural College.

Cooking.—There are two courses of cookery; one aims to give the students who have but a limited time the work that will be of most value to them, and includes plain cooking, dealing with soups, meats, vegetables, breads, invalid cookery and plain desserts; also the care and management of different rooms of a house, order and arrangement of household duties and practical experience in planning and serving meals. The regular course begins with the first term of the freshman year, one hour each day, in the study of the home, its proper construction and location, its sanitation and hygiene, including the heating, plumbing, etc., also how to furnish the home artistically as well as economically and hygienically; also the proper care of the body with regard to clothing, diet, exercise, and rest. Much help is gained from the class study of houses in the process of construction, different types of homes, interior decorations, etc.

Sewing.—The course in sewing is very complete, beginning with plain needlework. One term is required to be devoted to the making of a model book, which is composed of different samples of hemming, running, felling, darning, patching, etc.; these when mounted in the book with full explanation are very helpful for reference. The next work is the drafting and making of cotton and linen garments, which is followed by work in dressmaking. This includes the drafting, cutting, fitting, and finishing of dresses. A study of color combination and work in embroidery is taken up later in the course.

Equipment.—The department has four rooms. The lecture room is well furnished and is used for office purposes, lectures, and recitations. Large doors opening from the room on one side connect with the sewing room and on the other with the kitchen laboratory. The sewing room is provided with machines, sewing tables, cutting and pressing tables with gas connection, chiffonier for materials, blackboard, mirror, and other necessary furniture. The kitchen laboratory is equipped with work desks at which each student has her place and keeps her utensils. The work desks are supplied with gas for cooking, but the students are given experience in the management and care of the kitchen range, which is used when the meals are prepared. Other appliances available for use or illustration are the Aladdin oven, small electrical stove, balances for practical and experimental use, food museum showing the composition and nutritive value of some of the principal foods, food charts, and microscope. It is also aimed to use those kitchen conveniences that tend to simplify and economize household labor. The dining room is supplied with dining-room furnishings, and makes a home-like place in which the practice meals prepared by the students are served. (Circular of Information, 1899.)

Ohio State University.

1. One lecture (demonstrated when necessary) and three laboratory periods a week. (First term.) Lectures on (*a*) principles of combustion, utility and cost of fuels, construction of ordinary stoves and ranges and of the Aladdin oven; practice in building, regulating, and caring for a fire; the consideration of ancient and modern methods of cooking. (*b*) Food economics: Study and classification of food principles, water, salts, carbo-hydrates, proteids, fats; comparative nutritive values of foods; a vegetable diet considered; baking powders, food adjuncts, beverages, filtration, laws regulating adulteration of foods and inspection of meats; the various methods of preserving foods. (*c*) Study of cuts of meats (demonstrated) and of carving. Laboratory work: General cooking; preparation of cereals, vegetables, soups, stews, fish, meats, and breads.

2. One lecture, three laboratory periods a week. (Second term.) Lectures on (*a*) general marketing; (*b*) comparative nutritive values and money values of vari-

ous foods, study of charts and dietetic tables, preparation of dietaries; (*c*) the chemistry of the human body, (1) its composition, (2) the chemistry of digestion; (*d*) the effect of cooking upon the digestibility of foods, necessity for a mixed diet; (*e*) waiting-maids' course (four weeks). Laboratory work: General cookery; preparation of entrees, croquettes, salads, pastry, puddings, and sauces.

3. One lecture and three laboratory periods a week. (Third term.) Lectures on first aids to the injured and on general nursing. Laboratory work: (*a*) General cookery (four weeks): Including cakes, desserts, frozen dishes, etc., and the ordering, preparation, and serving of a dinner to guests; (*b*) invalid cookery (six weeks), including the preparation of such dishes as may be healthful and appetizing during illness or convalescence.

4. One lecture, three laboratory periods a week. (First term.) Lectures on household economics: (*a*) The situation of a house, the planning and construction of a house from attic to cellar, light, heat, ventilation, water supply, plumbing, sewerage, disinfection. (*b*) The ordering of house work. (*c*) Simple household accounts and bookkeeping. (*d*) Laundry work. Laboratory work: (*a*) Canning, jellying, preserving, pickling, etc. (four weeks). (*b*) Chafing dish (three weeks). (*c*) Laundry work (five weeks): Washing, ironing, and general care of underclothing (silk, flannel, and merino), linens, starched clothes, laces, and embroideries.

5. One lecture, with two practice periods in sewing and one in millinery a week (second term). Lectures on production and manufacture of cotton, wool, flax, silk, etc., the choice and treatment of various materials, study of line, form, color, and texture as applied to dressmaking and millinery; artistic and hygienic dress considered. Practice work. (*a*) Plain sewing: Practice in the different stitches, drafting and making white goods by hand and by machine. (*b*) Millinery: Making bows, facing, and finishing brims, trimming simple hats.

6. One lecture, with two practice periods in sewing and one in millinery a week. (Third term.) Lectures on historic costumes illustrated. Practice work. (*a*) Sewing: Drafting and making an unlined dress, drafting and making a cloth skirt, drafting, matching, and making a striped house jacket. (*b*) Millinery: Making and trimming covered hats and bonnets, making a shirred hat.

7. One lecture, with two practice periods in sewing and one in millinery a week. (First term.) Lectures on art and its applications. Practice work. (*a*) Sewing: Drafting and fitting waist linings, drafting and making close-fitting waist, drafting and making princess gown. (*b*) Millinery: Designing and making an evening hat or bonnet; work with fancy straws and mourning goods.

8. One lecture, with two practice periods in dressmaking and one in art needle work weekly. (Second term.) Lectures on history of domestic art. Practice work. (*a*) Dressmaking: Designing, drafting, fitting, and making an evening gown and fancy waist. (*b*) Art needle work: Drawn work, lace work, and simple embroidery.

9. One lecture, with three practice periods in tailoring weekly. (Third term.) Lectures on art in the household. Practice work: Designing, drafting, and making of a tailor suit and lined jacket. (Catalogue, 1897–98.)

Oregon Agricultural College.

Freshman year.—First term: Four sewing lectures and practice work, one hour a day, on sewing samples. Second term: Sewing continued; lectures and talks on social forms and usages, the art of entertaining, readings on the art of conversation. Third term: Sewing, the making of simple garments; readings, conversation.

Sophomore year.—First term: Drafting and making simple skirt, cutting, fitting, and making lined waist from pattern; a study of the texture of goods, five hours. Third term: Drafting and making lined waists, matching stripes and plaids, study of woolen textures, ten hours.

Junior year.—First term: Cookery (canning of fruits, one-half term); three lectures; one hour a day practice work in the kitchen laboratory; technological cookery; preparatory work in chemistry of foods, one-half term. Second term: Practice work in cookery, four hours per week. Third term: Practice work in cookery, three hours per week.

Senior year.—First term: Special hygiene, three hours; æsthetics, four hours; needlework, five hours. Second term: Sanitary science, one hour; æsthetics, four hours. Third term: Home-furnishing course, three hours; emergency lectures, one hour. (Catalogue, 1898–99.)

South Dakota Agricultural College.

1. Plain sewing.—Practice upon samples of the stitches in every-day use, including button-hole making, preparing a model book, and making at least two pieces of a suit of underwear. (Winter term, two hours three times a week.)

2. Household economy.—Lectures on foods and the preparation of same and upon the general care of dining room and kitchen. (Winter term, one hour five times a week.)

3. Cooking.—Bread making, cooking of meats, pudding, cakes, and plain cookery in general. (Spring term, two hours three times a week.)

4. Sewing.—The making of the remainder of the suit of underwear, an unlined dress, and a shirt waist. (Spring term, two hours twice a week.)

5. Sewing.—Drafting, cutting and fitting, and plain dressmaking. (Fall term, two hours three times a week.)

6. Sewing.—Continuation of 5, general dressmaking. (Winter term, two hours five times a week.)

7. Sewing.—Art needlework, as embroidery and hemstitching. (Winter term, two hours five times a week.)

8. Cooking.—Especial attention given to preserving, pickling, and the preparation of entrees. (Fall term, two hours twice a week.)

9. Cooking.—Fancy cooking, menus, dainty methods of serving food, and invalid cookery. (Spring term, two hours five times a week.)

10. Cooking.—Each girl will take up some special line of cookery which will give material for the preparation of her disquisition, if her major study is in domestic science. (Winter term, two hours five times a week.)

11. Household sanitation.—Lectures on proper house planning, ventilation and plumbing, care of sleeping rooms, arrangements for sickness, and care of invalids. (Fall term, one hour twice a week.)

12. Cooking.—Continuation of 10. (Spring term, two hours five times a week.) (Catalogue, 1898–99.)

Utah Agricultural College.

I. HOUSEHOLD ECONOMY.

1. Laundering occupies the fall term, and consists of practical work alternating with lectures. The practice includes plain white washing and removing stains, clear starching, best methods of doing up fine mull, of ironing shirts, cuffs, and collars, washing flannels, and cleaning silk and fine woolen goods. The lectures treat of the chemistry of the various materials used and of hard waters and the process of softening them. Soaps, washing fluids, bleaching powders, bluings, and starch are discussed in their scientific and practical relations to laundry work.

2. Fruit work includes canning by various methods and making all kinds of preserves and marmalades; different methods of making jellies, and experiments with green and ripe fruits; the making of all kinds of catchups, spiced fruits, sweet and sour pickles, table sauces, and meat relishes; the preparing of fruit juices, cordials, and sirups. The latter part of the term's work is a course of lectures on the chemical nature of fruit, its acids and sugars; the value of fruit as food and its action on the human system; the causes of fruit fermentation, and a study of antiseptics.

3. Cooking lectures treat of marketing and the selection of food; general rules of measuring and mixing; best methods of baking and boiling; deep and shallow frying; the general chemistry of cooking; carving and serving of food.

4. Cooking practice includes all kinds of plain and some fancy cooking, covering in a general way all the subjects with which a housekeeper in moderate circumstances needs to be familiar. Demonstration lessons are given at various times throughout the term on subjects difficult of treatment in the general practice. A three-course lunch is served daily during the winter term. Members of the class take turns in presiding as hostess at the table, carving and serving plates and looking after the needs of the guests. They also take turns in waiting upon the table.

5. Science of nutrition is a study of foods, their chemical composition, characteristics, digestibility; the way in which they nourish the body; the best foods to be given in certain diseases; the best food for young children; effect of age, climate, and occupation on amount and kind of food required. In connection with these lectures about 40 lessons are given in preparing food for the sick.

6. Hygiene treats of sanitary conditions about the home; dangers from damp and unclean cellars, foul drains and sinks; ventilation, heating, and lighting;

instructions especially necessary to women on the care of personal health; home nursing, with illustrative lessons on changing beds for the sick.

7. Household management consists of lectures on the convenient arrangement and economical furnishing of rooms; the best methods of doing all kinds of housework, with a view to economy of time and strength; duties of mistress and servants; entertainment of guests, and many other subjects of interest to the home maker.

8. Æsthetics is the science of taste and beauty. The course includes talks on fine china, pictures, furniture, decorations for the home, harmony of colors, taste in dress, and kindred subjects.

II.—SEWING.

1. Piece sewing.—Practice is given first in the various hand stitches used in muslin and woolen goods; overhanging, running, hemming, hemstitching, overcasting, felling, gathering and stroking gathers, buttonholes, gusset, patching and darning, French hem on damask, etc.

2. Dressmaking.—At least two muslin garments are made. A gown is cut out, basted, and entirely made by the student.

3. Designing, cutting, and fitting.—Instruction is given by talks on grace in design of costume and harmony of colors. Special attention is given to hygienic modes of dress. The student is taught to make drawings of the costumes which she designs. She also learns to draft patterns from measurements. Further practice is given in cutting and fitting.

4. Fancy work.—This course includes Kensington embroidery. Roman cut work, Spanish laid work, drawn work, jeweled embroidery, and modern lace making. (Catalogue, 1898–99.)

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE, HAMPTON, VA.

Cooking.—Three and one-half months, four hours a week. Making and care of fires, dish washing and care of kitchen; talks on fuels and foods; baking apples, potatoes, etc.; boiling vegetables and eggs; steaming; lessons in buying meat; cooking of meats; warmed-over dishes, soups, broiling and stewing; simple and invalid cooking; biscuits and cookies; bread; plain cake; plain pastry; cooking of poultry, fish, and eggs; tea, coffee, cocoa; setting table. These lessons are accompanied by instruction in the chemistry of cooking so far as it applies in the practical work.

Sewing.—Junior year, two periods a week: Basting, running, overcasting, backstitching, overhanding, hemming, felling, blind stitching, cross-stitching. Each student makes for herself a book containing samples of the different kinds of work, and keeps a notebook in which she sets down the verbal instruction given. Middle year: Continuation of the work of the junior year; each student cuts and makes for herself a full set of underclothes. Senior year: Students are given talks on colors and material used, and taught to draft and cut from patterns, and each girl makes for herself a dress. (Catalogue, 1898–99.)

WEST VIRGINIA COLORED INSTITUTE.

I.—PLAIN SEWING.

First year.—First term: Holding needle, use of thimble and tools; basting, overhanding, running, turning hem by measure, gathering and stroking gathering; putting on bands. Second term: Sewing on buttons, putting on gussets; herringbone stitched on flannels; patching, hem stitching, and French fell; making of pillow cases; making buttonholes. Third term: Darning on woolen goods; blind stitching; mending and darning; review of previous terms.

Second year.—First term: Names of sewing machines and parts; how to clean, oil, and operate the machines; how and when to use attachments; machine stitching, selection of material. Second term: Instruction in the use of the magic scale system for cutting garments; cutting and making gentlemen's undershirts, colored shirts, and overalls. Third term: Taking measures, cutting skirts by measure; cutting underwaists from pattern; basting, stitching and trimming; cutting and making a plain dress by pattern; review.

II.—DRESSMAKING.

First year.—First term: Choice of material and talk on the manner of wearing goods; drafting and cutting foundation and outer skirts from measurements,

Second term: Making, hanging, and trimming skirt; talking on forms, line, and proportion in relation to draping and trimming. Third term: Drafting, cutting, and fitting plain basques, and the general finish of these garments.

Second year.—First term: Drafting basques, sleeves, and the different accessories to the basque from measurement; drafting basque with extra seam for stout figures. Second term: Cutting and matching striped, plaid, and figured basques and skirts; talks on artistic and hygienic principles of dress; talks on color and textiles applied to dress. Third term: Appropriate selections for different individuals; advanced work in making complete dresses from different kinds of material.

Third year.—First term: Cutting, fitting, and pressing; practice in the use of colors; talk on the manufacture of cloth. Second term: Drafting jackets of various styles; making different styles of collars and trimmings; sewing on hooks; putting in whalebones. Third term: Draping garments of every kind; making and finishing garments of every kind from different kinds of material. (Catalogue, 1897-98.)

CHAPTER XL.

STATISTICS OF NORMAL SCHOOLS.

The number of persons engaged in teaching in the United States, from kindergarten to university, exceeds 485,000. To recruit this vast army of teachers, there were 93,687 students in the scholastic year ending June, 1899, pursuing training courses for teachers in institutions of various grades. Of these students, 56,279 were being educated in 739 public institutions and 37,408 in 749 private institutions. About 48 per cent of the total number, or 44,808, were in the 166 public normal schools, while 23,572 were reported from 165 private normal schools. The normal students in 29 public universities and colleges numbered 2,541; in 206 private universities and colleges, 6,950; in 544 public high schools, 8,930, and in 378 private high schools and academies, 6,886. The following table shows the number of institutions of each class and the number of normal students in each class for four scholastic years:

Normal students reported for four years.

Classes of institutions.	1895-96.		1896-97.		1897-98.		1898-99.	
	Institutions.	Students.	Institutions.	Students.	Institutions.	Students.	Institutions.	Students.
Public normal schools	160	40,421	164	43,199	167	46,245	166	44,808
Private normal schools	169	20,777	198	24,181	178	21,293	165	23,572
Public universities and colleges	27	1,691	30	1,839	23	2,255	29	2,541
Private universities and colleges	166	5,335	166	4,650	188	6,065	206	6,950
Public high schools	447	8,246	507	9,001	494	7,378	544	8,930
Private high schools	439	7,930	422	7,064	326	5,989	378	6,886
Grand total	1,408	84,400	1,487	89,934	1,376	89,225	1,488	93,687
In all public institutions	634	50,358	701	54,039	684	55,878	739	56,279
In all private institutions	774	34,042	786	35,895	692	33,347	749	37,408

The 166 public normal schools had an average of 270 students to the school, and the 165 private normal schools an average of 142 to the school. The 29 public universities and colleges reporting normal students had an average of 84 to the institution, while 206 private universities and colleges had an average of nearly 34. The average number of normal students in 544 public high schools was 16, and the average number in 378 private high schools 18. These averages have reference only to students pursuing training courses for teachers. Students in other courses are enumerated elsewhere.

The number of students graduating from the teachers' training courses of the public and private normal schools in 1899 was 11,175. The normal graduates of other institutions were not reported to this office, but it may be estimated that the number of students graduating from normal courses in all the institutions named, including the normal schools, was not less than 15,300. But this number does not represent the entire number of recruits added to the teaching force of the country each year. Thousands leave the normal schools after one year's study and begin the work of teaching, while thousands more join the ranks from other institutions.

The distribution of normal students by States and Territories classified as in the above table is shown in Table 17 in this chapter. With two exceptions all the States and organized Territories make provision for the education of teachers in public normal schools. Nevada and Wyoming have no public normal schools, but their State universities have departments for the free education of teachers. Tennessee has not a normal school completely under State control, but the legislature makes an annual appropriation of $20,000 to the Peabody Normal College of the University of Nashville, providing for a certain number of free State scholarships. The State board of education has also a voice in the management of the affairs of the college. The State makes still further provision for the education of teachers in the University of Tennessee, where tuition is free.

PUBLIC NORMAL SCHOOLS.

The summarized statistics of the 166 public normal schools will be found in Tables 1 to 8, while detailed information concerning the schools will be found in Table 19.

The number of public normal schools in each State is shown in the first column of Table 1. Fifteen States and Territories support only 1 school each. Massachusetts has 10 schools, New York and Pennsylvania 15 each. These three States have nearly one-fourth the public normal schools in the United States and more than one-third of the normal students. In the 166 schools there were 2,057 teachers employed in instructing students in normal departments and 693 engaged wholly in other departments. The North Atlantic Division had 899 of the teachers for normal students, the North Central Division 638, the two southern divisions 174 each, and the Western Division 172. Of the 2,057 teachers, 839 are men and 1,218 are women.

Tables 2 and 3 summarize the enrollment of students in the public normal schools. Of the 44,808 students in the normal departments, there were 11,543 males and 33,265 females. The North Atlantic Division has 17,714 students, 15,035 of these being in Massachusetts, New York, and Pennsylvania. In the North Central Division the students in normal departments numbered 16,325, quite evenly distributed. The South Atlantic Division had 3,794, the South Central 3,272, and the Western Division 3,703. The public normal schools had 866 students in business courses, 4,804 in secondary grades equivalent to high-school grades, and 24,690 pupils in elementary grades. The grand total, as shown in the first column of Table 3, was 75,168. The number of colored normal students included was 1,138, nearly all in the public normal schools for educating colored teachers in the Southern States.

Many of the public normal schools use their elementary departments as model schools, while some maintain no model schools of their own, but use for the same purpose the elementary grades in convenient public day schools.

Table 4 shows that in 1899 the number of teachers graduating from the public normal schools was 8,948, the number of male graduates being 1,635 and the number of female graduates 7,313. The North Atlantic Division alone had more than half of these graduates, or 4,653. The North Central Division had 2,530 graduates, the South Atlantic 480, the South Central 461, and the Western Division 824. These schools had 182 graduates from business courses and 654 from other courses.

The income of the public normal schools for each State is shown in Table 5. The appropriations from States, counties, and cities for support for the 135 schools reporting this item aggregated $2,510,934. The total income for the year from appropriations, tuition fees, productive funds, and from other sources reported by 141 schools was $3,484,107. Tuition fees received by 105 schools aggregated $498,719, and the greater part of this sum must have been paid by stu-

dents not in normal courses. The amount received from productive funds by 15 schools was $67,853. It is probable that the $406,601 reported by 49 schools as receipts from "other sources and unclassified" came directly or indirectly from public funds.

The value of buildings, grounds, and other property of 142 of the public normal schools reporting to this office in 1898–99 was $20,836,010. As shown in Table 6, the number of volumes reported in the libraries of 148 of these schools was 591,728, valued at $649,293. Five schools received during the year benefactions amounting to $141,273. Ten schools have endowments aggregating $1,886,529. The aggregate of public appropriations for buildings and improvements received by 42 schools was $560,896.

Table 7 shows the amount of public appropriations received each year for the last six years by the public normal schools for support, while Table 8 shows the public appropriations for buildings and improvements in the same period. The following table shows the aggregates of these appropriations for each year since 1889–90:

Public appropriations to public normal schools for ten years.

Year.	For support.	For building.	Year.	For support.	For building.
1889-90	1,312,419	909,533	1894-95	1,917,375	1,003,933
1890-91	1,285,700	409,916	1895-96	2,187,875	1,124,834
1891-92	1,567,082	394,635	1896-97	2,426,185	743,333
1892-93	1,452,914	816,826	1897-98	2,566,132	417,866
1893-94	1,996,271	1,583,399	1898-99	2,510,934	560,896

PRIVATE NORMAL SCHOOLS.

The number of private normal schools reporting to this office varies from year to year. There was a falling off of 13 in the number of schools from 1898 to 1899. A few of the weaker ones went out of existence, while others continue as private secondary schools. The remaining schools were considerably strengthened, the 165 reporting for 1898–99 having 2,279 more normal students than the 178 schools reporting for 1897–98.

Table 9 shows that the 165 schools had 1,036 teachers for normal students, an increase of 28 over the previous year. The number of teachers wholly for other departments was 687, a decrease of 49 from the preceding year.

Private normal schools are not reported from 16 States and Territories. Only 10 such schools are credited to the North Atlantic Division, where there are 57 public normal schools. In the North Central Division there are 72 private normal schools with 14,826 normal students, while the 41 public normal schools of that division have 16,325 normal students. The two Southern divisions have together 79 private normal schools with 5,736 normal students, while the 51 public normal schools of that section have 7,066 normal students.

From Table 10 it may be seen that 11,829 of the 23,572 normal students in the private normal schools were men and 11,743 were women. Of the total number 14,826, or nearly 63 per cent, are in the North Atlantic Division.

The total enrollment in the private normal schools was 50,836, including 5,749 in business courses, 8,191 in secondary grades, and 13,324 in elementary grades. It is shown in Table 11 that there were 2,140 colored students in the normal departments, nearly all being in private normal schools for the colored race in the two Southern divisions.

The number of graduates from teachers' training courses was 2,227, as shown in Table 12, the number of men being 1,129 and the number of women 1,098. There were 1,629 graduates from business courses and 1,250 from other courses.

Table 13 shows that 28 private normal schools received State, county, or city aid aggregating $24,823. The tuition fees of 105 schools amounted to $590,402, while 14 schools received $47,997 from productive funds. The aggregate income of 118 schools was $921,473.

The value of grounds, buildings, and other property owned by 138 private normal schools was reported as $5,831,785, and 28 schools possessed endowments to the value of $2,508,744, as shown in Table 14. During the year 24 schools received benefactions amounting to $423,755. The libraries of 128 schools had 206,893 volumes, valued at $181,573.

DISTRIBUTION OF NORMAL STUDENTS.

It is shown in Table 15 that nearly 26 per cent of the normal students in public normal schools were men and over 74 per cent were women, while in the private normal schools the number of normal students was almost equally divided between the sexes. Nearly 20 per cent of the normal students attending public normal schools in 1898-99 graduated, while in the private normal schools less than 10 per cent graduated.

The number of students pursuing teachers' training courses in universities and colleges, in public high schools, and in private high schools and academies is summarized by States in Table 16. Table 17 is a summary of all the students in the five classes of institutions reported to this office as pursuing normal or teachers' training courses in 1898-99.

Table 18 contains a list of the universities and colleges in which courses designed for the professional training of teachers are maintained. The number of normal students for each year for the past six years is given. Institutions which are public are so designated.

TABLE 1.—*Summary of statistics of public normal schools in 1898–99.*

SCHOOLS AND INSTRUCTORS.

State or Territory.	Schools.	Teachers for normal students.			Teachers wholly for other departments.			Total number teachers employed.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	166	839	1,218	2,057	136	557	693	975	1,775	2,750
North Atlantic Division	57	320	579	899	27	242	269	347	821	1,168
South Atlantic Division	25	71	103	174	55	110	165	126	213	339
South Central Division	26	78	96	174	25	44	69	103	140	243
North Central Division	41	284	354	638	26	145	171	310	499	809
Western Division	17	86	86	172	3	16	19	89	102	191
North Atlantic Division:										
Maine	5	9	22	31	0	8	8	9	30	39
New Hampshire	1	4	4	8	0	5	5	4	9	13
Vermont	3	5	11	16	0	5	5	5	16	21
Massachusetts	10	44	78	122	1	41	42	45	119	164
Rhode Island	1	4	16	20	0	8	8	4	24	28
Connecticut	4	8	48	56	2	32	34	10	80	90
New York	15	72	227	299	16	62	78	88	289	377
New Jersey	3	16	19	35	3	41	44	19	60	79
Pennsylvania	15	158	154	312	5	40	45	163	194	357
South Atlantic Division:										
Delaware	1	0	2	2	0	8	8	0	10	10
Maryland	1	4	8	12	0	4	4	4	12	16
District of Columbia	2	0	19	19	0	0	0	0	19	19
Virginia	3	7	15	22	34	47	81	41	62	103
West Virginia	7	26	17	43	8	8	16	34	25	59
North Carolina	6	13	7	20	7	28	35	20	35	55
South Carolina	1	8	23	31	0	0	0	8	23	31
Georgia	2	7	9	16	2	11	13	9	20	29
Florida	2	6	3	9	4	4	8	10	7	17
South Central Division:										
Kentucky	6	10	7	17	3	4	7	13	11	24
Tennessee	1	15	11	26	2	5	7	17	16	33
Alabama	5	16	35	51	13	17	30	29	52	81
Mississippi	7	12	3	15	5	13	18	17	16	33
Louisiana	2	5	20	25	0	4	4	5	24	29
Texas	3	7	13	20	2	1	3	9	14	23
Arkansas	1	8	3	11	0	0	0	8	3	11
Oklahoma	1	5	4	9	0	0	0	5	4	9
Indian Territory										
North Central Division:										
Ohio	5	8	23	31	1	14	15	9	37	46
Indiana	2	27	19	46	0	5	5	27	24	51
Illinois	3	30	42	72	5	5	10	35	47	82
Michigan	3	29	48	77	0	14	14	29	62	91
Wisconsin	7	56	67	123	0	26	26	56	93	149
Minnesota	5	27	48	75	0	22	22	27	70	97
Iowa	5	34	28	62	0	10	10	34	38	72
Missouri	4	32	26	58	19	40	59	51	66	117
North Dakota	2	8	10	18	0	0	0	8	10	18
South Dakota	3	7	20	27	0	2	2	7	22	29
Nebraska	1	10	8	18	0	3	3	10	11	21
Kansas	1	16	15	31	1	4	5	17	19	36
Western Division:										
Montana	1	5	3	8	0	0	0	5	3	8
Wyoming										
Colorado	1	9	8	17	0	0	0	9	8	17
New Mexico	1	3	1	4	0	0	0	3	1	4
Arizona	1	3	3	6	0	0	0	3	3	6
Utah	1	2	0	2	2	1	3	4	1	5
Nevada										
Idaho	2	5	5	10	0	0	0	5	5	10
Washington	2	7	10	17	0	1	1	7	11	18
Oregon	4	19	12	31	1	2	3	20	14	34
California	4	33	44	77	0	12	12	33	56	89

TABLE 2.—*Summary of statistics of public normal schools in 1898–99.*

STUDENTS AND COURSES OF STUDY.

State or Territory.	Students in normal department.			Students in business courses.			Other students in secondary grades.			Pupils in elementary grades.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	11,543	33,265	44,808	332	534	866	1,572	3,232	4,804	11,478	13,212	24,690
North Atlantic Division.	4,242	13,472	17,714	84	66	150	422	1,697	2,119	5,220	6,055	11,275
South Atlantic Division.	1,032	2,762	3,794	72	304	376	143	295	438	820	1,076	1,896
South Central Division..	1,157	2,115	3,272	28	2	30	186	159	345	1,128	1,072	2,200
North Central Division..	4,340	11,985	16,325	140	158	298	763	1,010	1,773	3,706	4,292	7,998
Western Division	772	2,931	3,703	8	4	12	58	71	129	604	717	1,321
North Atlantic Division:												
Maine	92	608	700	0	0	0	0	0	0	182	232	414
New Hampshire	2	101	103	.....	.....	.....	33	33	66	94	84	178
Vermont	36	225	261	0	0	0	0	0	0	0	0	0
Massachusetts	56	1,365	1,421	0	0	0	57	233	290	549	539	1,088
Rhode Island	0	172	172	.....	.....	.....	1	74	75	.....	.....	.....
Connecticut	3	572	575	.....	.....	.....	.....	.....	.....	242	236	478
New York	1,153	4,735	5,888	50	30	80	193	1,174	1,367	2,256	2,711	4,967
New Jersey	78	790	868	0	0	0	0	0	0	952	1,013	1,965
Pennsylvania	2,822	4,904	7,726	34	36	70	138	183	321	945	1,240	2,185
South Atlantic Division:												
Delaware	0	25	25	0	0	0	0	0	0	.....	.....	.....
Maryland	13	393	406	0	0	0	0	0	0	6	28	34
District of Columbia.	14	156	170	0	0	0	0	0	0	0	0	0
Virginia	68	240	308	3	0	3	29	0	29	439	406	845
West Virginia	542	469	1,011	69	61	130	114	216	330	14	6	20
North Carolina	132	678	810	0	40	40	0	0	0	283	369	652
South Carolina	0	177	177	0	138	138	0	29	29	.....	.....	.....
Georgia	220	549	769	0	65	65	0	50	50	7	165	172
Florida	43	75	118	0	0	0	0	0	0	71	102	173
South Central Division:												
Kentucky	171	211	382	23	2	25	91	67	158	191	167	358
Tennessee	210	394	604	0	0	0	.....	.....	.....	.....	.....	.....
Alabama	290	527	817	0	0	0	35	39	74	147	220	367
Mississippi	94	90	184	5	0	5	12	20	32	474	430	904
Louisiana	66	379	445	0	0	0	0	0	0	53	63	116
Texas	175	348	523	0	0	0	44	32	76	198	152	350
Arkansas	40	26	66	.....	.....	.....	4	1	5	65	40	105
Oklahoma	111	140	251	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:												
Ohio	12	575	587	0	0	0	43	50	93	360	384	744
Indiana	436	743	1,179	0	0	0	0	0	0	0	0	0
Illinois	464	1,304	1,768	0	0	0	97	60	157	458	503	961
Michigan	207	992	1,199	0	0	0	0	0	0	775	899	1,674
Wisconsin	778	1,951	2,729	0	0	0	13	29	42	493	585	1,078
Minnesota	437	1,698	2,135	0	0	0	0	0	0	676	947	1,623
Iowa	515	1,582	2,097	36	24	60	77	60	137	460	434	894
Missouri	629	971	1,600	104	134	238	528	802	1,330	325	310	635
North Dakota	104	274	378	0	0	0	0	0	0	.....	.....	.....
South Dakota	157	411	568	0	0	0	5	9	14	79	123	202
Nebraska	175	482	657	0	0	0	.....	.....	.....	.....	.....	.....
Kansas	426	1,002	1,428	0	0	0	.....	.....	.....	80	107	187
Western Division:												
Montana	10	120	130	.....	.....	.....	27	33	60	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	49	274	323	.....	.....	.....	.....	.....	.....	86	87	173
New Mexico	10	25	35	3	4	7	25	31	56	.....	.....	.....
Arizona	62	120	182	0	0	0	.....	.....	.....	.....	.....	.....
Utah	85	72	157	.....	.....	0	.....	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	59	92	151	.....	.....	.....	0	0	0	46	77	123
Washington	69	253	322	0	0	0	0	0	0	0	0	0
Oregon	214	347	561	5	0	5	6	7	13	202	224	426
California	214	1,628	1,842	.....	.....	.....	.....	.....	.....	270	329	599

TABLE 3.—*Summary of statistics of public normal schools in 1898–99.*

TOTAL ENROLLMENT OF STUDENTS.

State or Territory.	Total enrollment in all departments.			Colored students included in normal department.			Number of children in model school.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	24,925	50,243	75,168	465	673	1,138	15,343	17,306	32,649
North Atlantic Division	9,968	21,290	31,258	8	33	41	8,434	9,193	17,627
South Atlantic Division	2,067	4,437	6,504	233	403	636	809	1,130	1,939
South Central Division	2,499	3,348	5,847	215	215	430	715	704	1,419
North Central Division	8,949	17,445	26,394	9	22	31	4,596	5,335	9,931
Western Division	1,442	3,723	5,165	0	0	0	789	944	1,733
North Atlantic Division:									
Maine	274	840	1,114	0	2	2	119	167	286
New Hampshire	129	218	347	0	0	0	127	117	244
Vermont	36	225	261	0	0	0	228	310	538
Massachusetts	662	2,137	2,799	0	2	2	1,608	1,245	2,853
Rhode Island	1	246	247	0	1	1	162	204	366
Connecticut	245	808	1,053	0	2	2	1,415	1,568	2,983
New York	3,652	8,650	12,302	6	14	20	2,758	3,096	5,854
New Jersey	1,030	1,803	2,833	0	4	4	769	812	1,581
Pennsylvania	3,939	6,363	10,302	2	8	10	1,248	1,674	2,922
South Atlantic Division:									
Delaware	0	25	25	0	0	0	125	100	225
Maryland	19	421	440	0	0	0	6	28	34
District of Columbia	14	156	170	13	57	70	348	378	726
Virginia	539	646	1,185	68	74	142	128	310	438
West Virginia	739	752	1,491	41	59	100	5	5	10
North Carolina	415	1,087	1,502	102	194	296	131	147	278
South Carolina	0	344	344	0	0	0	51	78	129
Georgia	227	829	1,056	0	0	0	15	84	99
Florida	114	177	291	9	19	28	0	0	0
South Central Division:									
Kentucky	476	447	923	53	54	107	169	120	289
Tennessee	210	394	604	0	0	0	110	247	357
Alabama	472	786	1,258	86	104	190	246	244	490
Mississippi	585	540	1,125	36	31	67	----	----	----
Louisiana	119	442	561	0	0	0	173	78	251
Texas	417	532	949	0	0	0	0	0	0
Arkansas	109	67	176	40	26	66	0	0	0
Oklahoma	111	140	251	0	0	0	17	15	32
Indian Territory	----	----	----	----	----	----	----	----	----
North Central Division:									
Ohio	415	1,009	1,424	0	8	8	1,016	1,028	2,044
Indiana	436	743	1,179	3	7	10	80	91	171
Illinois	1,019	1,867	2,886	0	0	0	458	532	990
Michigan	982	1,891	2,873	1	0	1	962	1,111	2,073
Wisconsin	1,284	2,565	3,849	0	1	1	672	804	1,476
Minnesota	1,113	2,645	3,758	0	0	0	685	940	1,625
Iowa	1,088	2,100	3,188	0	0	0	289	275	564
Missouri	1,586	2,217	3,803	0	0	0	136	163	299
North Dakota	104	274	378	0	0	0	9	21	30
South Dakota	241	543	784	0	1	1	99	150	249
Nebraska	175	482	657	0	0	0	110	113	223
Kansas	506	1,109	1,615	5	5	10	80	107	187
Western Division:									
Montana	37	153	190	----	----	----	18	24	42
Wyoming	----	----	----	----	----	----	----	----	----
Colorado	135	361	496	----	----	----	86	87	173
New Mexico	38	60	98	----	----	----	8	12	20
Arizona	62	120	182	0	0	0	32	38	70
Utah	85	72	157	----	----	----	----	----	----
Nevada	----	----	----	----	----	----	----	----	----
Idaho	105	169	274	0	0	0	0	0	0
Washington	69	253	322	0	0	0	68	95	163
Oregon	427	578	1,005	0	0	0	207	234	441
California	484	1,957	2,441	0	0	0	370	454	824

TABLE 4.—*Summary of statistics of public normal schools in 1898–99.*

NUMBER OF NORMAL AND OTHER GRADUATES.

State or Territory.	Normal graduates.			Graduates in business courses.			Graduates in other courses.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	1,635	7,313	8,948	82	100	182	180	474	654
North Atlantic Division	754	3,899	4,653	5	15	20	34	241	275
South Atlantic Division	61	419	480	20	60	80	6	14	20
South Central Division	157	304	461	29	3	32	46	56	102
North Central Division	408	2,122	2,530	28	22	50	92	133	225
Western Division	255	569	824	0	0	0	2	30	32
North Atlantic Division:									
Maine	20	129	149	0	0	0	10	30	40
New Hampshire	1	20	21				1	0	1
Vermont	6	83	89	0	0	0			
Massachusetts	27	458	485	0	0	0	0	0	0
Rhode Island	0	91	91						
Connecticut	2	202	204						
New York	199	1,457	1,656	3	2	5	16	186	202
New Jersey	35	346	381	0	0	0	0	0	0
Pennyslvania	464	1,113	1,577	2	13	15	7	25	32
South Atlantic Division:									
Delaware	0	15	15	0	0	0	0	0	0
Maryland	2	86	88	0	0	0	0	0	0
District of Columbia	6	67	73	0	0	0	0	0	0
Virginia	12	53	65	3	0	3	4	0	4
West Virginia	13	21	34	17	15	32	2	4	6
North Carolina	6	50	56	0	25	25	0	0	0
South Carolina	0	54	54	0	9	9	0	6	6
Georgia	21	68	89	0	11	11	0	4	4
Florida	1	5	6						
South Central Division:									
Kentucky	41	34	75	26	2	28	31	15	46
Tennessee				0	0	0			
Alabama	36	92	128	2	1	3	15	41	56
Mississippi	6	8	14	1	0	1	0	0	0
Louisiana	13	87	100	0	0	0	0	0	0
Texas	49	69	118	0	0	0	0	0	0
Arkansas	9	6	15	0	0	0			
Oklahoma	3	8	11						
Indian Territory									
North Central Division:									
Ohio	6	247	253	10	6	16	15	20	35
Indiana	0	20	20						
Illinois	57	471	528						
Michigan	59	371	430	0	0	0	0	0	0
Wisconsin	130	380	510	0	0	0	2	15	17
Minnesota	25	242	267	0	0	0	1	0	1
Iowa	54	150	204	0	0	0	6	6	12
Missouri	28	129	157	18	16	34	68	92	160
North Dakota	14	32	46	0	0	0	0	0	0
South Dakota	8	18	26	0	0	0	0	0	0
Nebraska				0	0	0			
Kansas	27	62	89						
Western Division:									
Montana	0	3	3						
Wyoming									
Colorado	10	60	70						
New Mexico									
Arizona	6	26	32	0	0	0	0	0	0
Utah									
Nevada									
Idaho	9	20	29	0	0	0	0	0	0
Washington	5	25	30	0	0	0	2	28	30
Oregon	211	294	505	0	0	0	0	0	0
California	14	141	155				0	2	2

TABLE 5.—*Summary of statistics of public normal schools in 1898–99.*

INCOME FROM VARIOUS SOURCES.

State or Territory.	Number of schools reporting.	Appropriated by States, counties, or cities for support for 1898-99.	Number of schools reporting.	Received from tuition and other fees.	Number of schools reporting.	Received from productive funds.	Number of schools reporting.	Received from other sources and unclassified.	Number of schools reporting.	Total income for the year 1898-99.
United States	135	2,510,934	105	498,719	15	67,853	49	406,601	141	3,484,107
North Atlantic Division	47	1,010,913	35	317,120	3	745	15	112,901	47	1,441,679
South Atlantic Division	19	280,350	11	27,399	1	32,970	12	160,415	21	501,134
South Central Division	23	132,715	18	28,251	3	2,165	14	86,766	23	249,897
North Central Division	32	779,256	30	108,406	7	30,973	6	39,519	34	958,154
Western Division	14	307,700	11	17,543	1	1,000	2	7,000	16	333,243
North Atlantic Division:										
Maine	5	31,020	5	2,343	----	0	1	500	5	33,863
New Hampshire	1	13,000	1	1,000	----	----------	----	----------	1	14,000
Vermont	3	17,000	3	402	2	700	1	75	3	18,177
Massachusetts	7	196,668	2	3,165	1	45	----	----------	7	199,878
Rhode Island	1	55,000	----	----------	----	----------	----	----------	1	55,000
Connecticut	2	34,303	----	----------	----	----------	1	7,500	2	41,803
New York	14	513,507	11	23,221	----	----------	3	1,035	14	540,763
New Jersey	1	45,000	1	26,000	----	----------	----	----------	1	71,000
Pennsylvania	13	105,415	12	257,989	----	----------	9	103,791	13	467,195
South Atlantic Division:										
Delaware	----	----------	----	----------	----	----------	----	----------	----	----------
Maryland	1	20,000	1	7,375	----	0	----	0	1	27,375
District of Columbia	----	----------	----	----------	----	----------	----	----------	----	----------
Virginia	2	30,000	2	2,106	1	32,970	3	128,449	3	193,525
West Virginia	6	122,550	6	3,854	----	----------	2	11,451	7	137,855
North Carolina	5	32,800	1	10,464	----	----------	3	4,950	5	48,214
South Carolina	1	30,000	----	----------	----	----------	----	----------	1	30,000
Georgia	2	36,500	1	3,600	----	----------	2	3,500	2	43,600
Florida	2	8,500	----	----------	----	----------	2	12,065	2	20,565
South Central Division:										
Kentucky	4	4,325	4	2,865	1	1,255	2	3,780	4	12,225
Tennessee	1	20,000	1	8,000	1	800	1	39,100	1	67,900
Alabama	5	21,800	5	8,431	----	----------	5	34,941	5	65,172
Mississippi	7	6,890	4	1,299	----	----------	2	711	7	8,900
Louisiana	1	16,000	1	3,151	----	----------	1	2,000	1	21,151
Texas	3	42,700	2	4,200	1	110	2	3,234	3	50,244
Arkansas	1	5,000	1	305	----	----------	----	----------	1	5,305
Oklahoma	1	16,000	----	----------	----	----------	1	3,000	1	19,000
Indian Territory	----	----------	----	----------	----	----------	----	----------	----	----------
North Central Division:										
Ohio	1	4,000	1	1,000	----	----------	----	----------	1	5,000
Indiana	1	65,352	1	6,301	----	----------	----	----------	1	71,653
Illinois	2	96,000	2	9,321	----	0	2	37,135	3	142,456
Michigan	3	88,700	3	9,742	1	4,100	----	0	3	102,542
Wisconsin	6	198,717	7	21,168	1	9,500	1	700	7	230,085
Minnesota	5	125,000	4	11,847	----	----------	2	384	5	137,231
Iowa	4	55,887	3	17,400	----	----------	----	----------	4	73,287
Missouri	3	39,750	3	21,419	----	----------	----	----------	3	61,169
North Dakota	2	23,400	2	2,450	1	476	----	----------	2	26,326
South Dakota	3	28,500	3	4,608	2	897	1	1,300	3	35,305
Nebraska	1	25,000	----	----------	1	2,000	----	----------	1	27,000
Kansas	1	28,950	1	3,150	1	14,000	----	----------	1	46,100
Western Division:										
Montana	1	15,000	1	900	----	----------	----	----------	1	15,900
Wyoming	----	----------	----	----------	----	----------	----	----------	----	----------
Colorado	1	35,000	1	2,000	----	----------	----	----------	1	37,000
New Mexico	----	----------	1	560	----	----------	1	6,500	1	7,060
Arizona	----	----------	----	----------	----	----------	----	----------	----	----------
Utah	1	7,500	1	800	----	----------	----	----------	1	8,300
Nevada	----	----------	----	----------	----	----------	----	----------	----	----------
Idaho	2	14,000	----	0	----	0	----	0	2	14,000
Washington	2	29,200	1	1,000	----	----------	----	----------	2	30,200
Oregon	3	20,500	4	10,200	1	1,000	1	500	4	32,200
California	4	186,500	2	2,083	----	----------	----	----------	4	188,583

TABLE 6.—*Summary of statistics of public normal schools in 1898–99.*

VALUE OF BUILDINGS AND OTHER PROPERTY.

State or Territory.	Schools reporting libraries.	Volumes in libraries.	Estimated value of libraries.	Number of schools reporting.	Value of buildings, grounds, apparatus, etc.	Number of schools reporting.	Value of benefactions received, 1898-99.	Number of schools reporting.	Total money value of endowment.	Number of schools reporting.	Amount received from State, county, or city for buildings and improvements.
United States	148	591,723	$649,293	142	$20,836,010	5	$141,273	10	$1,886,529	42	$560,896
N. Atlantic Division	52	221,826	244,140	48	11,725,378	1	3,000	2	85,000	14	113,659
S. Atlantic Division	23	57,292	52,679	20	2,147,869	1	136,416	1	1,474,794	7	58,775
S. Central Division	22	44,548	55,300	23	655,241	2	1,657	2	13,735	5	5,275
N. Central Division	37	231,601	269,204	35	5,089,847	....	0	4	305,000	7	133,375
Western Division	14	56,461	47,970	16	1,217,675	1	200	1	8,000	9	249,812
N. Atlantic Division:											
Maine	5	8,112	11,700	4	220,500	....	.....	....	.....	2	740
New Hampshire	1	2,500	2,500	1	120,000	....	.....	....	.....	1	8,000
Vermont	2	5,500	4,500	2	33,150	....	.....	1	10,000	....	.....
Massachusetts	10	38,049	38,387	8	2,100,500	1	3,000	....	0	3	53,300
Rhode Island	1	750	700	1	750,000	....	.....	....	.....	....	.....
Connecticut	4	29,513	28,800	2	231,500	....	.....	....	.....	....	.....
New York	13	67,005	82,950	14	3,738,026	....	.....	....	.....	4	18,782
New Jersey	2	3,800	5,250	2	457,500	....	.....	....	.....	1	4,000
Pennsylvania	14	66,597	69,353	14	4,074,202	....	.....	1	75,000	3	23,887
S. Atlantic Division:											
Delaware	....	.....	.....	....	.....	....	.....	....	.....	....	.....
Maryland	1	2,530	3,040	1	150,000	....	0	....	0	....	0
Dist. Columbia	2	1,251	875	....	.....	....	.....	....	.....	....	.....
Virginia	3	13,903	6,900	3	944,000	1	136,416	1	1,474,794	....	.....
West Virginia	7	9,600	12,650	7	454,200	....	.....	....	.....	5	53,319
North Carolina	5	3,268	2,287	4	105,100	....	.....	....	.....	1	5,000
South Carolina	1	3,900	4,027	1	255,969	....	.....	....	.....	....	.....
Georgia	2	2,000	2,000	2	202,000	....	.....	....	.....	1	456
Florida	2	840	900	2	36,600	....	.....	....	.....	....	.....
S. Central Division:											
Kentucky	5	2,410	2,000	4	47,465	....	.....	1	7,735	1	800
Tennessee	1	12,000	12,000	1	150,000	....	.....	1	6,000	....	.....
Alabama	4	5,660	4,950	5	132,826	1	1,600	....	.....	1	1,800
Mississippi	5	3,810	7,000	7	20,450	1	57	....	.....	1	75
Louisiana	2	3,578	4,000	1	74,000	....	.....	....	.....	....	.....
Texas	3	12,350	20,550	3	105,500	....	.....	....	.....	1	2,000
Arkansas	1	3,800	3,800	1	75,000	....	.....	....	.....	1	600
Oklahoma	1	1,000	1,000	1	50,000	....	.....	....	.....	....	.....
Ind. Territory	....	.....	.....	....	.....	....	.....	....	.....	....	.....
N. Central Division:											
Ohio	5	1,550	1,350	1	30,000	....	.....	3	35,000	....	.....
Indiana	1	25,000	40,000	1	345,000	....	.....	....	.....	....	.....
Illinois	3	39,000	49,000	3	1,105,000	....	0	....	0	2	90,375
Michigan	3	23,015	31,900	3	387,521	....	0	....	0	....	0
Wisconsin	7	56,445	53,289	7	762,426	....	.....	....	.....	....	.....
Minnesota	5	18,729	19,690	5	746,100	....	0	....	0	1	10,000
Iowa	2	10,111	15,075	4	233,800	....	0	....	0	....	.....
Missouri	4	11,500	8,900	4	880,000	....	.....	....	.....	1	1,000
North Dakota	2	3,600	1,500	2	70,600	....	0	....	0	1	2,000
South Dakota	3	15,651	8,500	3	130,000	....	.....	....	.....	1	25,000
Nebraska	1	13,000	25,000	1	200,000	....	0	....	0	1	5,000
Kansas	1	14,000	15,000	1	200,000	....	.....	1	270,000	....	.....
Western Division:											
Montana	1	3,000	3,500	1	60,000	....	.....	....	.....	....	.....
Wyoming	....	.....	.....	....	.....	....	.....	....	.....	....	.....
Colorado	1	12,000	18,000	1	175,000	....	.....	....	.....	....	.....
New Mexico	1	15,000	1,000	1	40,000	....	.....	....	.....	1	5,000
Arizona	....	.....	.....	....	.....	....	.....	....	.....	....	.....
Utah	1	800	1,200	1	35,000	....	.....	....	.....	1	23,000
Nevada	....	.....	.....	....	.....	....	.....	....	.....	....	.....
Idaho	2	725	750	2	55,000	....	.....	....	.....	....	.....
Washington	1	3,000	2,500	2	120,000	....	.....	....	.....	1	6,500
Oregon	3	680	770	4	80,000	....	0	....	0	4	17,500
California	4	21,256	20,250	4	652,675	1	200	1	8,000	2	197,812

TABLE 7.—*Review of public normal school statistics, 1893–1899.*

APPROPRIATIONS FROM STATE, COUNTY, OR CITY FOR SUPPORT.

State or Territory.	1893–94.	1894–95.	1895–96.	1896–97.	1897–98.	1898–99.
United States	$1,996,271	$1,917,375	$2,187,875	$2,426,185	$2,566,132	$2,510,934
North Atlantic Division	907,010	773,065	887,590	1,005,972	1,035,502	1,010,913
South Atlantic Division	121,460	141,017	146,592	257,836	220,328	280,350
South Central Division	119,949	113,460	106,043	75,940	131,165	132,715
North Central Division	651,824	668,063	769,900	852,787	881,437	779,256
Western Division	196,028	221,800	277,750	233,650	297,700	307,700
North Atlantic Division:						
Maine	26,450	25,600	27,350	26,900	26,900	31,020
New Hampshire	12,000	12,000	10,000	13,000	13,000	13,000
Vermont	13,039	7,264	13,032	12,426	15,000	17,000
Massachusetts	122,164	78,397	138,294	168,207	175,878	196,668
Rhode Island	16,000	18,000	----------	20,000	25,000	55,000
Connecticut	79,656	72,000	39,000	42,695	16,000	34,303
New York	397,523	560,111	444,954	484,801	517,105	513,507
New Jersey	34,083	40,570	40,570	44,943	55,661	45,000
Pennsylvania	206,095	159,093	174,390	193,000	190,958	105,415
South Atlantic Division:						
Delaware	----------	9,100	9,042	----------	----------	----------
Maryland	10,500	10,500	10,500	12,500	12,875	20,000
District of Columbia	----------	----------	----------	----------	----------	----------
Virginia	27,950	30,200	31,000	38,333	47,996	30,000
West Virginia	18,718	28,267	35,100	42,200	36,400	122,550
North Carolina	29,235	19,800	20,750	41,316	37,657	32,800
South Carolina	7,250	5,250	----------	62,229	30,000	30,000
Georgia	23,207	32,900	32,900	45,400	45,400	36,500
Florida	3,600	5,000	7,300	15,858	19,000	8,500
South Central Division:						
Kentucky	23,588	9,200	10,350	5,775	3,375	4,325
Tennessee	1,500	15,000	20,225	----------	20,000	20,000
Alabama	23,411	18,525	22,418	29,450	22,445	21,800
Mississippi	3,950	8,425	6,350	6,615	6,820	6,890
Louisiana	12,500	13,750	13,750	15,000	15,000	16,000
Texas	35,000	40,500	28,000	1,600	42,500	42,700
Arkansas	12,500	8,060	4,950	5,500	5,625	5,000
Oklahoma	7,500	----------	----------	12,000	16,000	16,000
Indian Territory	----------	----------	----------	----------	----------	----------
North Central Division:						
Ohio	800	5,000	1,800	3,500	8,000	4,000
Indiana	42,700	40,000	65,827	60,720	60,750	65,352
Illinois	96,104	56,500	123,610	64,000	127,777	96,000
Michigan	62,298	58,450	61,400	63,850	95,650	88,700
Wisconsin	120,911	155,271	165,086	288,540	259,396	198,717
Minnesota	82,000	88,000	91,500	95,000	128,000	125,000
Iowa	27,875	38,525	39,075	42,625	51,737	55,887
Missouri	142,561	142,317	142,352	143,552	49,950	39,750
North Dakota	20,000	22,000	19,000	20,000	20,227	23,400
South Dakota	26,250	26,000	12,500	26,000	27,000	28,500
Nebraska	21,200	30,000	19,500	25,000	24,750	25,000
Kansas	9,125	6,000	23,250	20,000	28,000	28,950
Western Division:						
Montana	----------	----------	----------	----------	7,700	15,000
Wyoming	----------	----------	----------	----------	----------	----------
Colorado	35,000	35,000	35,000	35,000	35,000	35,000
New Mexico	3,500	0	7,000	6,000	6,500	----------
Arizona	7,200	0	6,000	8,000	11,500	----------
Utah	----------	----------	----------	----------	58,500	7,500
Nevada	----------	----------	----------	----------	----------	----------
Idaho	----------	7,000	50,500	17,000	14,000	14,000
Washington	37,500	39,000	42,000	26,500	12,500	29,200
Oregon	18,528	23,200	16,000	15,650	9,700	20,500
California	94,300	117,000	121,250	125,500	142,300	186,500

TABLE 8.—*Review of public normal school statistics, 1893–1899.*

PUBLIC APPROPRIATIONS FOR BUILDINGS AND IMPROVEMENTS.

State or Territory.	1893-94.	1894-95.	1895-96.	1896-97.	1897-98.	1898-99.
United States	$1,583,399	$1,003,933	$1,124,834	$743,333	$417,866	$560,896
North Atlantic Division	856,670	449,959	564,118	146,044	131,217	113,659
South Atlantic Division	49,580	100,309	83,168	263,045	57,435	58,775
South Central Division	23,350	11,200	9,798	15,250	4,310	5,275
North Central Division	374,799	320,165	288,256	203,669	97,504	133,375
Western Division	279,000	122,300	179,500	115,325	127,400	249,812
North Atlantic Division:						
Maine	12,500	39,000	17,000	68,000	41,000	740
New Hampshire	.....	.....	.....	715	715	8,000
Vermont	10,300	.....	0	0	0	.....
Massachusetts	276,200	.....	125,000	10,000	0	53,300
Rhode Island	0	0	250,000	0	0	.....
Connecticut	125,000	240,000	20,000	0	.....	.....
New York	97,793	60,142	140,869	16,895	55,587	18,732
New Jersey	10,000	10,693	1,249	330	4,515	4,000
Pennsylvania	324,877	100,124	10,000	50,104	29,400	28,887
South Atlantic Division:						
Delaware	.....	.....	5,912	.....	.....	.....
Maryland	.....	43,776	1,631	0	2,760	0
District of Columbia	.....	0	.....	.....	.....	.....
Virginia	5,050	.....	5,125	166,405	2,500	.....
West Virginia	20,000	42,000	55,000	61,400	45,450	53,319
North Carolina	4,630	5,033	.....	190	.....	5,000
South Carolina	.....	.....	.....	50	1,725	.....
Georgia	2,500	1,000	7,000	35,000	.....	456
Florida	7,400	8,500	8,500	0	5,000	.....
South Central Division:						
Kentucky	2,500	.....	.....	2,700	800	800
Tennessee	.....	.....	0	.....	.....	.....
Alabama	1,300	500	3,002	50	1,000	1,800
Mississippi	0	.....	0	20	110	75
Louisiana	1,250	7,500	.....	12,480	.....	.....
Texas	3,000	3,000	2,500	0	2,000	2,000
Arkansas	300	200	1,296	0	400	600
Oklahoma	15,000	.....	3,000	0	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....
North Central Division:						
Ohio	0	.....	1,000	3,000	2,300	.....
Indiana	40,000	20,000	0	10,000	50	.....
Illinois	0	40,000	47,000	56,000	.....	90,375
Michigan	20,000	20,000	.....	25,000	17,500	0
Wisconsin	20,000	12,736	155,800	55,889	39,354	.....
Minnesota	116,000	54,500	11,750	12,500	15,000	10,000
Iowa	3,000	36,000	30,000	3,000	.....	.....
Missouri	104,479	131,929	35,400	6,280	3,000	1,000
North Dakota	18,220	.....	.....	0	300	2,000
South Dakota	3,100	0	.....	0	.....	25,000
Nebraska	0	5,000	3,000	20,000	20,000	5,000
Kansas	50,000	.....	4,300	12,000	.....	.....
Western Division:						
Montana	.....	.....	.....	.....	50,000	.....
Wyoming	.....	.....	.....	.....	.....	.....
Colorado	35,000	10,000	20,000	0	0	.....
New Mexico	12,000	.....	10,000	10,000	.....	5,000
Arizona	8,000	1,300	11,500	35,000	16,000	.....
Utah	.....	.....	.....	.....	58,500	23,000
Nevada	.....	.....	.....	.....	.....	.....
Idaho	.....	25,000	70,000	1,000	50	.....
Washington	135,000	6,000	60,000	62,825	2,850	6,500
Oregon	11,000	.....	3,000	4,000	.....	17,500
California	78,000	80,000	5,000	2,500	0	197,812

TABLE 9.—*Summary of statistics of private normal schools in 1898–99.*

SCHOOLS AND INSTRUCTORS.

State or Territory.	Schools.	Teachers for normal students.			Teachers wholly for other departments.			Total number teachers employed.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	165	633	403	1,036	354	333	687	987	736	1,723
North Atlantic Division	10	56	52	108	23	23	46	79	75	154
South Atlantic Division	33	57	78	135	36	102	138	93	180	273
South Central Division	46	136	101	237	89	114	203	225	215	440
North Central Division	72	356	159	515	185	91	276	541	250	791
Western Division	4	28	13	41	21	3	24	49	16	65
North Atlantic Division:										
Maine	2	1	5	6	.....	.....	.....	1	5	6
New Hampshire	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	3	4	21	25	1	1	2	5	22	27
Rhode Island	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New York	1	27	21	48	3	15	18	30	36	66
New Jersey	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	4	24	5	29	19	7	26	43	12	55
South Atlantic Division:										
Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	3	9	2	11	.....	.....	.....	9	2	11
District of Columbia	2	0	8	8	0	12	12	0	20	20
Virginia	7	14	15	29	18	13	31	32	28	60
West Virginia	2	6	5	11	0	2	2	6	7	13
North Carolina	7	10	21	31	4	22	26	14	43	57
South Carolina	5	6	10	16	10	26	36	16	36	52
Georgia	4	6	12	18	2	21	23	8	33	41
Florida	3	6	5	11	2	6	8	8	11	19
South Central Division:										
Kentucky	8	22	18	40	2	8	10	24	26	50
Tennessee	13	41	20	61	36	40	76	77	60	137
Alabama	2	16	22	38	39	15	54	55	37	92
Mississippi	11	23	16	39	6	24	30	29	40	69
Louisiana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Texas	6	17	14	31	5	18	23	22	32	54
Arkansas	6	17	11	28	1	9	10	18	20	38
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:										
Ohio	11	71	20	91	14	7	21	85	27	112
Indiana	10	70	40	110	50	16	66	120	56	176
Illinois	8	40	20	60	24	8	32	64	28	92
Michigan	3	4	5	9	1	5	6	5	10	15
Wisconsin	2	14	1	15	0	7	7	14	8	22
Minnesota	2	7	0	7	3	1	4	10	1	11
Iowa	18	75	33	108	36	24	60	111	57	168
Missouri	5	19	8	27	4	4	8	23	12	35
North Dakota	1	2	0	2	4	1	5	6	1	7
South Dakota	1	2	1	3	2	1	3	4	2	6
Nebraska	4	17	10	27	23	8	31	40	18	58
Kansas	7	35	21	56	24	9	33	59	30	89
Western Division:										
Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	1	4	4	8	0	1	1	4	5	9
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	2	23	8	31	21	2	23	44	10	54
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oregon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
California	1	1	1	2	.....	.....	.....	1	1	2

TABLE 10.—*Summary of statistics of private normal schools in 1898–99.*

STUDENTS AND COURSES OF STUDY.

State or Territory.	Students in normal department.			Students in business courses.			Other students in secondary grades.			Pupils in elementary grades.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	11,829	11,743	23,572	4,059	1,690	5,749	4,380	3,811	8,191	6,409	6,915	13,324
North Atlantic Division	445	1,790	2,235	125	84	209	285	275	560	238	295	533
South Atlantic Division	581	1,000	1,581	57	29	86	270	479	749	1,235	2,116	3,351
South Central Division	2,356	1,799	4,155	317	140	457	619	525	1,144	2,513	2,749	5,262
North Central Division	8,159	6,687	14,826	3,212	1,317	4,529	3,126	2,442	5,568	2,179	1,620	3,799
Western Division	308	467	775	348	120	468	80	90	170	244	135	379
North Atlantic Division:												
Maine	18	22	40	0	0	0	83	82	165	35	42	77
New Hampshire	----	----	----	----	----	----	----	----	----	----	----	----
Vermont	----	----	----	----	----	----	----	----	----	----	----	----
Massachusetts	0	159	159	----	----	----	----	----	----	0	40	40
Rhode Island	----	----	----	----	----	----	----	----	----	----	----	----
Connecticut	----	----	----	----	----	----	----	----	----	----	----	----
New York	102	1,290	1,392	0	0	0	88	92	180	153	146	299
New Jersey	----	----	----	----	----	----	----	----	----	----	----	----
Pennsylvania	325	319	644	125	84	209	114	101	215	50	67	117
South Atlantic Division:												
Delaware	----	----	----	----	----	----	----	----	----	----	----	----
Maryland	36	43	79	3	0	3	0	0	0	19	4	23
District of Columbia	0	43	43	0	0	0	0	0	0	20	22	42
Virginia	124	213	337	22	11	33	154	152	306	107	158	265
West Virginia	109	146	255	4	1	5	31	18	49	9	8	17
North Carolina	118	248	366	0	9	9	0	143	143	348	579	927
South Carolina	41	58	99	0	0	0	34	102	136	424	604	1,028
Georgia	84	193	277	6	3	9	8	6	14	229	640	869
Florida	69	56	125	22	5	27	43	58	101	79	101	180
South Central Division:												
Kentucky	471	260	731	120	59	179	96	116	212	302	331	633
Tennessee	617	585	1,202	101	59	160	354	245	599	810	1,030	1,840
Alabama	349	213	562	6	5	11	7	41	48	489	205	694
Mississippi	306	260	566	20	6	26	75	49	124	626	697	1,323
Louisiana	----	----	----	----	----	----	----	----	----	----	----	----
Texas	365	266	631	38	2	40	20	21	41	60	240	300
Arkansas	248	215	463	32	9	41	67	53	120	226	246	472
Oklahoma	----	----	----	----	----	----	----	----	----	----	----	----
Indian Territory	----	----	----	----	----	----	----	----	----	----	----	----
North Central Division:												
Ohio	2,795	1,309	4,104	404	114	518	1,190	529	1,719	141	40	181
Indiana	2,162	1,608	3,770	1,151	361	1,512	929	619	1,548	499	348	847
Illinois	549	744	1,293	230	98	328	154	211	365	541	335	876
Michigan	210	314	524	148	100	248	38	36	74	4	0	4
Wisconsin	52	27	79	30	0	30	----	----	----	66	64	130
Minnesota	34	21	55	29	4	33	0	0	0	62	32	94
Iowa	1,276	1,291	2,567	477	250	727	307	354	661	361	355	716
Missouri	61	84	145	41	12	53	257	220	477	85	115	200
North Dakota	25	10	35	75	10	85	9	3	12	75	25	100
South Dakota	31	27	58	----	----	----	----	----	----	53	29	82
Nebraska	669	923	1,592	366	234	600	60	292	352	112	101	213
Kansas	275	329	604	261	134	395	182	178	360	180	176	356
Western Division:												
Montana	----	----	----	----	----	----	----	----	----	----	----	----
Wyoming	----	----	----	----	----	----	----	----	----	----	----	----
Colorado	64	182	246	11	31	42	5	33	38	11	18	29
New Mexico	----	----	----	----	----	----	----	----	----	----	----	----
Arizona	----	----	----	----	----	----	----	----	----	----	----	----
Utah	244	263	507	335	87	422	75	57	132	233	117	350
Nevada	----	----	----	----	----	----	----	----	----	----	----	----
Idaho	----	----	----	----	----	----	----	----	----	----	----	----
Washington	----	----	----	----	----	----	----	----	----	----	----	----
Oregon	----	----	----	----	----	----	----	----	----	----	----	----
California	0	22	22	2	2	4	0	0	0	0	0	0

TABLE 11.—*Summary of statistics of private normal schools in 1898–99.*

TOTAL ENROLLMENT OF STUDENTS, ETC.

State or Territory.	Total enrollment in all departments.			Colored students included in normal department.			Number of children in model school.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	26,677	24,159	50,836	953	1,187	2,140	1,474	1,657	3,131
North Atlantic Division	1,093	2,444	3,537	2	1	3	241	238	479
South Atlantic Division	2,143	3,624	5,767	302	579	881	143	243	386
South Central Division	5,805	5,213	11,018	633	598	1,231	385	532	917
North Central Division	16,656	12,056	28,722	16	8	24	472	527	999
Western Division	980	812	1,792	0	1	1	233	117	350
North Atlantic Division:									
Maine	136	146	282						
New Hampshire									
Vermont									
Massachusetts	0	199	199						
Rhode Island									
Connecticut									
New York	343	1,528	1,871	2	1	3	241	238	479
New Jersey									
Pennsylvania	614	571	1,185	0	0	0	0	0	0
South Atlantic Division:									
Delaware									
Maryland	58	47	105	10	34	44			
District of Columbia	20	65	85	0	22	22	59	110	169
Virginia	407	534	941	8	72	80	5	7	12
West Virginia	153	173	326	58	82	140			
North Carolina	466	979	1,445	120	226	346	18	43	61
South Carolina	499	764	1,263	41	58	99	61	83	144
Georgia	327	842	1,169	55	76	131	0	0	0
Florida	213	220	433	10	9	19	0	0	0
South Central Division:									
Kentucky	989	766	1,755	70	120	190	37	66	103
Tennessee	1,882	1,919	3,801	142	158	300	176	249	425
Alabama	851	464	1,315	349	213	562	58	105	163
Mississippi	1,027	1,012	2,039	17	21	38	12	8	20
Louisiana									
Texas	483	529	1,012	20	42	62	10	30	40
Arkansas	573	523	1,096	35	44	79	92	74	166
Oklahoma									
Indian Territory									
North Central Division:									
Ohio	4,530	1,992	6,522	3	1	4	45	65	110
Indiana	4,741	2,936	7,677	2	3	5	75	29	104
Illinois	1,474	1,388	2,862	8	2	10	53	87	140
Michigan	400	450	850	0	0	0	23	34	57
Wisconsin	148	91	239	0	0	0	66	64	130
Minnesota	125	57	182	0	0	0	78	80	158
Iowa	2,421	2,250	4,671	1	0	1	41	66	107
Missouri	444	431	875	0	0	0	0	0	0
North Dakota	184	48	232						
South Dakota	84	56	140	0	0	0			
Nebraska	1,207	1,550	2,757	1	1	2	91	102	193
Kansas	898	817	1,715	1	1	2	0	0	0
Western Division:									
Montana									
Wyoming									
Colorado	91	264	355	0	1	1			
New Mexico									
Arizona									
Utah	887	524	1,411	0	0	0	233	117	350
Nevada									
Idaho									
Washington									
Oregon									
California	2	24	26	0	0	0	0	0	0

TABLE 12.—*Summary of statistics of private normal schools in 1898–99.*

NUMBER OF NORMAL AND OTHER GRADUATES.

State or Territory.	Normal graduates.			Graduates in business courses.			Graduates in other courses.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	1,129	1,098	2,227	1,147	482	1,629	795	455	1,250
North Atlantic Division	49	127	176	87	63	150	30	33	63
South Atlantic Division	70	193	263	2	5	7	7	10	17
South Central Division	156	117	273	108	59	167	120	76	196
North Central Division	850	645	1,495	934	343	1,277	623	310	933
Western Division	4	16	20	16	12	28	15	26	41
North Atlantic Division:									
Maine	3	6	9						
New Hampshire									
Vermont									
Massachusetts	0	70	70						
Rhode Island									
Connecticut									
New York	22	32	54	0	0	0	7	12	19
New Jersey									
Pennsylvania	24	19	43	87	63	150	23	21	44
South Atlantic Division:									
Delaware									
Maryland	14	3	17						
District of Columbia	0	29	29	0	0	0	0	0	0
Virginia	11	28	39	2	0	2	5	4	9
West Virginia	3	4	7	0	0	0			
North Carolina	20	35	55	0	5	5	0	5	5
South Carolina	7	30	37	0	0	0	2	1	3
Georgia	4	55	59	0	0	0	0	0	0
Florida	11	9	20	0	0	0	0	0	0
South Central Division:									
Kentucky	20	13	33	65	49	114	0	0	0
Tennessee	40	35	75	16	4	20	70	41	111
Alabama	5	3	8	0	0	0	29	26	55
Mississippi	51	43	94	4	0	4	9	2	11
Louisiana									
Texas	12	11	23	16	1	17			
Arkansas	28	12	40	7	5	12	12	7	19
Oklahoma									
Indian Territory									
North Central Division:									
Ohio	158	82	240	122	35	157	253	64	317
Indiana	335	240	575	475	145	620	267	121	388
Illinois	86	61	147	24	12	36	9	5	14
Michigan	17	22	39	12	5	17	11	19	30
Wisconsin	17	10	27	0	0	0	0	0	0
Minnesota	14	5	19	0	0	0	0	0	0
Iowa	75	60	135	96	57	153	32	41	73
Missouri	1	1	2	0	0	0	0	0	0
North Dakota				8	3	11			
South Dakota	5	12	17	0	0	0	0	0	0
Nebraska	95	100	195	143	59	202	20	31	51
Kansas	47	52	99	54	27	81	31	29	60
Western Division:									
Montana									
Wyoming									
Colorado	0	5	5	1	0	1	0	16	16
New Mexico									
Arizona									
Utah	4	1	5	13	10	23	15	10	25
Nevada									
Idaho									
Washington									
Oregon									
California	0	10	10	2	2	4	0	0	0

TABLE 13.—*Summary of statistics of private normal schools in 1898–99.*

INCOME FROM VARIOUS SOURCES.

State or Territory.	Number of schools reporting.	Appropriated by States, counties, or cities for support for, 1898–99.	Number of schools reporting.	Received from tuition and other fees.	Number of schools reporting.	Received from productive funds.	Number of schools reporting.	Received from other sources, and unclassified.	Number of schools reporting.	Total income for the year 1898–99.
United States	28	$24,823	105	$590,402	14	$47,997	40	$258,251	118	$921,473
North Atlantic Division	3	2,150	6	126,573	2	630	2	15,371	7	144,724
South Atlantic Division	7	4,991	22	26,858	4	2,843	15	41,441	26	76,133
South Central Division	14	10,982	34	80,687	4	6,561	9	133,426	38	231,656
North Central Division	4	6,700	40	336,705	4	37,963	12	48,013	44	429,381
Western Division	----	----------	3	19,579	----	----------	2	20,000	3	39,579
North Atlantic Division:										
Maine	2	1,950	2	375	1	100	----	----------	2	2,425
New Hampshire	----	----------	----	----------	----	----------	----	----------	----	----------
Vermont	----	----------	----	----------	----	----------	----	----------	----	----------
Massachusetts	----	----------	----	----------	----	----------	1	13,359	1	13,359
Rhode Island	----	----------	----	----------	----	----------	----	----------	----	----------
Connecticut	----	----------	----	----------	----	----------	----	----------	----	----------
New York	1	200	1	95,475	1	530	1	2,012	1	98,217
New Jersey	----	----------	----	----------	----	----------	----	----------	----	----------
Pennsylvania	----	----------	3	30,723	----	----------	----	----------	3	30,723
South Atlantic Division:										
Delaware	----	----------	----	----------	----	----------	----	----------	----	----------
Maryland	1	2,000	1	500	1	250	----	----------	2	2,750
District of Columbia	----	0	1	750	----	0	1	250	1	1,000
Virginia	----	----------	6	11,679	----	----------	3	13,930	6	25,609
West Virginia	1	1,000	2	2,521	1	1,856	1	1,268	2	6,645
North Carolina	2	241	2	1,225	----	----------	3	4,032	4	5,498
South Carolina	1	150	5	3,737	1	587	3	9,200	5	13,674
Georgia	----	----------	3	3,586	1	150	3	9,361	3	13,097
Florida	2	1,600	2	2,860	----	----------	1	3,400	3	7,860
South Central Division:										
Kentucky	----	----------	6	7,160	1	240	2	617	6	8,017
Tennessee	5	3,062	8	25,759	----	----------	4	26,694	9	55,515
Alabama	1	4,500	1	388	1	1,921	1	98,390	2	105,199
Mississippi	5	1,970	9	17,855	----	----------	----	----------	10	19,825
Louisiana	----	----------	----	----------	----	----------	----	----------	----	----------
Texas	----	----------	4	13,500	1	2,400	1	6,000	5	21,900
Arkansas	3	1,450	6	16,025	1	2,000	2	1,725	6	21,200
Oklahoma	----	----------	----	----------	----	----------	----	----------	----	----------
Indian Territory	----	----------	----	----------	----	----------	----	----------	----	----------
North Central Division:										
Ohio	2	3,200	6	69,810	----	----------	2	4,100	7	77,110
Indiana	----	----------	5	126,385	1	21,384	1	500	5	148,269
Illinois	----	----------	4	22,900	----	----------	1	650	4	23,550
Michigan	----	0	2	11,884	----	----------	1	500	3	12,384
Wisconsin	----	----------	----	----------	1	6,279	1	30,363	1	36,642
Minnesota	----	0	1	1,400	----	0	2	6,000	2	7,400
Iowa	----	0	9	34,645	1	10,000	2	700	9	45,345
Missouri	----	----------	3	16,220	----	----------	1	5,000	3	21,220
North Dakota	----	0	1	5,000	----	0	----	----------	1	5,000
South Dakota	1	3,000	1	1,500	----	0	----	0	1	4,500
Nebraska	----	----------	1	12,840	----	----------	----	----------	1	12,840
Kansas	1	500	7	34,121	1	300	1	200	7	35,121
Western Division:										
Montana	----	----------	----	----------	----	----------	----	----------	----	----------
Wyoming	----	----------	----	----------	----	----------	----	----------	----	----------
Colorado	----	----------	----	----------	----	----------	----	----------	----	----------
New Mexico	----	----------	----	----------	----	----------	----	----------	----	----------
Arizona	----	----------	----	----------	----	----------	----	----------	----	----------
Utah	----	----------	2	18,500	----	----------	2	20,000	2	38,500
Nevada	----	----------	----	----------	----	----------	----	----------	----	----------
Idaho	----	----------	----	----------	----	----------	----	----------	----	----------
Washington	----	----------	----	----------	----	----------	----	----------	----	----------
Oregon	----	----------	----	----------	----	----------	----	----------	----	----------
California	----	0	1	1,079	----	0	----	0	1	1,079

TABLE 14.—*Summary of statistics of private normal schools in 1898–99.*

VALUE OF BUILDINGS AND OTHER PROPERTY.

State or Territory.	Schools reporting libraries.	Volumes in libraries.	Estimated value of libraries.	Number of schools reporting.	Value of buildings, grounds, apparatus, etc.	Number of schools reporting.	Value of benefactions received, 1898–99.	Number of schools reporting.	Total money value of endowment.
United States	123	206,893	$131,573	133	$5,831,785	24	$423,755	23	$2,508,744
North Atlantic Division	8	34,037	24,021	7	1,527,300	2	270,607	1	1,353,160
South Atlantic Division	27	26,961	23,815	28	584,662	7	2,414	8	404,000
South Central Division	36	43,881	41,650	42	1,083,223	5	103,966	7	312,255
North Central Division	54	91,314	103,087	57	2,471,600	9	45,068	11	420,584
Western Division	3	7,700	9,000	4	165,000	1	1,700	1	18,745
North Atlantic Division:									
Maine	2	211	271	2	7,800	----	----------	----	----------
New Hampshire	----	----------	----------	----	----------	----	----------	----	----------
Vermont	----	----------	----------	----	----------	----	----------	----	----------
Massachusetts	2	4,000	3,200	1	70,000	----	----------	----	----------
Rhode Island	----	----------	----------	----	----------	----	----------	----	----------
Connecticut	----	----------	----------	----	----------	----	----------	----	----------
New York	1	11,776	13,500	1	1,189,500	1	268,860	1	1,353,160
New Jersey	----	----------	----------	----	----------	----	----------	----	----------
Pennsylvania	3	18,050	7,050	3	260,000	1	1,747	----	----------
South Atlantic Division:									
Delaware	----	----------	----------	----	----------	----	----------	----	----------
Maryland	3	7,500	8,000	2	64,000	----	----------	----	----------
District of Columbia	1	75	250	----	----------	----	----------	----	----------
Virginia	5	1,607	765	7	142,800	----	----------	2	135,000
West Virginia	2	5,250	5,500	2	56,000	1	149	1	100,000
North Carolina	6	3,100	2,950	6	139,962	3	975	----	----------
South Carolina	4	2,300	2,850	5	78,000	2	1,130	2	81,000
Georgia	4	4,779	2,100	4	69,960	1	160	2	60,000
Florida	2	2,350	1,400	2	34,000	----	----------	1	28,000
South Central Division:									
Kentucky	5	2,250	1,830	6	34,294	1	900	2	12,000
Tennessee	11	13,745	17,475	11	375,300	1	4,800	1	100,000
Alabama	2	6,200	6,200	2	262,319	1	97,231	1	68,255
Mississippi	8	6,726	4,945	11	168,900	----	----------	1	2,000
Louisiana	----	----------	----------	----	----------	----	----------	----	----------
Texas	4	5,400	5,250	6	151,000	----	----------	1	34,000
Arkansas	6	6,460	5,950	6	91,500	2	1,035	1	96,000
Oklahoma	----	----------	----------	----	----------	----	----------	----	----------
Indian Territory	----	----------	----------	----	----------	----	----------	----	----------
North Central Division:									
Ohio	6	22,000	24,150	7	205,500	----	----------	1	50,000
Indiana	7	20,940	28,712	8	620,000	2	240	2	33,000
Illinois	7	6,524	6,400	6	477,000	----	----------	2	90,000
Michigan	3	2,950	3,500	3	24,500	----	----------	----	----------
Wisconsin	2	3,500	4,000	1	1,500	1	29,628	1	142,234
Minnesota	2	650	500	2	60,000	2	6,000	2	34,000
Iowa	13	17,650	15,975	13	462,900	----	----------	1	4,650
Missouri	2	800	1,500	5	61,200	----	----------	----	----------
North Dakota	1	1,000	500	----	----------	----	0	----	----------
South Dakota	1	600	1,300	1	25,000	----	0	----	0
Nebraska	3	7,200	4,250	4	327,000	----	----------	----	0
Kansas	7	10,500	12,300	7	207,000	4	9,200	2	66,700
Western Division:									
Montana	----	----------	----------	----	----------	----	----------	----	----------
Wyoming	----	----------	----------	----	----------	----	----------	----	----------
Colorado	1	500	1,000	1	2,000	----	----------	----	----------
New Mexico	----	----------	----------	----	----------	----	----------	----	----------
Arizona	----	----------	----------	----	----------	----	----------	----	----------
Utah	1	6,000	7,000	2	138,000	1	1,700	1	18,745
Nevada	----	----------	----------	----	----------	----	----------	----	----------
Idaho	----	----------	----------	----	----------	----	----------	----	----------
Washington	----	----------	----------	----	----------	----	----------	----	----------
Oregon	----	----------	----------	----	----------	----	----------	----	----------
California	1	1,200	1,000	1	25,000	----	0	----	----------

TABLE 15.—*Percentage of male and female students and percentage of graduates to total number in normal course in public and private normal schools in 1898–99.*

State or Territory.	In public normal schools.			In private normal schools.		
	Male.	Female.	Graduates.	Male.	Female.	Graduates.
United States	25.76	74.24	19.97	50.18	49.82	9.45
North Atlantic Division	23.95	76.05	26.27	19.91	80.19	7.87
South Atlantic Division	27.20	72.80	12.65	36.75	63.25	16.64
South Central Division	35.36	64.64	14.09	56.70	43.30	6.57
North Central Division	26.58	73.42	15.50	54.90	45.10	10.08
Western Division	20.85	79.15	22.25	39.74	60.26	2.58
North Atlantic Division:						
Maine	13.14	86.86	21.29	45.00	55.00	22.50
New Hampshire	1.94	98.06	20.39			
Vermont	13.79	86.21	34.10			
Massachusetts	3.94	96.06	34.13	0	100.00	44.03
Rhode Island	0	100.00	52.91			
Connecticut	.52	99.48	35.48			
New York	19.58	80.42	28.13	7.33	92.67	3.88
New Jersey	8.99	91.01	43.89			
Pennsylvania	36.53	63.47	20.41	50.47	49.53	6.68
South Atlantic Division:						
Delaware	0	100.00	60.00			
Maryland	3.20	96.80	21.67	45.57	54.43	21.52
District of Columbia	8.24	91.76	42.94	0	100.00	67.44
Virginia	22.08	77.92	21.10	36.82	63.18	11.57
West Virginia	53.61	46.39	3.36	42.75	57.25	2.75
North Carolina	16.30	83.70	6.91	32.24	67.76	15.03
South Carolina	0	100.00	30.51	41.41	58.59	37.37
Georgia	28.61	71.39	11.57	30.32	69.68	21.30
Florida	36.44	63.56	5.08	55.20	44.80	16.00
South Central Division:						
Kentucky	44.76	55.24	19.63	64.43	35.57	4.51
Tennessee	34.77	65.23		51.33	48.67	6.24
Alabama	35.49	64.51	15.67	62.10	37.90	1.42
Mississippi	51.09	48.91	7.61	54.06	45.94	16.61
Louisiana	14.83	85.17	22.47			
Texas	33.46	66.54	22.56	57.84	42.16	3.65
Arkansas	60.61	39.39	22.73	53.56	46.44	8.64
Oklahoma	44.22	55.78	4.88			
Indian Territory						
North Central Division:						
Ohio	2.04	97.96	43.10	68.10	31.90	5.85
Indiana	36.98	63.02	1.70	57.35	42.65	15.25
Illinois	26.24	73.76	29.86	42.45	57.55	11.37
Michigan	17.26	82.74	35.86	40.08	59.92	7.44
Wisconsin	28.51	71.49	18.68	65.82	34.18	34.18
Minnesota	20.47	79.53	12.51	61.82	38.18	34.55
Iowa	24.56	75.44	9.73	49.71	50.29	5.26
Missouri	39.31	60.69	9.81	42.07	57.93	1.38
North Dakota	27.51	72.49	12.17	71.43	28.57	
South Dakota	27.64	72.36	4.58	53.45	46.55	29.31
Nebraska	26.64	73.36		42.02	57.98	12.25
Kansas	29.83	70.17	6.23	45.53	54.47	16.39
Western Division:						
Montana	7.69	92.31	2.31			
Wyoming						
Colorado	15.17	84.83	21.67	26.16	73.84	2.03
New Mexico	28.57	71.43				
Arizona	34.07	65.93	17.58			
Utah	54.14	45.86		48.13	51.87	.99
Nevada						
Idaho	39.07	60.93	19.21			
Washington	21.43	78.57	9.32			
Oregon	38.15	61.85	90.02			
California	11.62	88.38	8.41	0	100.00	45.45

TABLE 16.—*Normal students in universities and colleges and public and private high schools in 1898–99.*

State or Territory.	In universities and colleges.				In public high schools.				In private high schools.				Grand total.
	Institutions.	Male.	Female.	Total.	Schools.	Male.	Female.	Total.	Schools.	Male.	Female.	Total.	
United States	235	4,138	5,363	9,501	544	2,633	6,297	8,930	378	2,955	3,931	6,886	25,317
North Atlantic Division	30	730	617	1,347	145	341	2,839	3,180	79	639	1,076	1,715	6,242
South Atlantic Division	33	533	670	1,203	58	245	526	771	67	396	549	945	2,919
South Central Division	48	501	745	1,246	139	1,028	1,151	2,179	113	1,075	1,035	2,110	5,535
North Central Division	97	1,802	2,070	3,872	194	1,010	1,727	2,737	95	736	1,066	1,802	8,411
Western Division	27	572	1,261	1,833	8	9	54	63	24	109	205	314	2,210
North Atlantic Division:													
Maine	1	0	8	8	8	14	83	97	4	22	101	123	228
New Hampshire	----	------	------	------	0	0	0	0	2	0	10	10	10
Vermont	----	------	------	------	17	22	121	143	8	23	49	72	215
Massachusetts	3	113	127	240	8	11	394	405	4	5	18	23	668
Rhode Island	1	40	12	52	1	1	2	3	1	0	3	3	58
Connecticut	----	------	------	------	1	0	36	36	3	2	7	9	45
New York	11	434	391	825	70	201	1,566	1,767	19	56	218	274	2,866
New Jersey	2	8	14	22	10	33	238	271	4	3	39	42	335
Pennsylvania	12	135	65	200	27	59	399	458	34	528	631	1,159	1,817
South Atlantic Division:													
Delaware	----	------	------	------	1	1	3	4	----	----	------	------	4
Maryland	1	3	41	44	2	5	68	73	5	8	15	23	140
District of Columbia	1	5	4	9	0	0	0	0	1	2	10	12	21
Virginia	4	156	45	201	11	71	177	248	12	42	88	130	579
West Virginia	1	15	10	25	3	10	12	22	2	12	43	55	102
North Carolina	6	134	261	395	0	0	0	0	23	170	152	322	717
South Carolina	5	80	56	136	8	8	63	71	6	78	127	205	412
Georgia	11	113	178	291	20	80	109	189	15	74	84	158	638
Florida	4	27	75	102	8	70	94	164	3	10	30	40	306
South Central Division:													
Kentucky	9	176	170	346	19	202	201	403	22	302	245	547	1,296
Tennessee	15	152	208	360	24	182	179	361	24	199	142	341	1,062
Alabama	2	4	9	13	9	56	84	140	12	68	80	148	301
Mississippi	7	31	168	199	29	176	223	399	21	159	248	407	1,005
Louisiana	2	8	29	37	3	11	10	21	6	50	63	113	171
Texas	11	117	143	260	39	273	323	596	21	228	201	429	1,285
Arkansas	2	13	18	31	15	124	127	251	6	65	56	121	403
Oklahoma	0	0	0	------	----	------	------	------	----	------	------	------	------
Indian Territory	----	------	------	------	1	4	4	8	1	4	0	4	12
North Central Division:													
Ohio	15	305	259	564	58	267	434	701	10	86	86	172	1,437
Indiana	6	147	87	234	16	28	49	77	8	179	137	316	627
Illinois	15	295	455	750	17	79	204	283	18	39	144	183	1,216
Michigan	5	45	66	111	20	52	163	215	4	74	119	193	519
Wisconsin	4	79	56	135	12	90	161	251	4	15	28	43	429
Minnesota	5	104	56	160	6	11	50	61	4	43	58	101	322
Iowa	12	291	360	651	18	56	161	217	12	69	132	201	1,069
Missouri	11	190	178	368	15	89	168	257	18	113	159	272	897
North Dakota	1	5	20	25	2	2	10	12	2	11	18	29	66
South Dakota	5	42	74	116	1	2	2	4	6	64	122	186	306
Nebraska	7	99	241	340	16	135	24	159	4	9	15	24	523
Kansas	11	200	218	418	13	199	301	500	5	34	48	82	1,000
Western Division:													
Montana	3	4	23	27	----	------	------	------	1	0	3	3	30
Wyoming	1	1	25	26	----	------	------	------	1	0	11	11	37
Colorado	2	10	21	31	1	0	14	14	1	0	11	11	56
New Mexico	2	7	14	21	----	------	------	------	----	------	------	------	21
Arizona	----	------	------	------	----	------	------	------	----	------	------	------	------
Utah	2	154	313	467	----	------	------	------	3	43	40	83	550
Nevada	1	8	57	65	----	------	------	------	----	------	------	------	65
Idaho	----	------	------	------	----	------	------	------	2	11	13	24	24
Washington	5	65	51	116	2	1	14	15	3	6	11	17	148
Oregon	4	30	88	118	1	0	10	10	9	47	100	147	275
California	7	293	669	962	4	8	16	24	4	2	16	18	1,004

TABLE 17.—*Distribution of students pursuing teachers' training courses in various institutions in 1898–99.*

State or Territory.	In public normal schools.	In private normal schools.	In universities and colleges.	In public high schools.	In private high schools.	Total normal students.
United States	44,808	23,572	9,501	8,930	6,886	93,697
North Atlantic Division	17,714	2,235	1,347	3,180	1,715	26,191
South Atlantic Division	3,794	1,581	1,203	771	945	8,294
South Central Division	3,272	4,155	1,246	2,179	2,110	12,962
North Central Division	16,325	14,826	3,872	2,737	1,802	39,562
Western Division	3,703	775	1,833	63	314	6,688
North Atlantic Division:						
Maine	700	40	8	97	123	968
New Hampshire	103			0	10	113
Vermont	261			143	72	476
Massachusetts	1,421	159	240	405	23	2,248
Rhode Island	172		52	3	3	230
Connecticut	575			36	9	620
New York	5,888	1,392	825	1,767	274	10,146
New Jersey	868		22	271	42	1,203
Pennsylvania	7,726	644	200	458	1,159	10,187
South Atlantic Division:						
Delaware	25			4		29
Maryland	406	79	44	73	23	625
District of Columbia	170	43	9	0	12	234
Virginia	308	337	201	248	130	1,224
West Virginia	1,011	255	25	22	55	1,368
North Carolina	810	366	395	0	322	1,893
South Carolina	177	99	136	71	205	688
Georgia	769	277	291	189	158	1,684
Florida	118	125	102	164	40	549
South Central Division:						
Kentucky	382	731	346	403	547	2,409
Tennessee	604	1,202	360	361	341	2,868
Alabama	817	562	13	140	148	1,680
Mississippi	184	566	199	399	407	1,755
Louisiana	445		37	21	113	616
Texas	523	631	260	596	429	2,439
Arkansas	66	463	31	251	121	932
Oklahoma	251					251
Indian Territory				8	4	12
North Central Division:						
Ohio	587	4,104	564	701	172	6,128
Indiana	1,179	3,770	234	77	316	5,576
Illinois	1,768	1,293	750	283	183	4,277
Michigan	1,199	524	111	215	193	2,242
Wisconsin	2,729	79	135	251	43	3,237
Minnesota	2,135	55	160	61	101	2,512
Iowa	2,097	2,567	651	217	201	5,733
Missouri	1,600	145	368	257	272	2,642
North Dakota	378	35	25	12	29	479
South Dakota	568	58	116	4	186	932
Nebraska	657	1,592	340	159	24	2,772
Kansas	1,428	604	418	590	82	3,032
Western Division:						
Montana	130		27		3	160
Wyoming			26		11	37
Colorado	323	246	31	14	11	625
New Mexico	35		21			56
Arizona	182					182
Utah	157	507	467		83	1,214
Nevada			65			65
Idaho	151				24	175
Washington	322		116	15	17	470
Oregon	561		118	10	147	836
California	1,842	22	962	24	18	2,868

TABLE 18.—*Colleges and universities reporting students in teachers' training courses.*

Location.	Institution.	Normal students.							
							1899.		
		1894.	1895.	1896.	1897.	1898.	Male.	Female.	Total.
ALABAMA.									
Athens	Athens Female College	.....	.....	8	10	12	.....	.....	.....
Blountsville	Blount College	17	.....	14	29	29	.....	.....	.....
Cullman	St. Bernard College	.....	.....	.....	14	.....	.....	.....	.....
Eufaula	Union Female College	.....	.....	.....	.....	.....	0	2	2
Lafayette	Lafayette College	15	9	.....	.....	.....	4	7	11
Selma	Selma University	44	40	.....	.....	.....	.....	.....	.....
Talladega	Isbell Female College	.....	.....	13	15	3	.....	.....	.....
ARIZONA.									
Tucson	University of Arizona (public)	.....	.....	.....	.....	4	.....	.....	.....
ARKANSAS.									
Arkadelphia	Arkadelphia Methodist College	.....	.....	.....	.....	19	.....	.....	.....
Do	Ouachita Baptist College	.....	40	.....	.....	.....	.....	.....	.....
Clarksville	Arkansas Cumberland College	17	17	9	.....	.....	.....	.....	.....
Conway	Central Baptist College	11	7	.....	.....	.....	.....	.....	.....
Fayetteville	University of Arkansas (public). *a*	.....	.....	.....	16	6	8	6	14
Little Rock	Philander Smith College	3	.....	2	.....	45	5	12	17
CALIFORNIA.									
Berkeley	University of California (public). *a*	57	100	269	262	717	181	417	598
Claremont	Pomona College	.....	.....	.....	.....	.....	6	8	14
Los Angeles	St. Vincent's College	.....	30	78	.....	.....	.....	.....	.....
Mills College	Mills College	.....	.....	.....	.....	.....	0	4	4
Oakland	California College	.....	3	.....	.....	.....	.....	.....	.....
Pasadena	Throop Polytechnic Institute	.....	16	11	10	13	1	11	12
San Jose	College of Notre Dame	20	35	20	10	20	0	30	30
Santa Rosa	Pacific Methodist College	6	.....	.....	1	.....	.....	.....	.....
Stanford University.	Leland Stanford Junior University. *a*	37	158	46	50	211	100	195	295
University	University of Southern California.	.....	.....	.....	18	.....	5	4	9
COLORADO.									
Boulder	University of Colorado (public). *a*	.....	.....	.....	65	42	.....	.....	.....
Colorado Springs	Colorado College and Cutler Academy.	.....	.....	.....	.....	15	3	14	17
University Park	University of Denver	.....	.....	.....	.....	.....	7	7	14
DISTRICT OF COLUMBIA.									
Washington	Gallaudet College (public)	5	5	5	.....	5	.....	.....	.....
Do	Howard University (public)	.....	188	47	124	21	5	4	9
FLORIDA.									
De Land	John B. Stetson University	.....	.....	.....	29	.....	11	37	48
Lake City	Florida Agricultural College (public).	.....	.....	.....	.....	19	9	31	40
Leesburg	Florida Conference College	3	.....	.....	8	8	.....	.....	.....
St. Leo	St. Leo Military College	2	3	2	4	3	5	0	5
Winter Park	Rollins College	.....	.....	.....	18	8	2	7	9
GEORGIA.									
Athens	University of Georgia (public)	.....	.....	.....	.....	.....	20	0	20
Atlanta	Atlanta Baptist College	.....	.....	.....	2	3	.....	.....	.....
Do	Atlanta University	99	83	105	127	139	9	4	13
Do	Morris Brown University	25	29	26	16	45	6	36	42
Bowdon	Bowdon College	.....	.....	.....	.....	27	17	13	30
College Park	Southern Female College	12	.....	.....	225	.....	.....	.....	.....
Cuthbert	Andrew Female College	.....	.....	4	.....	8	0	4	4
Dahlonega	North Georgia Agricultural College (public).	.....	.....	40	.....	44	45	23	68
Dalton	Dalton Female Seminary	.....	.....	.....	.....	3	0	4	4

a Has a pedagogical department.

TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
		1894.	1895.	1896.	1897.	1898.	1899.		
							Male.	Female.	Total.
GEORGIA—cont'd.									
Forsyth	Monroe College	----	----	----	----	----	0	10	10
Gainesville	Georgia Female Seminary	20	----	18	----	----	0	35	35
Lagrange	Lagrange Female College	21	14	23	23	----	----	----	----
Do	Southern Female College	----	----	10	----	----	----	----	----
Macon	Mercer University	----	27	10	10	11	10	0	10
South Atlanta	Clark University	----	----	42	31	47	6	49	55
Thomasville	Young Female College	----	----	----	----	4	----	----	----
Wrightsville	Nannie Lou Warthen College	----	18	----	----	----	----	----	----
Young Harris	Young L. G. Harris College	----	----	----	25	29	----	----	----
ILLINOIS.									
Abingdon	Hedding College	17	22	18	4	4	0	1	1
Carlinville	Blackburn University	----	7	----	----	----	----	----	----
Carthage	Carthage College	----	10	64	----	----	----	----	----
Champaign	University of Illinois (public)	----	12	31	66	68	----	----	----
Chicago	University of Chicago *a*	----	----	----	----	----	70	230	300
Effingham	Austin College	52	110	130	110	90	100	75	175
Elmhurst	Proseminar der Evangel. Synode von N. A.	----	----	33	----	20	17	0	17
Eureka	Eureka College	----	----	----	----	----	3	3	6
Evanston	Northwestern University *a*	11	----	20	20	20	6	5	11
Ewing	Ewing College	----	----	----	9	----	----	----	----
Fulton	Northern Illinois College	40	30	50	46	35	10	25	35
Hoopeston	Greer College	----	4	51	44	25	----	----	----
Jacksonville	Academy for Young Women	----	----	----	----	----	0	4	4
Do	Illinois College	----	----	----	5	8	14	0	14
Do	Illinois Female College	7	7	7	15	15	0	18	18
Knoxville	St. Mary's School	90	40	----	----	----	----	----	----
Lake Forest	Lake Forest University	15	----	----	----	----	----	----	----
Naperville	Northwestern College	16	13	12	12	----	5	10	15
Quincy	Chaddock College	10	----	10	----	25	25	40	65
Rock Island	Augustana College	8	17	12	5	7	12	4	16
Upper Alton	Shurtleff College	3	5	----	----	----	----	----	----
Urbana	University of Illinois	----	----	----	----	----	24	31	55
Westfield	Westfield College	9	----	9	17	14	9	9	18
Wheaton	Wheaton College	----	----	----	17	----	----	----	----
INDIANA.									
Bloomington	Indiana University (public) *a*	----	----	52	----	128	63	31	94
Crawfordsville	Wabash College	----	----	----	----	4	6	0	6
Hanover	Hanover College	5	----	----	----	----	----	----	----
Irvington	Butler College	----	----	----	----	----	6	14	20
Merom	Union Christian College	18	47	54	23	65	36	14	50
Moores Hill	Moores Hill College	104	98	93	20	----	10	10	20
Ridgeville	Ridgeville College	15	----	90	65	35	----	----	----
Upland	Taylor University	25	50	40	52	32	26	18	44
INDIAN TERRITORY.									
Bacone	Indian University	9	19	----	----	----	----	----	----
IOWA.									
Charles City	Charles City College	19	33	32	22	29	4	23	27
College Springs	Amity College	----	49	16	18	37	0	13	13
Des Moines	Drake University	----	88	----	----	173	110	109	219
Fayette	Upper Iowa University	----	----	28	----	33	6	10	16
Grinnell	Iowa College	----	----	----	----	15	2	4	6
Hopkinton	Lenox College	3	----	----	----	----	1	10	11
Indianola	Simpson College	54	66	124	114	121	32	35	67
Iowa City	State University of Iowa (public). *a*	----	----	51	54	----	35	35	70
Mount Pleasant	German College	15	6	4	2	----	----	----	----
Do	Iowa Wesleyan University	----	5	19	19	12	----	----	----
Mount Vernon	Cornell College	----	64	78	72	72	68	70	138
Pella	Central University of Iowa	----	----	----	30	26	5	19	24
Sioux City	Morningside College	----	----	12	55	42	7	8	15
Storm Lake	Buena Vista College	87	33	59	47	48	21	24	45
Toledo	Western College	35	21	14	----	32	----	----	----

a Has a pedagogical department.

TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
		1894.	1895.	1896.	1897.	1898.	1899.		
							Male.	Female.	Total.
KANSAS.									
Atchison	Midland College	.....	.....	9	.....	.....	.....	.....	.....
Baldwin	Baker University	39	62	77	.....	92	34	46	80
Dodge City	Soule College	.....	49	20	28	28	17	11	28
Enterprise	Central College	20	20	.....	.....	.....	.....	.....	.....
Highland	Highland University	.....	.....	4	3	.....	.....	.....	.....
Holton	Campbell University	65	8	18	18	67	39	46	85
Lawrence	University of Kansas (public) *a*	.....	.....	.....	39	.....	.....	.....	.....
Lecompton	Lane University	2	23	.....	20	44	13	19	32
Lincoln	Kansas Christian College	.....	.....	.....	.....	.....	15	15	30
Lindsborg	Bethany College	48	27	.....	.....	23	10	16	26
Ottawa	Ottawa University	4	13	11	8	26	5	4	9
Salina	Kansas Wesleyan University	66	50	54	60	66	45	26	71
Sterling	Cooper Memorial College	.....	12	.....	5	.....	1	2	3
Topeka	Washburn College	.....	.....	.....	.....	4	.....	.....	.....
Wichita	Fairmont College	.....	.....	2	.....	.....	2	10	12
Winfield	Southwest Kansas College	.....	18	36	34	34	19	23	42
KENTUCKY.									
Berea	Berea College	6	4	.....	.....	41	28	26	54
Columbia	Columbia Christian College	15	35	.....	.....	.....	.....	.....	.....
Georgetown	Georgetown College	.....	.....	.....	.....	.....	20	26	46
Glasgow	Liberty College	.....	27	12	40	.....	5	11	16
Harrodsburg	Beaumont College	.....	.....	.....	.....	.....	0	12	12
Hopkinsville	South Kentucky College	25	20	.....	15	.....	4	6	10
Lexington	A. and M. College of Kentucky (public).	.....	.....	.....	79	39	67	44	111
Millersburg	Millersburg Female College	.....	9	.....	.....	.....	0	15	15
Nicholasville	Jessamine Female Institute	.....	.....	.....	2	6	.....	.....	.....
Owensboro	Owensboro Female College	.....	3	.....	.....	.....	.....	.....	.....
Richmond	Central University	.....	88	.....	.....	35	40	25	65
Winchester	Kentucky Wesleyan College	.....	.....	.....	10	.....	12	5	17
LOUISIANA.									
Keatchie	Keatchie Male and Female College.	.....	.....	1	.....	.....	.....	.....	.....
Mansfield	Mansfield Female College	8	.....	.....	.....	.....	.....	.....	.....
New Orleans	College of the Immaculate Conception.	.....	.....	142	142	.....	.....	.....	.....
Do	Leland University	.....	.....	34	.....	.....	.....	.....	.....
Do	New Orleans University	39	31	42	38	23	0	25	25
Do	Straight University	12	20	20	12	10	8	4	12
MAINE.									
Kents Hill	Maine Wesleyan Female College.	6	8	9	.....	25	0	8	8
MARYLAND.									
Baltimore	Morgan College	82	.....	87	.....	.....	.....	.....	.....
Baltimore (Station L).	Notre Dame of Maryland	.....	.....	4	15	16	.....	.....	.....
Chestertown	Washington College	.....	.....	8	20	32	3	41	44
MASSACHUSETTS.									
Cambridge	Harvard University	.....	.....	.....	88	62	113	0	113
Do	Radcliffe College	.....	.....	26	13	.....	0	63	63
South Hadley	Mount Holyoke College	.....	.....	.....	28	.....	.....	.....	.....
Wellesley	Wellesley College	17	21	38	55	73	0	64	64
MICHIGAN.									
Adrian	Adrian College	.....	19	29	.....	9	.....	.....	.....
Albion	Albion College	.....	10	21	30	38	10	20	30
Alma	Alma College	5	.....	.....	19	10	3	4	7
Ann Arbor	University of Michigan (public). *a*	.....	.....	.....	.....	.....	.....	.....	.....

a Has a pedagogical department.

TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
		1894.	1895.	1896.	1897.	1898.	1899.		
							Male.	Female.	Total.
MICHIGAN—cont'd.									
Benzonia	Benzonia College	18	19	83	83	83	.....	.....	.....
Hillsdale	Hillsdale College	70	37	19	13	8	15	25	40
Holland	Hope College	.....	.....	30	.....	.....	.....	.....	.....
Kalamazoo	Kalamazoo College	.....	.....	.....	.....	9	9	8	17
Olivet	Olivet College	27	20	.....	14	12	8	9	17
MINNESOTA.									
Excelsior	Northwestern Christian College.	13	15	23	.....	.....	.....	.....	.....
Minneapolis	University of Minnesota (public). *a*	29	46	130	28	130	77	33	110
Northfield	Carleton College	.....	.....	.....	.....	.....	6	6	12
St. Paul	Macalester College	.....	.....	.....	.....	.....	8	3	11
St. Peters	Gustavus Adolphus College	60	.....	84	50	20	8	9	17
Winnebago City	Parker College	18	17	16	8	13	5	5	10
MISSISSIPPI.									
Blue Mountain	Blue Mountain Female College	.....	.....	.....	.....	.....	0	50	50
Brookhaven	Whitworth Female College	.....	.....	.....	15	20	.....	.....	.....
Columbus	Mississippi Industrial Institute and College (public).	67	90	104	15	78	0	78	78
Daleville	Cooper-Huddleston College	5	31	10	.....	.....	.....	.....	.....
French Camp	Central Mississippi Institute	.....	.....	.....	23	45	.....	.....	.....
Holly Springs	Rust University	72	77	28	20	40	10	15	25
Meridian	East Mississippi Female College.	.....	.....	.....	10	12	0	6	6
Meridian	Stone College for Young Ladies	.....	.....	6	5	6	.....	.....	.....
Oxford	Union Female College	.....	10	10	10	.....	.....	.....	.....
Pontotoc	Chickasaw Female College	8	.....	.....	15	.....	.....	.....	.....
Port Gibson	Port Gibson Female College	.....	.....	1	2	2	0	2	2
University	University of Mississippi (public). *a*	18	27	40	31	.....	21	3	24
Water Valley	Hamilton College	.....	.....	6	5	.....	0	14	14
MISSOURI.									
Albany	Central Christian College	70	.....	10	5	9	9	4	13
Do	Northwest Missouri College	18	15	12	28	8	20	9	29
Bolivar	Southwest Baptist College	.....	.....	.....	16	31	.....	.....	.....
Bowling Green	Pike College	16	.....	.....	.....	.....	.....	.....	.....
Cameron	Missouri Wesleyan College	43	.....	20	28	18	6	7	13
Canton	Christian University	.....	41	.....	7	.....	.....	.....	.....
Clarksburg	Clarksburg Baptist College	.....	.....	.....	.....	.....	8	6	14
Columbia	University of the State of Missouri (public). *a*	112	70	52	57	63	55	61	116
Edinburg	Grand River Christian Union College.	.....	70	.....	.....	.....	.....	.....	.....
Fulton	Synodical Female College	.....	14	0	.....	.....	.....	.....	.....
Glasgow	Pritchett State Institute	.....	.....	3	.....	.....	.....	.....	.....
Lagrange	Lagrange College	.....	.....	.....	19	15	6	12	18
Lexington	Baptist Female College	.....	.....	2	.....	5	0	5	5
Liberty	Liberty Ladies' College	.....	.....	.....	.....	.....	0	20	20
Morrisville	Morrisville College	.....	.....	.....	.....	33	.....	.....	.....
Nevada	Cotley College for Young Ladies.	.....	.....	.....	20	.....	.....	.....	.....
Springfield	Drury College	.....	.....	.....	14	15	6	2	8
Tarkio	Tarkio College	.....	8	.....	.....	.....	.....	.....	.....
Trenton	Avalon College	34	31	22	.....	.....	60	42	102
Warrenton	Central Wesleyan College	9	5	22	30	26	20	10	30
MONTANA.									
Bozeman	College of Agriculture and Mechanic Arts.	.....	.....	.....	.....	4	0	15	15
Helena	Montana Wesleyan University	.....	.....	15	.....	.....	4	5	9
Missoula	University of Montana (public).	.....	.....	.....	.....	.....	0	3	3

a Has a pedagogical department.

TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
		1894.	1895.	1896.	1897.	1898.	1899.		
							Male.	Female.	Total.
NEBRASKA.									
Bellevue	University of Nebraska	12	10	.....	13	11	0	12	12
Bethany	Cotner University	25	43	12	12	.....	.....	.....	.....
College View	Union College	.....	.....	.....	.....	46	.....	.....	.....
Crete	Doane College	15	13	.....	.....	.....	.....	.....	.....
Fairfield	Fairfield College	37	28	25	9	10	.....	.....	.....
Grand Island	Grand Island College	.....	.....	.....	.....	28	4	8	12
Hastings	Hastings College	.....	.....	.....	.....	.....	1	11	12
Lincoln	University of Nebraska (public).	.....	.....	60	80	140	45	112	157
Neligh	Gates College	76	51	.....	56	70	7	12	19
University Place	Nebraska Wesleyan University.	15	50	.....	.....	.....	25	55	80
York	York College	6	.....	15	25	.....	17	31	48
NEVADA.									
Reno	State University of Nevada (public).	40	67	94	75	48	8	57	65
NEW JERSEY.									
Bordentown	Bordentown Female College	.....	.....	.....	39	40	0	14	14
New Brunswick	Rutgers College	.....	.....	.....	.....	.....	8	0	8
NEW MEXICO.									
Albuquerque	University of New Mexico (public).	30	4	1	.....	.....	1	8	9
Mesilla Park	New Mexico College of Agriculture and Mechanic Arts.	.....	.....	.....	.....	.....	6	6	12
NEW YORK.									
Alfred	Alfred College	.....	.....	14	17	24	1	13	14
Allegany	St. Bonaventure's College	.....	.....	.....	10	.....	.....	.....	.....
Brooklyn	Adelphi College	.....	.....	.....	24	22	0	22	22
Clinton	Hamilton College	.....	.....	10	20	20	20	0	20
Elmira	Elmira College	12	.....	.....	.....	.....	.....	.....	.....
Hamilton	Colgate University	.....	.....	10	.....	.....	.....	.....	.....
Ithaca	Cornell University *a*	.....	.....	.....	.....	.....	.....	.....	.....
New York	Barnard College	.....	.....	4	15	.....	0	14	14
Do	College of St. Francis Xavier	.....	.....	.....	.....	28	20	0	20
Do	College of the City of New York (public).	.....	.....	.....	.....	173	186	0	186
Do	Columbia College *a*	.....	.....	.....	.....	55	56	60	116
Do	Manhattan College	.....	.....	.....	4	.....	26	0	26
Do	New York University	88	81	100	138	182	87	259	346
Rochester	University of Rochester	.....	.....	.....	.....	21	26	0	26
Syracuse	Syracuse University	.....	.....	.....	.....	72	12	23	35
NORTH CAROLINA.									
Chapel Hill	University of North Carolina (public).	.....	59	39	21	.....	.....	.....	.....
Charlotte	Biddle University	40	30	20	41	37	37	0	37
Guilford College	Guilford College	28	.....	.....	.....	.....	.....	.....	.....
Hickory	Claremount College	.....	.....	4	8	8	0	18	18
Lenoir	Davenport Female College	7	.....	.....	.....	.....	.....	.....	.....
Louisburg	Louisburg Female College	25	.....	.....	35	20	0	10	10
Mars Hill	Mars Hill College	.....	.....	50	.....	.....	.....	.....	.....
Murfreesboro	Chowan Baptist Female Institute.	.....	.....	.....	3	3	0	44	44
Raleigh	Shaw University	189	175	.....	.....	190	56	117	173
Rutherford College	Rutherford College	10	.....	.....	.....	.....	.....	.....	.....
Salisbury	Livingstone College	52	53	52	.....	38	41	72	113
NORTH DAKOTA.									
Fargo	Fargo College	12	12	.....	.....	.....	.....	.....	.....
University	University of North Dakota (public).	.....	8	20	12	80	5	20	25

a Has a pedagogical department.

TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
							1899.		
		1894.	1895.	1896.	1897.	1898.	Male.	Female.	Total.
OHIO.									
Akron	Buchtel Colle e	24	19	.....	7	11	1	6	7
Alliance	Mount Union College	135	80	.....	.....	.....	42	11	53
Athens	Ohio University (public) *a*	105	73	.....	50	.....	.....	.....	.....
Berea	Baldwin University	.....	11	15	20	20	1	3	4
Cleveland	Western Reserve University	.....	.....	.....	.....	22	.....	.....	.....
Columbus	Ohio State University (public)	.....	.....	.....	.....	44	53	0	53
Defiance	Defiance College	34	59	39	128	.....	58	61	119
Delaware	Ohio Wesleyan University	31	.....	22	.....	.....	13	6	19
Findlay	Findlay College	36	62	107	43	38	11	25	36
Glendale	Glendale Female College	.....	.....	.....	6	.....	.....	.....	.....
Hiram	Hiram College	75	.....	2	2	.....	0	6	6
Lima	Lima College	55	74	67	45	86	31	44	75
Marietta	Marietta College	.....	.....	6	.....	.....	.....	.....	.....
New Concord	Muskingum College	16	10	15	.....	3	.....	.....	.....
Oberlin	Oberlin College	.....	.....	.....	.....	24	6	12	18
Richmond	Richmond College	20	.....	.....	.....	35	.....	.....	.....
Scio	Scio College	.....	.....	.....	.....	.....	10	0	10
Tiffin	Heidelberg University	7	10	19	73	84	27	11	38
Westerville	Otterbein University	.....	25	14	24	25	15	6	21
Wilberforce	Wilberforce University	60	107	107	83	84	23	60	83
Wooster	University of Wooster	.....	.....	33	.....	38	14	8	22
Yellow Springs	Antioch College	.....	76	40	26	.....	.....	.....	.....
OKLAHOMA.									
Stillwater	Oklahoma Agricultural and Mechanical College.	.....	.....	.....	.....	9	.....	.....	.....
OREGON.									
Albany	Albany College	.....	.....	.....	.....	.....	6	23	29
McMinnville	McMinnville College	.....	.....	.....	4	.....	.....	.....	.....
Philomath	Philomath College	.....	16	.....	9	60	10	20	30
Salem	Willamette University	26	31	39	34	29	6	18	24
University Park	Portland University	27	.....	55	.....	81	8	27	35
PENNSYLVANIA.									
Allentown	Allentown College for Women	.....	.....	34	.....	.....	25	0	25
Do	Muhlenberg College	.....	.....	20	15	20	.....	.....	.....
Annville	Lebanon Valley College	11	6	11	10	.....	.....	.....	.....
Beatty	St. Vincent's College	.....	.....	24	.....	.....	19	0	19
Bryn Mawr	Bryn Mawr College	.....	.....	.....	21	.....	0	2	2
Chambersburg	Wilson College	4	.....	.....	.....	.....	.....	.....	.....
Collegeville	Ursinus College	.....	27	9	7	.....	1	1	2
Easton	Lafayette College	.....	.....	.....	7	7	.....	.....	.....
Gettysburg	Pennsylvania College	.....	.....	15	20	21	.....	.....	.....
Greenville	Thiel College	.....	7	12	11	7	8	0	8
Huntingdon	Juniata College	.....	.....	.....	.....	.....	14	11	25
Lancaster	Franklin and Marshall College	.....	.....	.....	.....	.....	15	0	15
New Berlin	Central Pennsylvania College	7	7	10	9	19	5	3	8
Philadelphia	Central High School (public)	16	11	6	18	32	32	0	32
Do	University of Pennsylvania *a*	.....	.....	81	.....	78	7	37	44
Pittsburg	Duquesne College	30	30	40	9	9	.....	.....	.....
Selinsgrove	Susquehanna University	.....	.....	13	22	14	9	3	12
Swarthmore	Swarthmore College	.....	.....	.....	.....	11	.....	.....	.....
Volant	Volant College	.....	.....	.....	25	35	0	8	8
RHODE ISLAND.									
Providence	Brown University *a*	.....	.....	32	55	50	40	12	52
SOUTH CAROLINA.									
Columbia	Allen University	28	86	23	20	20	15	12	27
Do	Columbia Female College	.....	.....	8	.....	.....	.....	.....	.....
Do	South Carolina College (public). *a*	.....	14	25	26	32	30	9	39
Due West	Due West Female College	.....	25	25	12	7	0	6	6
Greenville	Furman University	.....	.....	.....	.....	.....	28	2	30
Orangeburg	Claflin University	68	48	83	73	39	7	27	34
Spartanburg	Converse College	.....	.....	.....	.....	50	.....	.....	.....
Union	Clifford Seminary	.....	6	.....	.....	.....	.....	.....	.....
Williamston	Williamston Female College	.....	.....	8	.....	.....	.....	.....	.....

a Has a pedagogical department.

TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
							1899.		
		1894.	1895.	1896.	1897.	1898.	Male.	Female.	Total.
SOUTH DAKOTA.									
East Pierre	Pierre University	25	29	25	12	14	----	----	----
Hot Springs	Black Hills College	8	6	18	2	7	2	5	7
Huron	Huron College	----	----	----	----	----	5	15	20
Mitchell	Dakota University	56	57	17	----	60	27	38	65
Redfield	Redfield College	51	33	33	----	16	4	12	16
Vermilion	University of South Dakota (public).	----	----	----	7	6	4	4	8
TENNESSEE.									
Brownsville	Brownsville Female College	----	----	----	4	----	----	----	----
Chattanooga	U. S. Grant University	----	----	----	----	----	5	3	8
Columbia	Columbia Athenæum	10	8	----	----	----	----	----	----
Franklin	Tennessee Female College	----	----	4	----	----	----	----	----
Harriman	American Temperance University.	20	45	----	----	15	4	5	9
Hiwassee College	Hiwassee College	----	20	----	----	27	10	4	14
Huntingdon	Southern Normal University	60	----	----	----	----	----	----	----
Jackson	Memphis Conference Female Institute.	----	----	----	----	----	0	3	3
Knoxville	Knoxville College	80	25	----	43	----	25	28	53
Do	University of Tennessee (public). *a*	47	48	35	17	16	7	2	9
Lebanon	Cumberland University	----	----	----	----	13	----	----	----
McKenzie	Bethel College	----	----	15	25	14	----	----	----
Maryville	Maryville College	----	----	----	----	20	5	12	17
Milligan	Milligan College	40	20	24	----	35	25	25	50
Mossycreek	Carson and Newman College	26	27	----	----	----	12	8	20
Murfreesboro	Soule College	----	----	----	----	50	----	----	----
Nashville	Central Tennessee College	35	16	24	15	38	6	42	48
Do	Fisk University	87	82	----	----	----	0	14	14
Do	Roger Williams University	----	39	92	81	39	19	23	42
Do	University of Nashville	----	132	420	----	----	----	----	----
Pulaski	Martin College	----	----	----	20	20	----	----	----
Rogersville	Rogersville Synodical College	8	12	20	12	16	0	15	15
Sewanee	University of the South	8	----	----	----	----	----	----	----
Spencer	Burritt College	42	16	19	32	28	28	18	46
Sweetwater	Sweetwater College	----	16	8	----	----	----	----	----
Tusculum	Greeneville and Tusculum College.	----	----	----	----	----	6	6	12
Washington College	Washington College	----	11	----	----	----	----	----	----
Winchester	Mary Sharp College	----	----	6	6	----	----	----	----
TEXAS.									
Austin	University of Texas (public) *a*	----	125	129	----	91	50	47	97
Bilton	Baylor Female College	----	----	----	----	----	0	20	20
Bonham	Carlton College	----	----	----	----	5	0	5	5
Brownwood	Howard Payne College	15	15	18	22	22	20	20	40
Campbell	Henry College	13	15	----	50	----	12	7	19
Chapelhill	Chapel Hill Female College	----	----	----	----	----	0	6	6
Fort Worth	Fort Worth University	8	37	9	----	----	----	----	----
Greenville	Burleson College	----	----	----	----	----	6	4	10
Marshall	Wiley University	24	34	33	----	17	17	20	37
San Antonio	St. Louis College	----	----	1	----	----	----	----	----
Sherman	Austin College	----	----	----	----	----	4	0	4
Tehuacana	Trinity University	----	4	----	----	----	----	----	----
Waco	Add-Ran Christian University	----	----	----	----	17	7	8	15
Do	Paul Quinn College	6	6	2	12	7	1	6	7
UTAH.									
Logan	Brigham Young College	----	107	----	----	24	16	10	26
Salt Lake City	University of Utah (public) *a*	----	70	320	379	414	138	303	441
VERMONT.									
Middlebury	Middlebury College	----	----	----	2	10	----	----	----

a Has a pedagogical department.

TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
		1894.	1895.	1896.	1897.	1898.	1899.		
							Male.	Female.	Total.
VIRGINIA.									
Bridgewater	Bridgewater College	5	10	8	8	17	13	6	19
Fredericksburg	Fredericksburg College	.....	.....	.....	10	.....	.....	.....	.....
Lynchburg	Randolph-Macon Woman's College. *a*	7	6	10	20	20	0	35	35
Williamsburg	William and Mary College	.....	114	125	106	116	143	0	143
Winchester	Valley Female College	2	2	1	2	2	0	4	4
WASHINGTON.									
Burton	Vashon College	28	20	25	18	6	3	5	8
Colfax	Colfax College	.....	.....	.....	.....	12	10	17	27
College Place	Walla Walla College	.....	.....	20	.....	.....	.....	.....	.....
Seattle	University of Washington (public).	59	107	4	.....	.....	49	16	65
Sumner	Whitworth College	.....	.....	.....	.....	2	0	4	4
Tacoma	Puget Sound University	6	39	49	26	12	3	9	12
Vancouver	St. James College	.....	14	14	.....	3	.....	.....	.....
Walla Walla	Whitman College	.....	12	.....	.....	.....	.....	.....	.....
WEST VIRGINIA.									
Barboursville	Barboursville College	57	20	.....	18	15	15	10	25
Morgantown	West Virginia University (public.) *a*	21	20	15	23	23	.....	.....	.....
WISCONSIN.									
Appleton	Lawrence University	.....	.....	22	21	25	18	11	29
Beloit	Beloit College	.....	.....	.....	7	23	18	14	32
Franklinton	Mission House of the Reformed Church in the United States.	.....	.....	15	.....	.....	.....	.....	.....
Galesville	Gale College	.....	14	.....	.....	.....	8	7	15
Madison	University of Wisconsin (public). *a*	.....	.....	62	.....	31	35	24	59
Ripon	Ripon College	151	.....	.....	.....	.....	.....	.....	.....
Watertown	Northwestern University	.....	.....	.....	7	.....	.....	.....	.....
WYOMING.									
Laramie	University of Wyoming (public).	21	20	25	24	29	1	25	26

a Has a pedagogical department.

TABLE 19.—*Statistics of public*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	ALABAMA.											
1	Florence	State Normal College	4	7	4	7	109	216	....	....	109	216
2	Jacksonville	State Normal School*	2	5	2	2	100	97	66	59	18	34
3	Livingston	Alabama Normal College for Girls.	1	9	0	8	0	124	0	54	0	70
4	Normal	Agricultural and Mechanical College (colored).	17	20	5	7	186	246	81	107	86	104
5	Troy	State Normal College	5	11	5	11	77	103	....	....	77	103
	ARIZONA.											
6	Tempe	Arizona Normal School	3	3	3	3	62	120	....	....	62	120
	ARKANSAS.											
7	Pine Bluff	Branch Normal College	8	3	8	3	109	67	65	40	40	26
	CALIFORNIA.											
8	Chico	State Normal School at Chico.	9	8	9	8	148	380	72	129	76	251
9	Los Angeles	State Normal School	10	21	10	15	258	751	198	200	60	551
10	San Diego	do	5	5	5	5	12	126	....	....	12	126
11	San Jose	do	9	22	9	16	66	700	....	....	66	700
	COLORADO.											
12	Greeley	State Normal School of Colorado.	9	8	9	8	135	361	86	87	49	274
	CONNECTICUT.											
13	Bridgeport	Bridgeport Training School	0	13	0	8	1	37	....	....	1	37
14	New Britain	State Normal Training School.	4	32	3	32	1	230	....	....	1	230
15	New Haven	do	3	21	3	3	0	182	....	....	0	182
16	Willimantic	do	3	14	2	5	243	359	242	236	1	123
	DELAWARE.											
17	Wilmington	Wollaston School	0	10	0	2	0	25	....	....	0	25
	DISTRICT OF COLUMBIA.											
18	Washington	Washington Normal School	0	12	0	12	1	99	....	....	1	99
19	do	Washington Normal School (colored).	0	7	0	7	13	57	0	0	13	57
	FLORIDA.											
20	De Funiak Sp'ngs	State Normal School (white students).	3	1	3	1	34	56	0	0	34	56
21	Tallahassee	Florida State Normal and Industrial College.	7	6	3	2	80	121	71	102	9	19
	GEORGIA.											
22	Athens	State Normal School	6	4	6	4	220	400	....	....	220	400
23	Milledgeville	Georgia Normal and Industrial College.	3	16	1	5	7	429	7	165	0	149
	IDAHO.											
24	Albion	State Normal School	3	2	3	2	36	69	11	25	25	44
25	Lewiston	Lewiston State Normal School.	2	3	2	3	69	100	35	52	34	48

* Statistics of 1897-98.

normal schools, 1898–99.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1898-99.	Amount received from State, county, or city for buildings and improvements.	
In business course.		In high-school grades.															
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
						0	0	14	40	5	36	1,600	$55,000	$7,500	$12,700		1
		16	4	66	59	0	0	4	7	4	36	500	12,000	2,800	4,086		2
								0	17	4	36	500	10,000	2,500	4,447		3
		19	35	19	29	86	104	10	15	4	36	3,000	35,826	4,000	34,614		4
				161	156			8	13	4	40		20,000	5,000	9,325	$1,800	5
0	0			32	38	0	0	6	26	3	40						6
		4	1			40	26	9	6	4	40	3,800	75,000	5,000	5,305	600	7
				72	129			6	41	4	40	7,000	150,000	30,000	30,800		8
0	0	0	0	198	200					4	40	6,256	233,425	52,750	52,750	162,812	9
										4	40	1,000	50,000	50,000	50,000	35,000	10
		0	0	100	125			8	100	4	40	7,000	219,250	53,750	55,033		11
				86	87			10	60	2	38	12,000	175,000	35,000	37,000		12
				488	453	0	0	0	17	2	40	602	81,500	14,303	14,303		13
				600	800			1	75			15,000					14
						0	1	0	66	2	40	7,911					15
				327	315	0	1	1	44	2	40	6,000	150,000	20,000	27,500		16
0	0	0	0	125	100	0	0	0	15	1	40						17
0	0	0	0	232	230	0	0	1	47	2	40	662					18
0	0	0	0	116	148	13	57	5	20	2	40	589			0		19
0	0	0	0	0	0	0	0	0	4	4	32	100	10,000	6,000	6,665		20
						9	19	1	1			740	26,600	2,500	14,500		21
0	0	0	0	15	20	0	0	21	50	2	40	0	50,000	16,000	17,000	0	22
0	65	0	50	0	64			0	18	4	36	2,000	152,000	20,500	26,000	456	23
		0	0	0	0	0	0	2	8	4	40	250	25,000	7,000	7,000	0	24
				0	0	0	0	7	12	4	40	475	30,000	7,000	7,000		25

TABLE 19.—*Statistics of public*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	ILLINOIS.											
26	Carbondale	Southern Illinois Normal University.	12	5	12	3	371	337	61	72	213	205
27	Chicago (Englewood).	Chicago Normal School	10	29	10	29	268	801	257	302	11	499
28	Normal	Illinois State Normal University.	13	13	8	10	380	729	140	129	240	600
	INDIANA.											
29	Indianapolis	Indianapolis Normal School	2	10	2	10	0	41	....	....	0	41
30	Terre Haute	Indiana State Normal School.	25	14	25	9	436	702	0	0	436	702
	IOWA.											
31	Boonesboro	Boone County Normal Institute.	6	4	6	4	52	256	....	....	52	256
32	Cedar Falls	Iowa State Normal School.	19	19	19	19	572	1,328	164	138	408	1,190
33	Dexter	Dexter Normal School	3	3	3	3	60	66	51	53	8	10
34	Rockwell City	Calhoun County Normal School.	2	6	2	1	158	167	120	106	2	16
35	Woodbine	Woodbine Normal School*	4	6	4	1	246	283	125	137	45	110
	KANSAS.											
36	Emporia	State Normal School	17	19	16	15	506	1,109	80	107	426	1,002
	KENTUCKY.											
37	Corinth	Northern Kentucky Normal School.	2	2	1	1	100	90	60	50	25	20
38	Frankfort	State Normal School for Colored Persons.	4	4	4	4	76	76	23	22	53	54
39	Hazard	Hazard Normal School*	3	2	2	0	200	114	35	30	70	35
40	Louisville	Normal Department of Louisville Public Schools.	1	1	1	1	1	77	....	....	1	77
41	Magnolia	Magnolia Normal College and Business Institute.	2	1	1	0	35	50	25	30	10	20
42	Temple Hill	Temple Hill Normal College.*	1	1	1	1	64	40	48	35	12	5
	LOUISIANA.											
43	Natchitoches	Louisiana State Normal School.	5	12	5	8	119	340	53	63	66	277
44	New Orleans	New Orleans Normal School.	0	12	0	12	0	102	0	0	0	102
	MAINE.											
45	Castine	Eastern State Normal School.	3	7	3	7	70	290	20	40	50	250
46	Farmington	Farmington State Normal School.	3	9	3	6	31	213	....	....	31	213
47	Fort Kent	Madawaska Training School.	0	4	0	4	48	64	48	60	0	4
48	Gorham	State Normal School at Gorham.	3	7	3	4	66	210	57	73	9	137
49	Springfield	Springfield Normal School.	0	3	0	1	59	63	57	59	2	4
	MARYLAND.											
50	Baltimore	Maryland State Normal School.	4	12	4	8	19	421	6	28	13	393
	MASSACHUSETTS.											
51	Boston	Boston Normal School	3	11	3	11	0	367	....	....	0	367
52	.....do	Massachusetts Normal Art School.	10	5	10	5	59	263	0	0	2	30

* Statistics of 1897-98.

normal schools, 1898-99—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1898-99.	Amount received from State, county, or city for buildings and improvements.	
In business course.		In high-school grades.															
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
0	0	97	60	61	72	----	----	14	8	4	39	15,000	305,000	29,000	34,456	5,375	26
0	0	0	0	257	302	0	0	10	416	1	14	12,000	450,000	67,000	67,000	85,000	27
----	----	----	------	140	158	----	----	33	47	3	39	12,000	350,000	-------	41,000	-------	28
----	----	----	------	----	----	0	3	0	20	2	20	-------	-------	-------	-------	-------	29
0	0	0	0	80	91	3	4	----	----	4	39	25,000	345,000	65,352	71,653	-------	30
----	----	----	------	----	----	----	----	----	----	4	----	-------	-------	-------	-------	-------	31
0	0	0	0	164	138	0	0	51	133	4	36	10,000	200,000	43,500	59,500	0	32
1	3	----	------	----	----	----	----	2	1	3	40	-------	12,000	2,000	3,000	-------	33
----	----	36	45	----	----	----	----	1	16	2	36	111	7,800	5,200	5,600	-------	34
35	21	41	15	125	137	----	----	----	----	3	40	-------	14,000	5,187	5,187	-------	35
0	0	----	------	80	107	5	5	27	62	3	40	14,000	200,000	28,950	46,100	-------	36
----	----	15	20	----	----	0	0	5	4	----	----	-------	4,000	700	2,000	-------	37
0	0	0	0	0	0	53	54	8	0	3	40	1,530	39,465	3,000	7,800	0	38
20	2	75	47	----	----	----	----	27	1	2	40	250	3,000	375	1,575	800	39
0	0	0	0	169	120	0	0	1	29	2	40	300	-------	-------	-------	-------	40
----	----	0	0	0	0	0	0	0	0	2	40	30	1,000	250	850	-------	41
3	0	1	0	0	0	0	0	0	0	----	----	300	-------	-------	-------	-------	42
0	0	0	0	53	63	0	0	13	48	4	32	2,928	74,000	16,600	21,151	-------	43
0	0	0	0	120	15	0	0	0	39	2	38	650	-------	-------	-------	-------	44
----	----	----	------	20	40	0	0	10	30	2	38	1,200	50,000	9,000	9,700	-------	45
0	0	0	0	42	54	0	0	7	58	2	38	3,212	75,500	9,250	10,050	500	46
----	----	----	------	----	----	----	----	----	----	----	38	450	15,000	2,700	2,768	-------	47
0	0	0	0	57	73	0	2	3	41	2	38	3,150	80,000	9,570	10,170	240	48
0	0	----	------	----	----	0	0	----	----	4	22	100	-------	500	1,175	0	49
0	0	0	0	6	28	0	0	2	86	3	36	2,530	150,000	20,000	27,375	0	50
0	0	----	------	626	154	0	1	0	112	2	40	3,500	-------	-------	-------	-------	51
0	0	57	233	0	0	0	0	2	30	4	38	225	350,000	23,500	26,600	11,800	52

TABLE 19.—*Statistics of public*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		In-structing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	MASSACHUSETTS—continued.											
53	Bridgewater	Bridgewater State Normal School.	7	19	7	8	41	240	0	0	41	240
54	Cambridge	Wellington Training School.	1	5	1	5	469	480	469	452	0	28
55	Fitchburg	State Normal School	5	19	5	10	3	43	....	....	3	43
56	Framingham	....do	5	16	5	12	0	156	....	....	0	156
57	Lowell	Lowell Training School for Teachers.	1	17	1	6	0	25	....	....	0	25
58	Salem	State Normal School	4	8	4	8	2	176	0	0	2	176
59	Westfield	....do	5	9	4	4	80	199	80	87	0	112
60	Worcester	Massachusetts State Normal School.	4	10	4	9	8	188	....	....	8	188
	MICHIGAN.											
61	Detroit	Washington Normal School	0	22	0	8	751	950	750	821	1	129
62	Mount Pleasant	Central State Normal School.	9	10	9	10	31	107	....	....	31	107
63	Ypsilanti	Michigan State Normal College.	20	30	20	30	200	834	25	78	175	756
	MINNESOTA.											
64	Mankato	State Normal School	8	25	8	10	332	1,019	161	374	171	645
65	Moorhead	Minnesota State Normal School.	4	10	4	8	131	264	74	90	57	174
66	St. Cloud	State Normal School	8	10	8	10	252	400	128	91	124	309
67	St. Paul	St. Paul Teachers' Training School.	0	9	0	4	172	267	172	192	0	75
68	Winona	State Normal School	7	16	7	16	226	695	141	200	85	495
	MISSISSIPPI.											
69	Abbeville	Abbeville Normal School*	2	3	2	0	67	78	40	50	10	8
70	Holly Springs	Holly Springs Normal Institute.	2	2	2	0	100	50	90	40	10	10
71	.....do	Mississippi State Normal School.	4	3	2	0	74	84	38	53	36	31
72	Paris	Paris Normal Institute*	2	1	1	1	70	60	60	40	10	20
73	Sherman	Mississippi Normal Institute.	3	2	3	0	125	100	110	90	15	10
74	Troy	Mississippi Normal High School.	2	2	1	1	85	97	80	90	5	7
75	Walnut Grove	Mississippi Central Normal School.	2	3	1	1	64	71	56	67	8	4
	MISSOURI.											
76	Cape Girardeau	State Normal School (third district).	9	3	9	3	200	122	....	....	200	122
77	Kirksville	State Normal School (first district).	7	5	7	5	365	360	325	310	40	50
78	St. Louis	Normal and High School	23	49	5	10	632	1,223	....	....	0	287
79	Warrensburg	State Normal School (second district).	12	9	11	8	389	512	0	0	389	512
	MONTANA.											
80	Dillon	State Normal School of Montana.	5	3	5	3	37	153	....	....	10	120
	NEBRASKA.											
81	Peru	State Normal School of Nebraska.	10	11	10	8	175	482	....	....	175	482
	NEW HAMPSHIRE.											
82	Plymouth	State Normal School	4	9	4	4	129	218	94	84	2	101

* Statistics of 1897-98.

normal schools, 1898-99—Continued.

Students.																	
In business course.		In high-school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1898-99.	Amount received from State, county, or city for buildings and improvements.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
0	0	0	0	204	237	0	1	20	88	3	38	6,142	425,000	40,253	40,250	1,500	53
----	----	----	----	----	----	----	----	0	18	1	40	300	50,300	.....	.....	.....	54
0	0	0	0	311	285	0	0	1	68	2	38	3,500	200,000	35,000	35,000	40,000	55
0	0	0	0	70	66	0	0	0	0	2	38	3,400	350,000	26,450	26,560	.....	56
----	----	----	----	230	320	----	----	----	----	----	----	2,000	.....	.....	.....	.....	57
0	0	0	0	65	70	0	0	0	48	2	40	3,500	275,000	25,025	25,025	0	58
----	----	----	----	80	87	----	----	0	59	2	38	3,600	250,000	24,990	24,990	0	59
0	0	0	0	22	26	0	0	4	35	3	38	11,982	200,200	21,450	21,450	.....	60
0	0	0	0	750	821	0	0	0	53	3	40	415	57,265	21,500	21,500	0	61
----	----	----	----	92	110	1	0	18	107	4	40	1,600	29,603	1,200	1,813	0	62
----	----	----	----	120	180	0	0	41	211	4	40	21,000	300,653	66,000	79,229	.....	63
0	0	----	----	161	374	0	0	----	----	5	36	3,245	175,000	39,500	44,500	0	64
0	0	0	0	66	68	0	0	2	41	5	38	2,194	100,000	18,000	19,000	0	65
0	0	0	0	145	106	0	0	14	59	5	38	5,290	183,500	30,000	33,192	10,000	66
0	0	----	----	173	192	0	0	----	----	3	38	3,000	37,600	500	520	.....	67
0	0	0	0	141	200	0	0	9	142	1	48	5,000	250,000	37,000	40,019	.....	68
5	0	12	20	----	----	----	----	----	----	3	40	50	1,200	510	910	.....	69
----	----	----	----	----	----	----	----	----	----	----	----	-------	4,000	2,250	2,250	.....	70
0	0	0	0	0	0	36	31	6	8	2	36	3,200	12,000	2,000	2,599	.....	71
----	----	----	----	----	----	----	----	0	0	4	40	160	650	510	560	0	72
----	----	----	----	0	0	0	0	0	0	2	40	200	100	600	600	75	73
0	0	0	0	0	0	0	0	0	0	2	40	200	1,500	600	800	0	74
----	----	----	----	----	----	----	----	----	----	2	32	-------	1,000	420	1,181	.....	75
----	----	----	----	20	22	----	----	----	----	4	40	1,500	80,000	12,500	15,150	.....	76
----	----	----	----	50	52	----	----	13	18	4	40	3,000	125,000	13,750	21,750	1,000	77
104	134	528	802	----	----	----	----	0	85	4	40	1,000	400,000	.....	.....	.....	78
0	0	0	0	66	89	0	0	15	26	4	40	6,000	275,000	13,500	24,269	.....	79
----	----	27	33	18	24	----	----	0	3	4	40	3,000	60,000	15,000	15,900	.....	80
0	0	----	----	110	113	0	0	----	----	4	40	13,000	200,000	25,000	27,000	5,000	81
----	----	33	33	127	117	0	0	1	20	2	40	2,500	120,000	13,000	14,000	8,000	82

TABLE 19.—*Statistics of public*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	NEW JERSEY.											
83	Newark	Newark Normal and Training School.*	2	13	2	6	183	302	183	201	0	101
84	Paterson	Paterson Normal and Training School.	3	15	3	3	503	542	503	472	0	70
85	Trenton	State Normal and Model schools.	14	32	11	10	344	959	266	340	78	619
	NEW MEXICO.											
86	Silver City	Normal School of New Mexico.	3	1	3	1	38	60	....	....	10	25
	Las Vegas *a*	New Mexico Normal University.	7	0	7	0	....	.....	....	....	....	.....
	NEW YORK.											
87	Albany	New York State Normal College.	9	11	9	11	275	672	224	371	51	301
88	Brockport	State Normal and Training School.	5	14	5	14	319	513	157	159	108	305
89	Brooklyn	Training School for Teachers.	2	29	2	17	184	453	184	195	0	258
90	Buffalo	Buffalo State Normal and Training School.	6	21	6	12	249	610	198	243	50	365
91	Cortland	State Normal and Training School.	5	14	3	10	220	420	....	....	189	405
92	Fredonia	State Normal School	5	14	5	14	285	509	160	201	81	249
93	Geneseo	Geneseo State Normal School.	5	18	5	11	425	670	150	195	225	445
94	Jamaica	Normal and Training School.	4	9	4	9	78	313	43	68	35	245
95	New Paltz	State Normal and Training School.*	4	11	2	6	184	523	100	136	75	369
96	New York	The Normal College of the City of New York.	7	75	7	75	500	1,918	500	502	0	525
97	Oneonta	Oneonta Normal and Training School.	6	13	6	13	233	509	114	146	109	350
98	Oswego	Oswego Normal and Training School.	6	13	6	13	252	521	210	218	42	303
99	Plattsburg	Plattsburg State Normal and Training School.	6	9	0	9	90	270	58	103	32	167
100	Potsdam	State Normal and Training School.	10	11	9	10	358	642	158	174	156	341
101	Syracuse	Teacher's Training Class (Dept. High School.)	8	27	3	3	0	107	....	....	0	107
	NORTH CAROLINA.											
102	Elizabeth City	State Colored Normal School.	2	2	2	1	59	126	29	51	30	75
103	Fayetteville	.....do.....	2	1	2	1	17	47	0	0	17	47
104	Franklinton	Albion Academy—State Normal School.	5	7	3	2	132	186	104	118	28	68
105	Goldsboro	State Colored Normal School.*	2	1	1	1	59	96	22	42	37	54
106	Greensboro	State Normal and Industrial College.	6	22	2	0	114	565	114	116	0	409
107	Plymouth	Plymouth State Colored Normal School.	3	2	3	2	34	67	14	42	20	25
	NORTH DAKOTA.											
108	Mayville	State Normal School	4	6	4	6	62	172	....	....	62	172
109	Valley City	.....do.....	4	4	4	4	42	102	....	....	42	102

* Statistics of 1897-98. *a* Too late to be included in summary.

normal schools, 1898–99—Continued.

Students.																
In business course.		In high-school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1898–99.	Amount received from State, county, or city for buildings and improvements.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
0	0	0	0	----	----	0	2	0	41	----	----	------	----------	-------	-------	-------	83
0	0	0	0	503	472	0	0	0	32	2	40	300	$57,500	-------	-------	-------	84
0	0	0	0	266	340	0	2	35	273	3	38	3,500	400,000	$45,000	$71,000	$4,000	85
3	4	25	31	8	12	----	----	----	----	3	40	15,000	40,000	-------	7,060	5,000	86
----	----	----	------	----	----	----	----	----	----	----	9	------	55,000	-------	-------	-------	
0	0	0	0	224	371	0	0	16	70	2	40	3,338	230,910	28,999	42,453	0	87
----	----	54	49	157	159	2	1	19	73	4	39	9,989	213,000	25,515	27,315	----	88
0	0	0	0	184	195	0	1	0	229	1	40	1,500	170,000	30,000	30,000	0	89
0	0	1	2	178	215	0	0	16	83	4	39	7,500	263,500	28,168	28,817	3,355	90
----	----	31	15	230	238	1	0	16	94	4	39	7,000	245,000	28,164	28,453	2,738	91
----	----	44	59	160	201	0	2	11	57	4	40	2,266	221,100	23,500	24,572	-------	92
50	30	0	0	200	225	0	1	36	158	4	39	6,000	226,000	28,000	30,000	-------	93
0	0	0	0	43	68	1	1	2	28	4	40	5,200	160,000	23,000	23,700	6,000	94
----	----	9	18	100	136	----	----	16	84	4	40	3,152	131,216	21,795	23,680	-------	95
----	----	0	891	500	502	0	6	0	262	4	27	5,532	1,167,500	175,000	175,000	0	96
0	0	10	13	114	146	0	0	20	83	4	39	3,000	275,000	28,650	28,935	1,639	97
0	0	0	0	----	----	0	2	9	90	4	39	10,000	125,000	26,500	28,700	5,000	98
0	0	----	------	10	16	1	0	1	22	4	39	2,528	158,500	20,800	21,600	0	99
----	----	44	127	158	174	1	0	37	94	4	39	------	151,300	25,416	27,538	-------	100
----	----	----	------	500	450	----	----	0	30	2	40	------	----------	-------	-------	-------	101
----	----	----	------	17	31	----	----	2	5	3	36	100	1,000	2,000	2,000	-------	102
0	0	0	0	0	0	17	47	----	----	3	36	48	2,500	2,000	2,300	0	103
----	----	----	------	----	----	28	68	4	5	4	32	------	----------	-------	-------	-------	104
----	----	----	------	----	----	37	54	0	0	3	36	100	----------	1,800	1,800	0	105
0	40	----	------	114	116	----	----	0	39	4	32	3,000	100,000	25,000	39,964	5,000	106
0	0	0	0	0	0	20	25	0	1	3	40	20	1,600	2,000	2,150	0	107
0	0	0	0	----	----	----	----	6	7	4	36	500	35,000	11,150	12,402	2,000	108
----	----	----	------	9	21	0	0	8	25	4	36	3,100	35,000	12,250	13,924	-------	109

TABLE 19.—*Statistics of public*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	OHIO.											
110	Cincinnati	Cincinnati Normal School	0	6	0	6	260	411	260	234	0	177
111	Cleveland	Cleveland Normal Training School.	1	15	1	6	0	182	0	0	0	182
112	Columbus	Columbus Normal School	3	8	3	8	0	111	0	0	0	111
113	Dayton	Dayton Normal and Training School.	1	7	0	2	100	225	100	150	0	75
114	Geneva	Geneva Normal School	4	1	4	1	55	80	....	....	12	30
	OKLAHOMA.											
115	Edmond	The Normal School of Oklahoma.*	5	4	5	4	111	140	....	....	111	140
	OREGON.											
116	Ashland	Southern Oregon State Normal School.	4	4	3	2	105	100	25	30	75	65
117	Drain	Central Oregon State Normal School.	4	3	4	3	94	122	70	80	18	40
118	Monmouth	Oregon State Normal School.	8	4	8	4	189	302	97	105	92	197
119	Weston	Eastern Oregon State Normal School.	4	3	4	3	39	54	10	9	29	45
	PENNSYLVANIA.											
120	Bloomsburg	State Normal School	14	11	14	7	226	281	....	....	151	188
121	California	Southwestern State Normal School.	12	12	10	8	375	528	181	175	170	312
122	Clarion	State Normal School	14	7	12	4	253	349	45	68	200	270
123	East Stroudsburg.	East Stroudsburg State Normal School.	8	7	8	7	194	247	67	70	127	177
124	Edinboro	Northwestern State Normal School.	9	7	9	7	191	285	39	39	149	244
125	Indiana	Indiana Normal School of Pennsylvania.	13	12	13	9	269	483	75	86	144	346
226	Kutztown	Keystone State Normal School.	16	6	16	6	449	296	101	82	348	214
127	Lock Haven	Central State Normal School.	14	8	13	6	313	342	8	2	305	340
128	Mansfield	State Normal School (fifth district).	6	12	6	12	200	303	0	0	188	282
129	Millersville	First Pennsylvania State Normal School.	21	15	21	15	510	579	124	103	386	476
130	Philadelphia	Philadelphia Normal School for Girls.	2	51	2	28	141	1,023	141	421	0	602
131	Pittsburg	Normal Department, Pittsburg High School.	3	12	3	11	0	410	....	....	0	410
132	Shippensburg	Cumberland Valley State Normal School.	9	8	9	8	198	209	32	43	166	166
133	Slippery Rock	State Normal School (eleventh district).	8	9	8	9	310	508	107	116	203	392
134	West Chester	State Normal School	14	17	14	17	310	520	25	35	285	485
	RHODE ISLAND.											
135	Providence	Rhode Island Normal School.	4	24	4	16	1	246	....	....	0	172
	SOUTH CAROLINA.											
136	Rock Hill	Winthrop Normal and Industrial College.	8	23	8	23	0	344	....	....	0	177
	SOUTH DAKOTA.											
137	Madison	State Normal School	4	7	4	6	73	278	32	73	41	205
138	Spearfish	....do	1	11	1	10	122	200	38	45	84	155
139	Springfield	....do	2	4	2	4	46	65	9	5	32	51

* Statistics of 1897–98.

normal schools, 1898–99—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1898–99.	Amount received from State, county, or city for buildings and improvements.	
In business course.		In high-school grades.															
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
0	0	0	0	260	234	0	2	0	77	2	40	150	.....	.....	.....	.....	110
0	0	0	0	400	400	0	2	0	63	2	38	200	.....	.....	.....	.....	111
0	0	0	0	256	244	0	4	0	62	2	38	300	.....	.....	.....	.....	112
----	----	----	------	100	150	0	0	0	27	2	38	500	.....	.....	.....	.....	113
----	----	43	50	0	0	0	0	6	18	3	38	400	$30,000	$4,000	$5,000	0	114
----	----	----	------	17	15	0	0	3	8	3	40	1,000	50,000	16,000	19,000	.....	115
----	----	5	5	25	30	----	----	5	16	4	40	100	15,000	3,500	6,500	$2,500	116
5	0	1	2	70	80	0	0	5	10	3	40	500	10,000	.....	3,000	0	117
----	----	----	------	97	105	----	----	200	259	3	40	------	35,000	9,000	14,000	12,500	118
0	0	0	0	15	19	0	0	1	9	3	40	80	20,000	8,000	8,700	2,500	119
----	----	75	93	27	22	----	----	48	82	3	40	3,230	313,116	3,750	29,391	.....	120
8	12	16	29	181	175	----	----	34	66	2	42	5,000	235,000	7,500	34,500	.....	121
7	4	1	7	45	68	1	0	24	49	3	40	4,000	266,000	7,500	20,715	13,887	122
----	----	----	------	67	70	0	0	34	77	3	42	960	102,924	17,165	27,986	.....	123
3	2	0	0	39	39	0	0	18	31	2	40	9,000	164,000	7,500	30,800	0	124
16	18	34	33	75	86	0	0	25	76	2	41	3,509	264,850	7,500	62,896	0	125
----	----	----	------	101	82	----	----	64	59	3	42	6,398	281,500	7,500	65,236	.....	126
----	----	----	------	70	82	----	----	52	74	3	40	4,500	275,000	7,500	24,037	.....	127
0	0	12	21	126	234	0	0	4	7	2	40	4,446	281,600	9,500	21,000	0	128
----	----	----	------	124	103	0	0	47	69	3	42	10,200	470,812	7,500	68,776	0	129
----	----	----	------	141	421	0	6	0	298	2	40	4,500	500,000	.....	.....	.....	130
0	0	0	0	105	125	0	0	----	----	2	40	------	.....	.....	.....	.....	131
----	----	----	------	32	43	----	----	53	58	3	42	2,906	220,000	7,500	7,500	7,500	132
----	----	0	0	90	89	0	0	29	73	3	42	1,508	200,000	7,500	26,826	.....	133
----	----	----	------	25	35	1	2	32	94	3	42	7,500	500,000	7,500	47,532	7,500	134
----	----	1	74	162	204	0	1	0	91	2	39	750	750,000	55,000	55,000	.....	135
0	138	0	29	51	78	0	0	0	54	4	36	3,900	255,969	30,000	30,000	.....	136
0	0	0	0	32	73	0	0	2	2	4	38	1,651	75,000	12,900	15,490	.....	137
0	0	0	0	38	45	0	1	0	11	4	38	13,000	40,000	15,000	16,615	25,000	138
0	0	5	9	29	32	0	0	6	5	3	36	1,000	15,000	600	3,200	.....	139

TABLE 19.—*Statistics of public*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	TENNESSEE.											
140	Nashville	Peabody Normal College	17	16	15	11	210	394	....	....	210	394
	TEXAS.											
141	Detroit	Detroit Normal School	2	1	1	1	88	76	48	52	6	4
142	Huntsville	Sam Houston Normal Institute.	5	11	5	11	151	328	....	....	151	328
143	Timpson	Timpson High School*	2	2	1	1	178	128	150	100	18	16
	UTAH.											
144	Cedar City	Southern Branch of the State Normal School.	4	1	2	0	85	72	....	....	85	72
	Salt Lake City	State Normal School of Utah. *a*	....	....	....	....	....	.....	....	....	....	.....
	VERMONT.											
145	Castleton	State Normal School	1	4	1	4	14	96	....	....	14	96
146	Johnson	.....do	3	7	3	4	8	60	....	....	8	60
147	Randolph	.....do	1	5	1	3	14	69	0	0	14	69
	VIRGINIA.											
148	Farmville	State Normal School (female).	1	12	1	6	0	246	0	80	0	166
149	Hampton	The Hampton Normal and Agricultural Institute.	34	44	0	5	378	233	374	229	0	4
150	Petersburg	Virginia Normal and Collegiate Institute.	6	6	6	4	161	167	65	97	68	70
	WASHINGTON.											
151	Cheney	State Normal School	4	5	4	5	31	70	....	....	31	70
152	Ellensburg	.....do	3	6	3	5	38	183	0	0	38	183
	WEST VIRGINIA.											
153	Athens	Concord State Normal School.	6	3	4	2	114	75	0	0	105	60
154	Fairmount	Fairmount State Normal School.	4	7	4	5	184	201	....	....	170	144
155	Glenville	Glenville State Normal School.	3	2	3	2	87	53	....	....	87	53
156	Huntington	Marshall College, State Normal School.	6	6	4	3	175	225	5	5	10	15
157	Institute	West Virginia Colored Institute.	9	3	5	1	50	60	9	1	41	59
158	Shepherdstown	Shepherd College, State Normal School.	3	2	3	2	56	49	0	0	56	49
159	West Liberty	West Liberty State Normal School.	3	2	3	2	73	89	0	0	73	89
	WISCONSIN.											
160	Milwaukee	State Normal School*	8	14	8	8	176	454	135	101	41	353
161	Oshkosh	.....do	11	20	11	15	368	617	135	142	222	455
162	Platteville	.....do	10	12	10	8	193	336	73	158	120	178
163	River Falls	.....do	5	12	5	8	67	208	....	....	67	208
164	Stevens Point	.....do	9	12	9	9	194	421	64	104	130	309
165	West Superior	.....do	6	11	6	11	75	211	....	....	75	211
166	Whitewater	.....do	7	12	7	8	211	318	86	80	123	237

* Statistics of 1897-98.

a See table of colleges and universities.

normal schools, 1898–99—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1898–99.	Amount received from State, county, or city for buildings and improvements.	
In business course.		In high-school grades.															
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
0	0	----	------	100	247	0	0	----	----	2	32	12,000	$150,000	$20,000	$67,900	0	140
0	0	34	20	0	0	0	0	6	4	2	36	250	3,000	1,200	2,044	0	141
----	----	----	------	----	----	----	----	43	65	3	36	12,000	100,000	39,500	45,500	$2,000	142
0	0	10	12	0	0	0	0	0	0	2	36	100	2,500	2,000	2,700	0	143
----	----	----	------	----	----	----	----	----	----	4	36	800	35,000	7,500	8,300	23,000	144
----	----	----	------	----	----	----	----	----	----	----	----	------	----------	-------	-------	-------	
0	0	0	0	----	----	----	----	1	38	2	40	------	20,000	5,000	5,100	0	145
0	0	----	------	60	90	0	0	2	22	2	40	2,500	----------	6,000	6,300	-------	146
0	0	0	0	34	24	0	0	3	23	2	40	3,000	13,150	6,000	6,777	0	147
0	0	0	0	12	84	0	0	0	34	3	37	4,000	75,000	15,000	17,500	0	148
3	0	1	0	176	210	0	4	0	2	2	38	9,500	712,000	0	159,084	0	149
0	0	28	0	40	16	68	70	12	17	3	34	403	157,000	15,000	16,941	0	150
----	----	----	------	25	30	----	----	1	5	5	40	3,000	60,000	13,200	14,200	-------	151
0	0	0	0	43	65	0	0	4	20	4	20	-------	60,000	16,000	16,000	6,500	152
9	15	0	0	0	0	0	0	3	2	4	40	500	40,000	12,000	12,499	20,000	153
----	----	14	57	----	----	----	----	----	----	4	40	2,000	65,000	59,000	59,868	5,883	154
----	----	----	------	----	----	----	----	0	0	4	40	1,800	35,000	8,000	8,210	3,000	155
60	46	100	159	5	5	0	0	3	8	4	36	2,000	200,000	19,550	20,751	18,436	156
----	----	----	------	----	----	41	59	----	----	4	40	600	54,200	19,000	24,000	6,000	157
----	----	----	------	----	----	----	----	4	6	4	40	1,000	40,000	5,000	5,500	-------	158
0	0	----	------	0	0	----	----	3	5	4	38	1,700	20,000	-------	7,027	-------	159
0	0	----	------	135	101	0	0	26	121	2	40	3,000	100,000	45,075	48,286	-------	160
0	0	11	20	135	142	0	0	43	107	4	40	30,000	131,500	45,713	52,586	0	161
0	0	----	------	73	158	0	0	11	33	4	40	5,300	100,000	-------	2,500	-------	162
----	----	----	------	97	120	----	----	5	4	4	40	3,568	57,926	19,000	29,456	-------	163
0	0	0	8	64	104	0	0	20	54	4	40	6,371	90,000	30,000	33,000	-------	164
0	0	----	------	82	99	0	1	7	13	4	40	3,000	103,000	28,000	31,000	-------	165
----	----	2	1	86	80	----	----	18	48	4	40	5,206	180,000	30,929	33,257	0	166

TABLE 20.—*Statistics of private*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	ALABAMA.											
1	Huntsville	Central Alabama Academy.*	2	2	2	2	35	100	16	34	6	20
2	Tuskegee	Tuskegee Normal and Industrial Institute.	53	35	14	20	816	364	473	171	343	193
	ARKANSAS.											
3	Belleville	Belleville Normal College	2	1	2	1	105	100	55	70	50	30
4	Pea Ridge	Pea Ridge Normal College	5	5	5	4	95	83	33	29	43	37
5	Southland	Southland College and Normal Institute.	1	5	1	4	63	89	26	40	35	41
6	Sulphur Rock	Arkansas Normal School	4	2	4	1	119	78	20	16	51	48
7	Wilmar	Drew Normal Institute	3	5	3	0	120	130	65	74	25	30
8	Woodberry	Woodberry Normal School	3	2	2	1	71	43	27	17	44	26
	CALIFORNIA.											
9	Oakland	Gilson's Normal and Special Training School.	1	1	1	1	2	24	0	0	0	22
	COLORADO.											
10	Denver	Denver Normal and Preparatory School.	4	5	4	4	91	264	11	18	64	182
	DISTRICT OF COLUMBIA.											
11	Washington	Washington Kindergarten Normal Institute.	0	6	0	6	20	43	20	22	0	21
12	....do	Woman's League Kindergarten Training School.*	0	14	0	2	0	22	0	0	0	22
	FLORIDA.											
13	Jasper	Jasper Normal Institute	3	4	1	2	131	149	42	59	32	28
14	Orange Park	Orange Park Normal and Manual Training School.	2	6	2	3	25	40	14	31	11	9
15	White Springs	Florida Normal College†	3	1	3	0	57	31	23	11	26	19
	GEORGIA.											
16	Augusta	Haines Normal and Industrial Institute.	4	11	2	5	143	280	96	165	47	115
17	Demorest	Demorest Normal School*	3	2	3	2	26	19	0	0	12	10
18	Macon	Ballard Normal School	1	13	1	2	125	400	105	350	20	50
19	Thomasville	Allen Normal and Industrial School.	0	7	0	3	33	143	28	125	5	18
	ILLINOIS.											
20	Addison	German Evangelical Lutheran Teachers' Seminary.†	8	0	8	0	198	0	114	0	84	0
21	Bushnell	Western Normal College	9	5	9	3	153	141	0	0	117	105
22	Dixon	Northern Illinois Normal School.	22	3	8	3	500	400	340	210	110	125
23	Galesburg	Galesburg Kindergarten Normal School.	1	8	1	5	33	204	33	57	0	147
24	Hoopeston	Greer Normal College	7	5	7	5	225	178	54	68	43	77
25	Macomb	Western Illinois Normal School.	12	5	3	2	175	225	....	....	80	100
26	Oregon	Wells School for Teachers	2	0	2	0	40	90	....	....	40	90
27	Rushville	Rushville Normal and Business College.	3	2	3	2	150	150	....	....	75	100

*Statistics of 1897-98. †Statistics of 1896-97.

normal schools, 1898–99.

Students.																
In business course.		In high-school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1898-99.	Value of benefactions received during year.	Total money value of endowments, property, and funds now possessed, received from private sources.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
6	5	7	41	.....	.....	6	20	2	2	3	32	1,200	$10,000	$388	.....	.....	1
0	0	.....	.....	58	105	343	193	3	1	4	36	5,000	252,319	104,811	$97,231	$68,255	2
.....	.....	.....	.....	.....	.....	.....	.....	0	0	3	36	60	3,000	1,925	.....	.....	3
.....	.....	19	17	37	29	.....	.....	3	2	3	40	200	5,000	2,100	35	.....	4
.....	.....	2	5	8	12	35	44	9	4	4	36	1,000	60,000	5,200	1,000	96,000	5
22	8	26	6	20	16	.....	.....	12	4	3	36	3,600	9,500	5,400	.....	.....	6
10	1	20	25	0	0	0	0	0	0	1	36	300	6,000	3,400	0	0	7
.....	.....	.....	.....	27	17	.....	.....	4	2	3	42	1,300	8,000	3,175	.....	.....	8
2	2	0	0	0	0	0	0	0	10	1	44	1,200	25,000	1,079	0	.....	9
11	31	5	33	.....	.....	0	1	0	5	4	36	500	2,000	.....	.....	.....	10
0	0	0	0	9	10	.....	.....	0	15	.....	.....	.....	.....	.....	.....	.....	11
.....	.....	.....	.....	50	100	0	22	0	14	2	32	75	.....	1,000	.....	.....	12
14	4	43	58	.....	.....	.....	.....	8	7	2	40	2,000	6,000	3,700	.....	.....	13
0	0	0	0	0	0	10	9	2	1	4	32	350	28,000	3,760	.....	28,000	14
8	1	0	0	0	0	0	0	1	1	1	40	.....	.....	400	.....	.....	15
.....	.....	.....	.....	.....	.....	30	8	2	48	.....	.....	450	20,000	5,070	.....	20,000	16
6	3	8	6	0	0	0	0	1	0	3	36	1,000	1,200	.....	.....	.....	17
.....	.....	.....	.....	.....	.....	20	50	0	3	5	32	3,000	40,000	5,800	160	40,000	18
.....	.....	.....	.....	.....	.....	5	18	1	4	4	37	329	8,760	2,227	.....	.....	19
.....	.....	.....	.....	.....	.....	1	0	42	0	3	40	1,600	92,000	.....	.....	.....	20
25	6	11	30	.....	.....	1	0	6	12	2	40	.....	30,000	3,900	0	30,000	21
0	0	50	65	.....	.....	6	1	26	39	2	40	1,500	200,000	.....	.....	.....	22
.....	.....	.....	.....	33	57	0	1	.....	.....	2	36	774	12,000	.....	.....	.....	23
81	16	47	17	.....	.....	0	0	6	6	2	48	2,000	140,000	4,500	0	60,000	24
64	36	31	89	.....	.....	.....	.....	3	1	3	48	100	.....	10,500	.....	.....	25
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	400	3,000	.....	.....	.....	26
60	40	15	10	20	30	.....	.....	3	3	3	40	150	.....	4,650	.....	.....	27

TABLE 20.—*Statistics of private*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	INDIANA.											
28	Anderson	Anderson Normal University.†	15	7	6	2	185	165	46	14	83	101
29	Angola	Tri-State Normal College	12	3	2	3	465	216	....	....	198	100
30	Corydon	Ohio Valley Normal College.	5	2	4	1	132	59	0	0	101	49
31	Covington	Indiana Normal College	0	2	0	2	21	19	5	6	16	13
32	Danville	Central Normal College*	20	2	3	1	986	537	371	249	28	13
33	Elkhart	Elkhart Normal School and Business Institute.	4	6	1	1	78	78	13	4	5	3
34	Indianapolis	Indiana Kindergarten and Primary Normal Training School.	1	11	1	11	0	88	....	....	0	88
35	Marion	Marion Normal School	16	5	16	5	643	489	....	....	523	407
36	Mitchell	Southern Indiana Normal College.	7	3	7	3	90	75	15	20	65	50
37	Valparaiso	Northern Indiana Normal School.	40	15	30	11	2141	1210	49	55	1143	784
	IOWA.											
38	Afton	Afton Normal and Business College.	3	3	2	2	33	81	2	35	9	35
39	Bloomfield	Southern Iowa Normal School.	4	4	4	1	227	139	140	89	42	26
40	Carroll	Carroll Normal and Business College.†	4	0	3	0	66	50	18	0	30	40
41	Decorah	Valder Business College and Normal School.†	6	2	3	1	154	184	....	....	66	156
42	Denison	Denison Normal and Business College.	5	3	4	1	115	200	52	79	40	60
43	Des Moines	Highland Park Normal College.†	21	10	9	6	4	162	....	....	4	162
44	Glidden	National Normal School*	4	0	3	0	80	70	20	20	40	50
45	Humboldt	Humboldt College	17	7	8	3	203	121	20	58	75	24
46	Kossuth	Kossuth Academy*	2	0	2	0	14	8	1	0	5	7
47	Le Mars	Le Mars Normal College	7	6	4	3	90	85	10	15	30	20
48	Mount Pleasant	Howe's Academy and Teachers' Training School.†	3	1	2	1	60	79	0	6	30	42
49	Newton	Newton Normal College	3	2	2	1	67	65	0	0	37	42
50	Nora Springs	Nora Springs Seminary*	5	6	3	5	305	338	0	0	75	120
51	Ottumwa	Ottumwa Normal School	0	1	0	1	1	13	....	....	1	13
52	Perry	Perry Normal School	4	2	3	1	45	67	....	....	18	30
53	Shenandoah	Western Normal College	17	5	17	5	732	426	....	....	690	381
54	Vinton	Tilford Collegiate Academy.	3	3	3	2	165	112	98	59	42	35
55	Waukon	Waukon Business College and Normal School.	3	2	3	0	60	50	0	0	42	48
	KANSAS.											
56	Conway Springs	Normal and Business College.	3	2	2	2	45	55	....	....	25	30
57	Great Bend	Central Normal College	9	4	3	2	126	77	38	22	40	33
58	McPherson	McPherson College	11	2	5	2	225	151	122	103	28	20
59	Maryville	Modern Normal College	4	2	4	2	82	117	....	....	47	63
60	Nickerson	Nickerson Normal College	12	9	4	5	108	173	20	51	47	103
61	Salina	Salina Normal University†	11	5	11	5	142	122	....	....	71	61
62	Winfield	Southwest Kansas College	9	6	6	3	170	122	0	0	17	19
	KENTUCKY.											
63	Blaine	Blaine Normal School	2	2	1	1	70	30	40	10	30	20
64	Bowling Green	Southern Normal School	10	5	10	5	473	203	0	0	344	119
65	Hardinsburg	Breckenridge Normal College.	3	3	3	1	48	54	14	18	24	24

* Statistics of 1897-98.

† Statistics of 1896-97.

normal schools, 1898–99—Continued.

Students.																
In business course.		In high-school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1898-99.	Value of benefactions received during year.	Total money value of endowments, property, and funds now possessed, received from private sources.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
45	34	11	16	.....	.....	0	1	7	9	4	48	.....	$20,000	.....	.....	$28,000	28
68	16	199	100	0	0	0	0	0	1	1	48	.....	.....	.....	.....	.....	29
31	10	.....	.....	0	0	0	0	4	0	2	40	3,160	9,000	$2,300	$200	5,000	30
.....	.....	.....	.....	.....	.....	.....	.....	0	1	.....	.....	25	.....	400	.....	.....	31
215	25	372	250	.....	.....	.....	.....	.....	.....	4	48	2,500	50,000	25,000	0	.....	32
40	41	20	30	.....	.....	.....	.....	.....	.....	2	40	159	1,000	1,800	40	.....	33
.....	.....	.....	.....	.....	.....	0	1	0	22	2	.....	.....	.....	.....	.....	.....	34
120	82	.....	.....	.....	.....	2	1	18	10	4	50	2,000	30,000	.....	.....	.....	35
10	5	.....	.....	.....	.....	0	0	5	4	2	47	3,000	10,000	.....	.....	.....	36
622	148	327	223	75	29	0	0	301	193	2	50	10,105	500,000	118,769	0	0	37
22	11	.....	.....	.....	.....	.....	.....	.....	.....	3	30	450	15,000	.....	.....	.....	38
27	13	18	11	0	0	0	0	11	9	2	50	800	11,000	.....	.....	.....	39
18	10	.....	.....	.....	.....	.....	.....	.....	.....	3	44	.....	15,000	.....	.....	.....	40
88	28	.....	.....	.....	.....	.....	.....	12	14	2	40	.....	.....	.....	.....	.....	41
23	61	.....	.....	6	6	0	0	1	1	4	40	500	35,000	.....	.....	.....	42
.....	.....	.....	.....	15	30	0	0	.....	.....	2	48	5,000	200,000	25,000	.....	.....	43
20	0	.....	.....	20	30	0	0	5	2	2	46	300	14,000	3,200	0	0	44
89	20	23	19	.....	.....	.....	.....	3	1	2	40	4,000	50,000	.....	.....	.....	45
.....	.....	8	1	0	0	0	0	0	0	1	24	100	4,500	150	0	4,650	46
20	2	30	48	0	0	0	0	0	0	3	40	3,000	50,000	.....	0	.....	47
8	3	22	34	.....	.....	.....	.....	1	2	.....	40	.....	.....	2,085	.....	.....	48
30	23	.....	.....	.....	.....	.....	.....	2	7	3	42	850	30,000	3,510	.....	.....	49
42	5	188	213	.....	.....	.....	.....	13	8	2	38	200	8,000	5,000	0	0	50
0	0	.....	.....	.....	.....	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	51
27	37	.....	.....	.....	.....	.....	.....	.....	.....	2	40	950	.....	1,700	.....	.....	52
29	17	13	28	.....	.....	1	0	17	12	2	48	.....	.....	.....	.....	.....	53
25	18	.....	.....	.....	.....	.....	.....	5	2	2	36	1,200	30,000	3,500	.....	.....	54
18	2	.....	.....	0	0	0	0	5	2	2	36	300	400	1,200	0	0	55
20	25	.....	.....	.....	.....	.....	.....	2	3	3	40	100	6,000	2,000	.....	.....	56
48	22	.....	.....	0	0	0	0	3	1	4	40	600	25,000	3,000	2,000	.....	57
40	8	35	20	0	0	0	0	5	3	4	40	2,000	59,000	5,500	1,000	60,000	58
10	9	25	45	0	0	0	0	12	17	4	40	2,500	5,000	3,500	.....	.....	59
41	19	0	0	0	0	0	0	9	18	4	40	2,700	29,000	8,121	3,200	6,700	60
36	30	35	31	.....	.....	1	1	14	6	4	40	600	30,000	5,500	.....	.....	61
66	21	87	82	0	0	0	0	2	4	4	37	2,000	62,000	7,500	3,000	0	62
0	0	.....	.....	0	0	0	0	0	0	.....	20	.....	.....	400	.....	.....	63
108	52	21	32	0	0	0	0	12	4	4	48	.....	.....	.....	.....	.....	64
.....	.....	10	12	.....	.....	.....	.....	2	3	4	39	100	2,500	1,600	.....	.....	65

TABLE 20.—*Statistics of private*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	KENTUCKY—continued.											
66	Irvine	Irvine Training School	2	0	2	0	72	64	54	45	15	16
67	Lexington	Chandler Normal School	0	8	0	4	70	120	63	102	7	18
68	Madisonville	Western Kentucky Normal School.*	0	3	0	2	20	47	19	37	1	10
69	Morehead	Morehead Normal School	3	2	2	2	169	195	85	96	20	28
70	Waddy	Central Normal College	4	3	4	3	67	53	27	23	30	25
	MAINE.											
71	Lee	Lee Normal Academy	1	2	1	2	76	83	20	30	16	18
72	Springfield	Springfield Normal School	0	3	0	3	60	63	15	12	2	4
	MARYLAND.											
73	Ammendale	Ammendale Normal Institute.	7	0	7	0	38	0	18	0	20	0
74	Buckeystown	Buckeystown Normal Training School.	1	1	1	1	10	13	1	4	6	9
75	Hebbville	Baltimore Normal School for the training of colored teachers.	1	1	1	1	10	34	....	....	10	34
	MASSACHUSETTS.											
76	Boston	Kindergarten Training School.	1	7	1	7	0	105	....	....	0	105
77	Waltham	Notre Dame Training School.	0	11	0	11	0	70	0	40	0	30
78	Worcester	The Froebel School and Kindergarten Normal Class.	4	4	3	3	0	24	....	....	0	24
	MICHIGAN.											
79	Fenton	Fenton Normal School†	3	5	3	2	100	125	....	....	50	75
80	Owosso	Oakside School	0	2	0	2	15	15	4	0	0	14
81	Petoskey	Petoskey Normal School and Business College.	2	3	1	1	285	310	0	0	160	225
	MINNESOTA.											
82	Madison	Lutheran Normal School of the United Norwegian Lutheran Church of America.	4	1	3	0	64	52	48	31	16	21
83	New Ulm	Dr. Martin Luther College.	6	0	4	0	61	5	14	1	18	0
	MISSISSIPPI.											
84	Blue Springs	Blue Springs Normal College.	1	2	1	0	75	60	67	55	8	5
85	Burgess	Burgess Normal Institute.	2	2	2	0	58	67	48	52	10	15
86	Cumberland	Cumberland Normal Institute.*	1	1	1	1	40	46	27	34	13	12
87	Houston	Mississippi Normal College.*	5	8	4	3	171	205	125	145	46	60
88	Iuka	Iuka Normal Institute	4	4	4	2	120	94	28	22	78	62
89	Lake Como	Lake Como Normal School*	2	1	2	0	64	69	50	61	11	7
90	Louisville	Louisville Normal School	3	1	2	1	60	70	20	30	10	15
91	Plattsburg	Winston Normal High School.*	1	3	1	2	80	30	25	20	18	5
92	Poplar Springs	Poplar Springs Normal College.*	2	2	1	1	73	109	50	80	15	18
93	Tougaloo	Tougaloo University (normal department).	5	15	3	5	166	172	146	148	17	21
94	Yale	Oakland Normal Institute*	3	1	2	1	120	90	40	50	80	40

* Statistics of 1897-98.

† Statistics of 1896-97.

normal schools, 1898–99—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1898–99.	Value of benefactions received during year.	Total money value of endowments, property, and funds now possessed, received from private sources.	
In business course.		In high-school grades.															
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
3	3	----	----	----	----	----	----	----	----	4	38	----	$2,700	----	----	----	66
0	0	0	0	18	29	70	120	1	2	4	34	600	17,904	$1,375	$900	0	67
----	----	----	----	19	37	----	----	----	----	3	36	150	100	500	----	----	68
4	2	60	69	0	0	0	0	0	0	3	40	500	6,000	1,142	0	$6,000	69
5	2	5	3	----	----	0	0	5	4	3	40	1,000	5,000	3,000	0	6,000	70
----	----	40	35	----	----	----	----	2	2	3	32	116	3,000	1,150	----	----	
0	0	43	47	----	----	0	0	1	4	4	22	95	4,800	1,275	----	----	71
																	72
----	----	----	----	----	----	0	0	11	0	4	40	5,000	60,000	----	----	----	73
3	0	0	0	0	0	0	0	0	0	----	48	500	4,000	500	0	0	74
----	----	----	----	----	----	10	34	3	3	3	41	2,000	----	2,250	----	----	75
----	----	----	----	----	----	----	----	0	58	2	34	200	----	----	0	----	76
----	----	----	----	----	----	----	----	----	----	3	40	3,800	70,000	13,359	----	----	77
0	0	----	----	----	----	----	----	0	12	2	36	----	----	----	----	----	78
50	50	----	----	----	----	----	----	----	----	1	48	1,000	11,000	5,200	----	----	79
3	0	8	1	0	0	0	0	0	0	----	----	800	3,500	500	0	0	80
95	50	30	35	23	34	0	0	17	22	3	36	1,150	10,000	6,684	0	----	81
0	0	0	0	8	10	0	0	5	5	2	36	400	30,000	3,400	2,000	4,000	82
29	4	----	----	70	70	----	----	9	0	2	40	250	30,000	4,000	4,000	30,000	83
----	----	----	----	----	----	----	----	----	----	----	----	----	1,500	600	----	----	84
0	0	0	0	----	----	0	0	5	14	----	40	300	1,500	540	----	2,000	85
----	----	----	----	----	----	----	----	----	----	3	40	----	1,600	1,050	----	----	86
----	----	----	----	----	----	----	----	8	11	4	40	600	10,000	5,000	----	----	87
2	0	12	10	0	0	0	0	0	0	4	48	500	60,000	6,000	0	0	88
3	1	----	----	----	----	----	----	9	7	2	40	126	800	1,450	----	----	89
6	0	24	25	----	----	----	----	----	----	2	36	100	2,000	1,620	----	----	90
7	3	30	2	12	8	0	0	7	6	2	32	0	1,500	1,135	----	----	91
2	2	6	9	----	----	----	----	----	----	4	40	100	2,500	1,000	----	----	92
----	----	3	3	----	----	17	21	2	0	4	32	4,500	85,000	----	----	----	93
----	----	----	----	----	----	0	0	20	5	3	40	500	2,500	1,430	----	----	94

TABLE 20.—*Statistics of private*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	MISSOURI.											
95	College Mound	McGee Holiness College*	2	2	1	0	50	75	40	60	2	14
96	Gainesville	Gainesville Normal School	3	2	3	1	36	48	20	32	16	16
97	Mill Spring	Hale's College	4	0	1	0	43	37	25	23	18	14
98	Pleasant Hope	Pleasant Hope Normal Institute.	2	2	2	1	40	50	0	0	15	25
99	Stanberry	Stanberry Normal School	12	6	12	6	275	221	0	0	10	15
	NEBRASKA.											
100	Fremont	Fremont Normal School	18	3	5	2	625	675	21	26	344	464
101	Normal	Lincoln Normal University.	12	3	8	1	108	232	40	31	56	73
102	Santee Agency	Santee Normal Training School.	6	5	1	2	57	52	51	44	6	8
103	Wayne	Nebraska Normal College	4	7	3	5	417	591	....	....	263	378
	NEW YORK.											
104	New York	Teachers' College	30	36	27	21	343	1528	153	146	102	1290
	NORTH CAROLINA.											
105	Asheville	Normal and Collegiate Institute.	0	13	0	12	0	237	....	....	0	85
106	Kings Mountain	Lincoln Academy	0	7	0	3	62	140	59	122	3	18
107	Lumberton	Whitin Normal School*	1	1	1	1	20	25	8	11	12	14
108	Raleigh	St. Augustine's School	6	9	4	1	135	175	109	148	26	27
109	Traphill	Fairview College*	3	1	1	0	88	63	70	55	18	8
110	Wilmington	Gregory Normal Institute*	1	10	1	2	80	209	70	158	10	51
111	Winton	Waters Normal School	3	2	3	2	81	130	32	85	49	45
	NORTH DAKOTA.											
112	Grand Forks	Northwestern Normal College.	6	1	2	0	184	48	75	25	25	10
	OHIO.											
113	Ada	Ohio Normal University	25	9	13	4	2189	1038	8	0	689	476
114	Canfield	Northeastern Ohio Normal College.	5	2	5	2	65	72	....	....	40	45
115	Dayton	St. Mary's Convent	12	0	12	0	90	0	20	0	60	0
116	Ewington	Southern Ohio Normal College.	1	1	1	1	25	15	....	....	25	15
117	Fayette	Normal University	6	4	4	2	125	75	75	20	25	20
118	Lebanon	National Normal University.	23	9	23	9	1800	700	....	....	1760	685
119	Middlepoint	Western Ohio Normal College.	4	1	4	1	104	26	0	0	104	26
120	New Philadelphia.	John P. Kuhn's Normal School.	1	1	1	1	60	35	20	15	40	20
121	Piketon	Southern Ohio School of Pedagogy.*	3	0	3	0	30	20	0	0	30	20
122	Fremont City	Western Normal University.	1	0	1	0	9	11	0	5	7	2
123	Woodville	Evangelical Lutheran Teachers' Seminary.	4	0	4	0	23	0	18	0	15	0
	PENNSYLVANIA.											
124	Ebensburg	Ebensburg Normal Institute.	2	0	2	0	28	32	8	5	20	27
125	Huntingdon	Juniata College	19	2	10	1	209	132	....	....	184	129
126	Muncy	Lycoming County Normal School.	5	1	5	1	100	120	....	....	100	120
127	Pittsburg	Curry College	17	9	7	3	277	287	42	62	21	43

* Statistics of 1897-98.

normal schools, 1898-99—Continued.

Students.																	
In business course.		In high-school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1898-99.	Value of benefactions received during year.	Total money value of endowments, property, and funds now possessed, received from private sources.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
3	1	5	0	----	----	----	----	----	----	2	40	-------	$5,000	$500	-------	-------	95
0	0	0	0	0	0	0	0	0	0	3	40	-------	1,200	-------	0	0	96
----	----	0	0	0	0	0	0	0	0	----	36	0	2,000	720	0	0	97
10	5	15	20	0	0	0	0	1	1	4	40	300	3,000	-------	-------	-------	98
28	6	237	200	0	0	0	0	----	----	3	48	500	50,000	20,000	0	0	99
260	185	----	----	21	26	0	1	37	40	3	50	4,500	120,000	-------	-------	-------	100
----	----	12	128	40	31	1	0	38	22	3	48	-------	127,000	-------	-------	-------	101
----	----	----	----	12	19	----	----	3	4	4	38	1,900	50,000	12,840	-------	-------	102
106	49	48	164	18	26	----	----	17	34	2	50	800	30,000	-------	-------	-------	103
0	0	88	92	241	238	2	1	22	32	4	35	11,776	1,189,500	98,217	$268,860	$1,353,160	104
0	9	0	143	----	----	0	0	0	13	4	40	1,000	115,000	14,000	-------	-------	105
0	0	0	0	2	7	3	18	0	5	4	34	1,200	5,602	-------	-------	-------	106
----	----	----	----	----	----	----	----	14	12	3	32	250	1,200	200	75	-------	107
----	----	----	----	16	36	26	27	4	1	3	33	------	-------	-------	-------	-------	108
----	----	----	----	----	----	0	0	0	0	3	40	100	2,000	75	600	-------	109
----	----	----	----	----	----	10	51	1	3	4	32	200	15,000	3,700	300	0	110
----	----	----	----	----	----	81	130	1	1	4	8	350	1,100	1,523	-------	-------	111
75	10	9	3	----	----	----	----	----	----	1	44	1,000	-------	5,000	0	0	112
341	93	1151	469	----	----	----	----	49	22	2	49	5,500	50,000	45,598	-------	50,000	113
8	1	17	26	----	----	----	----	4	6	3	40	1,500	50,000	3,062	-------	-------	114
0	0	10	0	0	0	0	0	10	0	4	40	-------	-------	-------	-------	-------	115
----	----	----	----	----	----	0	0	----	----	----	40	-------	2,500	-------	0	-------	116
15	5	10	30	----	----	0	0	5	4	2	48	800	20,000	4,300	-------	-------	117
40	15	----	----	----	----	----	----	48	35	2	48	12,000	40,000	18,500	-------	-------	118
0	0	0	0	0	0	0	0	8	0	3	48	-------	-------	-------	-------	-------	119
----	----	----	----	----	----	----	----	25	15	4	40	-------	-------	600	-------	-------	120
0	0	0	0	0	0	3	1	0	0	----	----	-------	-------	350	-------	-------	121
----	----	2	4	----	----	----	----	----	----	3	50	200	8,000	-------	0	-------	122
0	0	0	0	45	65	0	0	9	0	3	40	2,000	35,000	4,700	0	0	123
----	----	----	----	----	----	----	----	----	----	----	10	-------	-------	-------	-------	-------	124
----	----	25	3	----	----	----	----	14	11	3	40	17,000	110,000	7,223	1,747	-------	125
0	0	0	0	0	0	0	0	10	8	4	20	300	30,000	2,500	0	0	126
125	84	89	98	----	----	0	0	0	0	3	40	750	120,000	21,000	0	0	127

TABLE 20.—*Statistics of private*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	SOUTH CAROLINA.											
128	Aiken	Schofield Normal and Industrial School.	8	9	1	1	139	152	120	140	10	12
129	Charleston	Avery Normal Institute	2	6	1	3	55	251	18	128	3	21
130	Do	Wallingford Academy	1	4	0	2	77	99	70	89	7	10
131	Frogmore	Penn Normal and Industrial School.	4	9	3	2	139	115	120	105	19	10
132	Greenwood	Brewer Normal School	1	8	1	2	98	147	96	142	2	5
	SOUTH DAKOTA.											
133	Sioux Falls	Lutheran Normal School	4	2	2	1	84	56	53	29	31	27
	TENNESSEE.											
134	Birchwood	Rutherford Graded School*	2	1	1	0	134	126	122	108	12	18
135	Chattanooga	Chattanooga Normal University.	10	4	4	1	175	95	20	25	26	14
136	Dickson	Dickson Normal College	7	7	3	3	300	265	133	145	152	115
137	Edgewood	Edgewood Normal College	2	2	1	0	35	32	15	12	20	20
138	Fountain City	Holbrook Normal College	8	6	2	1	121	94	9	6	24	22
139	Greenbrier	Central Tennessee Normal College.	2	1	2	1	100	125	55	60	25	38
140	Holladay	Independent Normal School.	2	1	1	0	60	75	45	55	15	20
141	Hornbeak	West Tennessee Normal College.	3	1	3	1	100	100	75	75	20	20
142	Huntington	Southern Normal University.	15	5	15	5	350	250	10	10	150	100
143	Jonesboro	Warner Institute	1	2	1	0	54	64	35	56	12	5
144	Maryville	Freedmen's Normal Institute.*	9	6	3	1	101	109	60	74	40	33
145	Memphis	Le Moyne Normal Institute.	2	12	2	5	220	405	130	285	90	120
146	Morristown	Morristown Normal College.*	14	12	3	2	132	179	101	119	31	60
	TEXAS.											
147	Brenham	Blinn Memorial College	4	1	2	0	88	10	20	2	50	7
148	Castroville	Academy of Divine Providence.	0	4	0	4	0	20	....	....	0	20
149	Commerce	East Texas Normal College.*	7	1	7	1	145	87	40	22	105	65
150	Crockett	Mary Allen Seminary †	1	14	1	5	0	229	0	216	0	13
151	Hearne	Hearne Academy (Normal Department).†	2	4	2	1	40	50	....	....	20	29
152	Whitesboro	Whitesboro Normal College.	8	8	5	3	210	135	0	0	190	132
	UTAH.											
153	Provo City	Brigham Young Academy and Latter-Day Saints' Normal Training School.	29	8	21	7	578	375	233	117	214	228
154	Salt Lake City	Latter-Day Saints' College	15	2	2	1	309	149	....	....	30	35
	VIRGINIA.											
155	Lawrenceville	St. Paul Normal and Industrial School.	17	8	3	1	150	168	44	51	8	8
156	Reliance	Shenandoah Normal College.	6	3	3	0	101	78	10	5	35	30
157	Richmond	Hartshorn Memorial College.	1	8	1	8	1	96	0	32	0	64
158	Rockymount	Piedmont Normal College	1	2	1	1	25	25	7	10	18	15

* Statistics of 1897-98.

† Statistics of 1896-97.

normal schools, 1898-99—Continued.

Students.																
In business course.		In high-school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1898-99.	Value of benefactions received during year.	Total money value of endowments, property, and funds now possessed, received from private sources.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
0	0	.....	.....	10	12	10	12	3	8	2	36	1,000	$35,000	$6,402	0	$61,000	128
.....	.....	34	102	10	16	3	21	1	20	4	36	800	20,000	4,750	$30	20,000	129
0	0	0	0	0	0	7	10	0	0	3	32	0	8,000	272	0	.....	130
0	0	0	0	41	55	19	10	1	1	3	30	300	3,000	1,250	1,100	.....	131
.....	.....	.....	.....	.....	.....	2	5	2	1	2	34	200	12,000	1,000	.....	.....	132
.....	.....	.....	.....	.....	.....	0	0	5	12	3	36	600	25,000	4,500	0	0	133
0	0	.....	.....	12	8	0	0	0	0	4	26	150	2,500	1,800	0	0	134
20	22	109	34	12	10	0	0	3	5	2	40	2,000	45,000	6,740	.....	.....	135
15	5	.....	.....	0	0	0	0	17	7	4	40	2,000	40,000	4,700	0	0	136
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	400	2,000	.....	.....	.....	137
21	17	67	49	9	6	0	0	0	3	1	40	3,000	100,000	.....	.....	100,000	138
0	0	20	27	.....	.....	.....	.....	12	10	4	40	625	5,000	.....	.....	.....	139
0	0	.....	.....	.....	.....	0	0	0	0	1	40	100	800	1,137	0	0	140
5	5	.....	.....	1	6	0	0	0	0	.....	32	.....	.....	925	.....	0	141
40	10	150	130	0	0	0	0	0	0	3	48	5,000	50,000	20,000	.....	.....	142
0	0	7	3	7	20	12	5	0	0	4	32	70	10,000	713	0	0	143
.....	.....	1	2	60	74	40	33	4	2	3	38	.....	.....	.....	.....	.....	144
0	0	0	0	75	125	90	120	4	8	4	34	2,900	45,000	9,300	4,800	.....	145
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	75,000	10,200	.....	.....	146
18	1	.....	.....	.....	.....	.....	.....	7	2	2	36	1,000	6,000	4,200	.....	34,000	147
.....	.....	.....	.....	0	12	.....	.....	0	1	5	40	.....	70,000	6,000	.....	.....	148
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	48	3,500	24,000	.....	.....	.....	149
.....	.....	.....	.....	.....	.....	0	13	0	5	4	32	400	40,000	5,500	.....	.....	150
.....	.....	20	21	10	18	20	29	.....	.....	.....	.....	.....	5,000	1,200	.....	.....	151
20	1	0	0	0	0	0	0	5	3	.....	.....	500	6,000	5,000	0	0	152
101	14	30	16	233	117	0	0	1	0	7	38	6,000	135,000	29,500	1,700	18,745	153
234	73	45	41	.....	.....	.....	.....	3	1	4	38	.....	3,000	9,000	.....	.....	154
.....	.....	98	109	.....	.....	8	8	3	7	.....	.....	.....	60,000	12,000	.....	65,000	155
16	8	40	35	.....	.....	.....	.....	2	2	3	41	300	20,000	4,000	.....	.....	156
.....	.....	1	0	.....	.....	0	64	0	10	4	32	.....	50,000	5,272	.....	70,000	157
.....	.....	0	0	0	0	.....	.....	.....	.....	1	48	800	2,000	.....	0	0	158

TABLE 20.—*Statistics of private*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	VIRGINIA—continued.											
159	Scottsburg	Scottsburg Normal College	3	3	2	3	60	45	19	19	20	15
160	Stuart	Stuart Normal College	2	2	2	1	29	78	16	31	13	47
161	Willis	Mountain Normal School†	2	2	2	1	41	44	11	10	30	34
	WEST VIRGINIA.											
162	Harpers Ferry	Storer College	2	6	2	5	58	82	----	----	58	82
163	Summersville	Summersville Normal School.*	4	1	4	0	95	91	9	8	51	64
	WISCONSIN.											
164	Milwaukee	National German-American Teachers' Seminary.	7	8	7	1	83	91	66	64	17	27
165	St. Francis	Catholic Normal School of the Holy Family.*	7	0	7	0	65	0	----	----	35	0

* Statistics of 1897-98. † Statistics of 1896-97.

normal schools, 1898–99—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1898-99.	Value of benefactions received during year.	Total money value of endowments, property, and funds now possessed, received from private sources.	
In business course.		In high-school grades.															
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
6	3	15	8	5	7	0	0	3	5	1	36	150	$3,500	$2,000	.....	0	159
0	0	0	0	0	0	0	0	0	0	3	30	157	2,300	1,687	0	0	160
0	0	.....	.....	.....	.....	0	0	3	4	4	16	200	5,000	650	.....	.....	161
.....	.....	.....	.....	.....	.....	58	82	.....	.....	4	35	5,000	50,000	4,510	$149	$100,000	162
4	1	31	18	.....	.....	.....	.....	3	4	3	35	250	6,000	2,135	.....	.....	163
0	0	.....	.....	66	64	0	0	6	10	3	42	1,500	1,500	36,642	29,628	142,234	164
30	0	.....	.....	.....	.....	.....	.....	11	0	4	40	2,000	.....	.....	.....	.....	165

TABLE 21.—*Statistics of teachers' institutes and summer schools held in the United States between October 1, 1897, and September 30, 1898, reported to this Office by county superintendents and other school officers.*

State or Territory.	Number of institutes held.	Aggregate number of days institutes were held.	Number of instructors and lecturers.	Enrollment.		
				Male.	Female.	Total.
United States	2,597	21,748	10,233	84,760	167,008	251,768
North Atlantic Division	348	1,870	1,960	11,342	37,370	48,712
South Atlantic Division	288	2,843	709	9,277	11,467	20,744
South Central Division	716	4,672	2,151	16,593	18,167	34,760
North Central Division	1,017	11,208	4,383	41,317	88,184	129,501
Western Division	228	1,155	1,030	6,231	11,820	18,051
North Atlantic Division:						
Maine	66	180	237	1,340	5,360	6,700
New Hampshire	18	54	46	103	1,191	1,294
Vermont	15	120	102	221	1,140	1,361
Massachusetts	23	46	184	432	4,373	4,805
Rhode Island	2	4	30	150	1,400	1,550
Connecticut	53	82	117	170	1,596	1,766
New York	79	436	669	2,872	9,534	12,406
New Jersey	20	85	104	989	4,967	5,956
Pennsylvania	72	863	471	5,065	7,809	12,874
South Atlantic Division:						
Delaware	2	28	11	84	172	256
Maryland	30	84	79	676	1,506	2,182
District of Columbia						
Virginia	42	392	86	929	1,430	2,359
West Virginia	61	1,001	113	4,093	3,642	7,735
North Carolina	26	223	135	776	938	1,714
South Carolina	23	154	60	471	698	1,169
Georgia	78	414	160	1,963	2,340	4,303
Florida	26	547	65	285	741	1,026
South Central Division:						
Kentucky	101	735	220	3,331	3,215	6,546
Tennessee	119	694	476	3,320	3,300	6,620
Alabama	95	186	180	1,416	1,211	2,627
Mississippi	45	284	85	918	1,434	2,352
Louisiana	39	251	137	1,179	1,536	2,715
Texas	237	1,203	786	3,975	4,780	8,755
Arkansas	64	1,039	214	2,175	2,074	4,249
Oklahoma	16	280	53	279	617	896
Indian Territory						
North Central Division:						
Ohio	87	527	789	8,080	11,113	19,193
Indiana	121	922	343	8,695	10,204	18,899
Illinois	121	791	418	5,582	11,436	17,018
Michigan	72	836	200	2,216	5,818	8,034
Wisconsin	125	705	314	2,350	7,024	9,374
Minnesota	53	1,005	263	1,481	5,040	6,521
Iowa	104	1,258	746	3,562	16,415	19,977
Missouri	98	1,624	389	3,313	5,161	8,474
North Dakota	22	226	85	375	1,030	1,405
South Dakota	47	525	200	1,293	3,146	4,439
Nebraska	78	847	275	1,940	5,650	7,590
Kansas	89	1,942	361	2,430	6,147	8,577
Western Division:						
Montana	16	66	59	109	411	520
Wyoming	9	41	32	51	239	290
Colorado	27	230	146	496	1,458	1,954
New Mexico	9	98	29	47	80	127
Arizona	4	34	4	59	112	171
Utah	35	103	120	1,072	1,425	2,497
Nevada	2	12	8	18	119	137
Idaho	10	79	49	166	388	554
Washington	33	164	177	1,152	2,074	3,226
Oregon	36	142	119	651	1,274	1,925
California	47	186	287	2,410	4,240	6,650

CHAPTER XLI.

STATISTICS OF SECONDARY SCHOOLS.

The total enrollment in the schools and colleges of the United States for the scholastic year ending June, 1899, was 16,738,362. Of this number the secondary students comprised nearly 4 per cent, or 655,227. This was a gain of 29,112 over the preceding year. The secondary students enumerated were distributed among eight classes of institutions, as follows:

Institutions.	Male.	Female.	Total.
Public high schools	197,127	279,100	476,227
Public normal schools	1,572	3,232	4,804
Public universities and colleges	5,259	2,259	7,518
Private high schools	51,900	51,938	103,838
Private normal schools	4,380	3,811	8,191
Private universities and colleges	28,254	13,544	41,798
Private colleges for women	----------	5,089	5,089
Manual training schools	4,384	3,378	7,762
Total	292,876	362,351	655,227

In localities in most of the States where high schools are not accessible there are many students pursuing secondary studies under the direction of teachers of the elementary schools. These students and others not reported may number nearly 20,000. Including this number, the total enrollment of secondary students for the scholastic year 1898-99 was not less than 675,000. This does not include the students enrolled in commercial schools or city evening schools.

This chapter is devoted almost exclusively to the statistics of the 5,495 public high schools and the 1,957 private high schools, academies, and seminaries reporting directly to this Bureau for the year 1898–99. The following table shows the remarkable growth of public and private high schools for the past ten years:

Year reported.	Public.			Private.			Total.		
	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.
1889-90	2,526	9,120	202,963	1,632	7,209	94,931	4,158	16,329	297,894
1890-91	2,771	8,270	211,596	1,714	6,231	98,400	4,485	14,501	309,996
1891-92	3,035	9,564	239,556	1,550	7,093	100,739	4,585	16,657	340,295
1892-93	3,218	10,141	254,023	1,575	7,199	102,375	4,793	17,340	356,398
1893-94	3,964	12,120	289,274	1,982	8,009	118,645	5,946	20,129	407,919
1894-95	4,712	14,122	350,099	2,180	8,559	118,347	6,892	22,681	468,446
1895-96	4,974	15,700	380,493	2,106	8,752	106,654	7,080	24,452	487,147
1896-97	5,109	16,809	409,433	2,100	9,574	107,633	7,209	26,383	517,066
1897-98	5,315	17,941	449,600	1,990	9,357	105,225	7,305	27,298	554,825
1898-99	5,495	18,718	476,227	1,957	9,410	103,838	7,452	28,128	580,065

The increase in the number of public high schools since 1889 is one of the most remarkable facts in the educational history of the decade. In 1889–90 there were 2,526 public high schools and 202,963 students, while in 1898–99 the number had reached 5,495 schools, with 476,227 students. This was an increase of 117 per cent in the number of schools and 135 per cent in the number of secondary students.

Up to the middle of the decade there was an increase in the number of private high schools and academies, but since 1895 there has been a small decrease annually.

In 1889-90 the public high schools had about 68 per cent of the number of students and the private high schools about 32 per cent, while in 1898-99 the former had over 82 per cent and the latter nearly 18 per cent of the secondary students. The relative progress of public and private high schools for the past ten years is shown in the following table, which gives the proportion of the number of schools, teachers, and students of the two classes:

Year reported.	Per cent of number of schools.		Per cent of number of teachers.		Per cent of number of students.	
	Public.	Private.	Public.	Private.	Public.	Private.
1889-90	60.75	39.25	55.85	44.15	68.13	31.87
1890-91	61.78	38.22	57.03	42.97	68 26	31.74
1891-92	66.19	33.81	57.42	42.58	70.40	29.60
1892-93	66.23	33.77	60.25	39.75	70.78	29.22
1893-94	66.67	33.33	60.21	39.79	70.91	29.09
1894-95	68.37	31.63	62.26	37.74	74.74	25.26
1895-96	70.25	29.75	64.21	35.79	78.11	21.89
1896-97	70.87	29.13	63.71	36.29	79.18	20.82
1897-98	72.76	27.24	65.72	34.28	81.03	18.97
1898-99	73.74	26.26	66.55	33.45	82.10	17.90

Since 1871 the United States Bureau of Education has been collecting statistics of private secondary schools, and since 1876 statistics of public high schools in the larger cities, but it was not until 1889-90 that a systematic effort was made to obtain information concerning all the public high schools of the country. The following table shows the number of secondary students and the per cent to the total population each year for the past 28 years, so far as the information could be gathered by this Office:

Number of secondary students in public and private high schools.

Year.	Secondary students.					
	In public high schools.	Per cent of population.	In private high schools.	Per cent of population.	In both classes of schools.	Per cent of population
1871	----------	----------	38,286	0.097	----------	----------
1872	----------	----------	48,660	.120	----------	----------
1873	----------	----------	56,640	.137	----------	----------
1874	----------	----------	61,860	.145	----------	----------
1875	----------	----------	68,580	.157	----------	----------
1876	22,982	0.051	73,740	.164	93,722	0.215
1877	24,925	.054	73,560	.160	98,485	.214
1878	28,124	.059	73,620	.155	101,744	.203
1879	27,163	.056	74,160	.152	101,323	.203
1880	26,609	.053	75,840	.151	102,449	.204
1881	36,594	.071	80,160	.156	116,754	.227
1882-83	39,581	.074	88,920	.166	128,501	.240
1883-84	34,672	.063	95,280	.174	129,952	.237
1884-85	35,307	.063	97,020	.173	132,327	.236
1885-86	70,241	.122	86,400	.150	156,641	.272
1886-87	80,004	.136	83,160	.142	163,164	.278
1887-88	116,009	.194	69,600	.116	185,609	.310
1888-89	125,542	.205	79,440	.130	204,982	.335
1889-90	a 202,963	a .324	94,931	.152	297,894	.476
1890-91	211,596	.331	98,400	.154	309,996	.485
1891-92	239,556	.369	100,739	.155	340,295	.524
1892-93	254,023	.383	102,375	.154	356,398	.537
1893-94	289,274	.425	118,645	.174	407,919	.599
1894-95	350,099	.509	118,347	.172	468,446	.681
1895-96	380,493	.539	106,654	.151	487,147	.690
1896-97	409,433	.573	107,633	.151	517,066	.724
1897-98	449,600	.618	105,225	.144	554,825	.762
1898-99	476,227	.643	103,838	.141	580,065	.784

a Previous to 1890 only the pupils in public city high schools are given. From 1890 onward all public high schools are included.

Prior to 1890 the number of students reported by a large number of private high schools included the whole number in attendance, the elementary pupils as well as the secondary students. In the above table the statistics for the years from 1871 to 1889 have been carefully corrected upon the basis of the reports for later years, eliminating the pupils below the high school grades.

Public High Schools.

Tables 1 to 15 in this chapter summarize the statistics of the public high schools reporting to this Office, while the information concerning each school is given in detail in Table 42. Tables 16 to 29 relate to private secondary schools, while Tables 30 to 38 exhibit the combined statistics of public and private secondary schools. Tables 39 and 40 show the distribution of secondary students by States in the various classes of institutions.

For the scholastic year 1898-99 there were 5,495 public high schools reporting to this Office, a gain of 180 over the preceding year. The number of these schools reported as departments of public school systems was 5,017, while only 478 were reported as independent. These are generally outside the cities or villages. Of the number belonging to city or village systems 731 are in cities which have 8,000 population or over.

As shown in Table 1 there were 18,718 teachers instructing secondary students in the public high schools, the number of men being 9,239 and the number of women 9,479. This was an increase of 777 in the number of teachers over the preceding year.

It is shown in the same table that the public high schools had 476,227 secondary students, 197,127 males and 279,100 females, a gain of 26,627 in the total number. The male students comprised 41.39 per cent of the whole number and the female students 58.61 per cent.

Of the total number of students in the public high schools of the United States, 239,061, or more than 50 per cent, are found in the 2,916 schools of the North Central Division. The 1,342 public high schools of the North Atlantic division had 150,683 secondary students, the 598 schools of the South Central had 35,632, the 406 schools of the South Atlantic had 35,684, and the 233 schools of the Western Division had 25,167 secondary students.

In the total number of students reported there were included 7,117 colored secondary students. Of this number only 3,352 were in the colored high schools of the two Southern divisions, while the other divisions had 3,765. In the colored high schools of Missouri, a former slave State, there were 685 secondary students. If this number be subtracted from the North Central Division and added to the total in the two Southern divisions the number would be 4,037 for the Southern and 3,080 for the other sections of the United States.

Students and Courses of Study.

The number of secondary students in classical and scientific courses known to be preparing for college, the number of graduates in 1899, the number of college preparatory students in the graduating classes, and the number of public high-school students in military drill are shown in Table 2. The number preparing for college was 54,794, or 11.51 per cent of the whole number. The number of graduates was 56,468, or 11.86 per cent of the total enrollment. The number of graduates prepared for college was 16,293, or 28.85 per cent of the total number of graduates for the year. The number of students in military drill was 10,396, an increase of 1,364 over the preceding year.

The table which follows is a synopsis of the summaries exhibited in Tables 2 to 11. The per cent of male students preparing for college was 14.39, and the per

cent of female students 9.47. Over 10 per cent of the male students enrolled and nearly 13 per cent of the female students graduated in 1899. The per cent of male graduates who had prepared for college was 36.26 and the per cent of female graduates 24.68.

Students in certain courses and studies in public high schools.

Courses, studies, etc.	Number of students.	Per cent of total number of secondary students.	Male students.	Per cent of total number of male students.	Female students.	Per cent of total number of female students.
Students preparing for college:						
Classical course	29,031	6.10	14,403	7.30	14,628	5.24
Scientific courses	25,763	5.41	13,969	7.09	11,794	4.23
Total preparing for college	54,794	11.51	28,372	14.39	26,422	9.47
Graduating in 1899	56,468	11.86	20,344	10.32	36,124	12.94
College preparatory students in graduating class	16,293	*a* 28.85	7,376	*a* 36.26	8,917	*a* 24.68
Students in—						
Latin	239,981	50.39	93,741	47.55	146,240	52.40
Greek	14,858	3.12	8,050	4.08	6,808	2.44
French	37,817	7.94	13,704	6.95	24,113	8.64
German	66,706	14.01	25,676	13.03	41,030	14.70
Algebra	271,887	57.09	114,627	58.15	157,260	56.35
Geometry	133,047	27.94	54,186	27.49	78,861	28.26
Trigonometry	9,760	2.05	4,968	2.52	4,792	1.72
Astronomy	15,848	3.33	5,896	2.99	9,952	3.57
Physics	96,213	20.20	41,050	20.82	55,163	19.76
Chemistry	39,975	8.39	17,681	8.97	22,294	7.99
Physical geography	115,691	24.29	48,523	24.62	67,168	24.07
Geology	19,248	4.04	7,981	4.05	11,267	4.04
Physiology	139,089	29.21	58,602	29.73	80,487	28.84
Psychology	11,368	2.39	4,147	2.10	7,221	2.59
Rhetoric	178,819	37.55	72,174	36.61	106,645	38.21
English literature	198,836	41.75	78,973	40.06	119,863	42.95
History (other than United States)	182,496	38.32	72,749	36.90	109,747	39.32
Civics	104,637	21.97	44,147	22.40	60,490	21.67

a Per cent of number of graduates.

The above table shows that there were 239,981 public high-school students studying Latin, or 50.39 per cent of the whole number. It may be considered as remarkable that a greater proportion of female than male students were studying Latin. There were 93,741, or 47.55 per cent, of the male students and 146,240, or 52.40 per cent, of the female students in Latin. Only 4.08 per cent of the male students and 2.44 per cent of the female students were studying Greek. The per cent of male students studying algebra was 58.15, and the per cent of female students in the same study was 56.35. The total number studying algebra was 271,889, or more than 57 per cent of the total public high-school enrollment. The numbers and percentages of the other leading high-school studies are given in the above table for the United States, and for the States in detail in Tables 3 to 11.

As shown in Table 3, Latin was taught in 4,706 of the 5,495 public high schools. This was an increase of 218 in the number of schools in which Latin was taught. The number of students was 16,674 more than the preceding year.

The per cent of students in each of the leading high-school studies reported annually for the past ten years is given in the table which follows. It will be noted that the per cent of students in Latin has increased from 34.69 in 1889–90 to 50.39 in 1898–99. In the same period the per cent in algebra increased from 45.40 to 57.09, the per cent in German from 10.51 to 14.01, and the per cent in general history from 27.31 to 38.32. The proportion of students in Greek has remained at a fraction above 3 per cent for ten years.

Per cent of total number of secondary students in public high schools in certain courses and studies, etc.

Students and studies.	1889-90	1890-91	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98	1898-99
Males	42.67	40.27	40.59	40.10	40.45	41.15	41.51	42.36	42.08	41.39
Females	57.33	59.73	59.41	59.90	59.55	58.85	58.49	57.64	57.92	58.61
Preparing for college, classical course	7.38	6.04	6.33	7.50	7.87	7.53	7.68	6.62	6.21	6.10
Preparing for college, scientific courses	7.06	5.80	6.90	7.10	6.43	6.22	6.14	5.55	5.15	5.41
Total preparing for college	14.44	11.84	13.23	14.60	14.30	13.75	13.82	12.17	11.36	11.51
Graduates	10.78	12.00	11.48	12.60	12.90	12.11	12.05	12.22	11.79	11.86
Graduates prepared for college *a*	.....	28.58	32.44	29.97	26.70	28.08	29.28	29.26	27.45	28.85
Studying—										
Latin	34.69	41.20	38.88	43.06	44.78	43.97	46.18	48.36	49.67	50.39
Greek	3.05	3.00	3.08	3.40	3.33	3.10	3.11	3.13	3.12	3.12
French	5.84	5.70	5.18	6.42	6.81	6.52	6.99	6.86	7.54	7.94
German	10.51	15.92	10.43	11.93	11.77	11.40	12.00	12.42	13.25	14.01
Algebra	45.40	52.20	48.93	52.88	56.14	54.27	54.64	55.46	56.13	57.09
Geometry	21.33	24.60	23.71	26.00	27.20	25.34	26.23	26.71	27.09	27.94
Trigonometry	.....	.....	2.37	2.73	2.93	2.53	2.48	2.45	2.27	2.05
Astronomy	.....	.....	.....	.....	.....	4.79	4.40	4.21	3.82	3.33
Physics	22.21	24.00	22.82	23.27	25.29	22.77	22.08	21.09	20.69	20.20
Chemistry	10.10	10.20	10.17	10.00	10.31	9.15	8.95	8.83	8.30	8.39
Physical geography	.....	.....	.....	.....	.....	23.89	25.54	25.38	24.94	24.29
Geology	.....	.....	.....	.....	.....	5.00	4.80	4.62	4.37	4.04
Physiology	.....	.....	.....	.....	.....	29.95	31.94	30.84	29.98	29.21
Psychology	.....	.....	.....	.....	.....	2.74	3.00	2.90	2.74	2.39
Rhetoric	.....	.....	.....	.....	.....	32.05	32.34	34.24	35.97	37.55
English literature	.....	.....	.....	.....	.....	.....	.....	.....	40.07	41.75
History (other than United States)	27.31	28.20	30.97	33.88	36.48	34.33	35.28	35.76	37.70	38.32
Civics	.....	.....	.....	.....	.....	.....	.....	.....	22.74	21.97

a Per cent of total number of graduates.

Although the actual number of students reported as preparing for college has increased each year, there has been a falling off in the percentage in the last ten years. In 1889–90 the per cent of public high-school students preparing for college was 14.44 and in 1898–99 only 11.51.

Tables 12, 13, and 14 compare the statistics of public high schools in cities and outside of cities. In cities of 8,000 population and over there were 731 public high schools, with 7,563 instructors and 224,686 students. Outside of these cities there were 4,764 public high schools, with 11,155 instructors and 251,541 students. In the cities the high schools had an average of 307 students to the school, while the average outside of the cities was 53 students to a school.

EQUIPMENT AND INCOME.

The equipment and income of the public high schools in each State may be found summarized in Table 15, so far as the items were reported to this Office. The number of volumes in the libraries of 4,537 schools was 2,618,445; the value of grounds, buildings, scientific apparatus, etc., owned by 4,430 schools was $89,096,912. Owing to the fact that in most cases separate accounts are not kept of the proportion of public appropriations used by the high schools, only 1,905 of these schools were able to report the amounts of State or municipal aid received. The aggregate of these amounts was $4,700,762. The aggregate received from tuition by 1,580 schools was $514,489. The amount received by 722 schools from sources reported as unclassified was $1,362,561. Nearly all of the latter item should be credited to State, county, or city appropriations. The total income of 2,102 schools reporting this item was $6,769,213.

Private High Schools and Academies.

Tables 16 to 29 summarize the statistics of private high schools, academies, and seminaries. Tables 16 to 26 are similar in form to Tables 1 to 11, relating to public high schools, and the two series may be compared. Tables 27 and 15 may also be compared. Table 30 is a comparative showing of the average numbers of teachers and students in public and private high schools.

For the year 1898-99 there were 1,957 private secondary schools reporting to this Office, or 33 less than the number reporting the previous year. These schools had 9,410 teachers for secondary students, an increase of 53, and 103,838 secondary students, a decrease of 1,387. The total number of private secondary students included 2,956 colored students—2,645 in private colored schools in the two southern divisions and 311 in the other divisions. The 1,957 schools reported 118,050 in the elementary grades.

Students and Courses of Study.

In the private secondary schools there were 26,714 students preparing for college, or nearly 26 per cent of the number enrolled. As shown in Table 17, the number of these college preparatory students preparing for the classical course was 16,613 and the number preparing for scientific courses 10,101. The number of graduates in 1899 was 11,862, or more than 11 per cent of the secondary students enrolled. In the classes that graduated there were 5,309 students prepared for college, or nearly 45 per cent of the graduates. There were 8,459 students in military drill, an increase of 605 over the preceding year.

The number of students in each of 18 high-school studies in each State will be found in Tables 18 to 23, while the percentages of students in these studies are shown in Tables 24, 25, and 26. The following table gives a synopsis of the number and per cent of students, by sex, in college preparatory courses and in the leading high-school studies in private secondary schools in 1898-99:

Students in certain courses and studies in private high schools and academies.

Courses, studies, etc.	Number of students.	Per cent of total number of secondary students.	Male students.	Per cent of total number of male students.	Female students.	Per cent of total number of female students.
Students preparing for college:						
Classical course	16,613	16.00	11,123	21.22	5,490	10.57
Scientific courses	10,101	9.73	7,246	13.96	2,855	5.49
Total preparing for college	26,714	25.73	18,369	35.18	8,345	16.06
Graduating in 1899	11,862	11.42	5,960	11.28	5,902	11.17
College preparatory students in graduating class	5,309	*a* 44.75	3,576	*a* 60.00	1,733	*a* 29.24
Students in—						
Latin	51,714	49.80	28,177	54.25	23,537	45.31
Greek	9,918	9.55	7,940	15.29	1,978	3.81
French	24,106	23.15	8,845	17.04	15,261	29.39
German	19,772	19.04	10,413	20.06	9,359	18.01
Algebra	54,171	52.17	29,278	56.41	24,893	47.93
Geometry	25,660	24.71	15,130	29.15	10,530	20.29
Trigonometry	5,212	5.02	3,359	6.47	1,853	3.56
Astronomy	7,011	6.75	2,202	4.24	4,809	9.26
Physics	19,612	18.89	10,011	19.29	9,601	18.49
Chemistry	10,157	9.78	5,053	11.66	5,104	9.83
Physical geography	22,071	21.25	10,139	19.54	11,932	22.97
Geology	6,347	6.11	2,544	4.90	3,803	7.32
Physiology	26,954	25.95	12,073	25.17	14,881	28.46
Psychology	7,348	7.07	2,813	5.42	4,535	8.73
Rhetoric	34,040	32.78	15,249	29.38	18,791	36.18
English literature	36,656	35.30	16,605	31.99	20,051	38.61
History (other than United States)	39,791	38.32	17,605	33.92	22,186	42.71
Civics	16,566	15.95	8,133	15.47	8,433	16.24

a Per cent of total number of graduates.

An interesting comparison may be made with the above table and a similar synopsis on a preceding page relating to public high schools. It is shown that nearly 26 per cent of the private high-school students were preparing for college, while less than 12 per cent of the public high-school students were making such preparation. In both the public and private high schools about 50 per cent studied Latin. The per cent studying algebra in the private high schools was 52.17 and in the public high schools 57.09.

The following table shows the progress made by the private high schools and academies in the past ten years as indicated in the increased percentages of students in certain courses and studies:

Per cent of total number secondary students in private high schools and academies in certain courses and studies.

Students and studies.	1889–90	1890–91	1891–92	1892–93	1893–94	1894–95	1895–96	1896–97	1897–98	1898–99
Males	50.07	50.97	52.14	52.10	50.39	48.46	50.15	49.44	49.58	49.98
Females	49.93	49.03	47.86	47.90	49.61	51.54	49.85	50.56	50.42	50.02
Preparing for college, classical course	17.54	13.62	15.87	15.60	16.36	17.39	18.50	17.72	15.54	16.00
Preparing for college, scientific courses	10.16	7.62	9.22	10.90	9.55	9.78	10.78	10.45	9.82	9.74
Total preparing for college	27.70	21.24	25.09	26.50	25.91	27.08	29.28	28.17	25.36	25.74
Graduates	8.50	7.22	8.41	8.70	9.40	10.11	10.58	10.93	11.54	11.42
Graduates prepared for college *a*	.....	61.37	61.68	60.10	50.39	47.93	46.55	46.81	44.35	44.75
Studying—										
Latin	31.32	37.00	33.60	39.23	40.77	43.14	46.56	46.67	48.45	49.80
Greek	7.02	8.00	8.48	8.61	9.04	9.55	9.83	10.22	10.43	9.55
French	17.03	16.30	16.69	18.47	18.85	19.38	21.31	21.83	23.04	23.15
German	13.55	15.10	14.45	15.63	15.25	16.07	17.46	18.84	18.45	19.04
Algebra	37.12	45.00	44.57	42.75	44.37	46.88	49.22	49.50	51.70	52.17
Geometry	17.36	19.60	19.66	20.37	20.54	22.06	23.84	24.45	24.43	24.71
Trigonometry	.....	.....	4.37	5.76	5.93	5.39	5.51	5.45	5.25	5.02
Astronomy	.....	.....	.....	.....	.....	6.69	7.99	7.46	6.91	6.75
Physics	18.39	20.98	20.16	19.76	20.91	20.32	21.02	20.14	19.59	18.89
Chemistry	8.59	10.60	9.83	9.94	10.32	9.79	9.89	10.49	9.62	9.78
Physical geography	.....	.....	.....	.....	.....	18.15	22.77	21.81	21.79	21.25
Geology	.....	.....	.....	.....	.....	7.08	6.61	6.11	5.90	6.11
Physiology	.....	.....	.....	.....	.....	22.34	28.01	26.71	26.80	25.95
Psychology	.....	.....	.....	.....	.....	5.13	6.74	7.35	7.48	7.07
Rhetoric	.....	.....	.....	.....	.....	29.12	32.01	32.00	32.43	32.78
English literature	.....	.....	.....	.....	.....	.....	.....	.....	33.88	35.50
History (other than United States)	28.98	33.10	32.22	32.46	34.07	35.69	37.35	37.31	37.59	38.32
Civics	.....	.....	.....	.....	.....	.....	.....	.....	15.74	15.95

a Per cent of number of graduates.

The above table shows that in the private secondary schools the per cent of graduates has increased from 8.50 in 1890 to 11.42 in 1899, while the proportion of graduates prepared for college has decreased from 61.37 per cent in 1891 to 44.75 per cent in 1899. As in the case of public high schools, there has been a marked increase in the number of students in certain studies. The per cent studying Latin increased from 31.32 in 1889–90 to 49.80 in 1898–99, and the per cent in algebra from 37.12 in 1889–90 to 52.17 in 1898–99. In the public high schools it has been noted that a little more than 3 per cent of the students reported each year for ten years have been studying Greek. In the private high schools the percentage increased from 7.02 in 1889–90 to 10.43 in 1898–99. For the past year there was an unaccountable decrease to 9.55 per cent in the number studying Greek.

EQUIPMENT AND INCOME.

Table 27 exhibits the equipment, income, benefactions, value of endowment, etc., of the private secondary schools. The number of volumes in the libraries of

1,353 of these schools was 1,697,884. The value of buildings, grounds, scientific apparatus, etc., owned by 1,372 schools was $55,749,456. The amount of aid from public funds received by 264 of these schools was $146,273. The tuition fees of 1,130 schools aggregated $5,595,421, while 278 schools derived $1,654,112 from productive funds. Receipts from sources not named amounted to $1,032,859 for 449 schools. The aggregate income of 1,242 schools was $8,428,665. During the year 184 schools received benefactions amounting to $1,611,693. The total money value of the endowments of 353 schools is reported as $43,035,885.

Denominational Schools.

Of the 1,957 private secondary schools reported, 924 are controlled by religious denominations. In these denominational schools there were 4,637 instructors and 49,798 secondary students, as against 4,637 instructors and 54,040 students in the 1,033 nonsectarian schools. In Table 43, which gives in detail the statistics of private secondary schools, the name of the religious denomination controlling each school is given in column 4. Tables 28 and 29 show the number of schools in each State controlled by each religious denomination. The following synopsis is made from these tables:

Religious denomination.	Schools.	Instructors.	Students.
Nonsectarian	1,033	4,773	54,040
Roman Catholic	344	1,712	14,259
Baptist	98	449	6,623
Methodist Episcopal South	60	265	4,875
Presbyterian	93	392	4,738
Episcopal	99	691	4,668
Methodist	41	243	3,552
Friends	52	271	3,434
Congregational	51	211	2,559
Lutheran	30	126	1,427
All other denominations	56	277	3,663
Total	1,957	9,410	103,838

Public and Private Secondary Schools.

The statistical summaries of public and private secondary schools are combined in Tables 31 to 38. Table 30 presents a comparison of certain statistics. It is shown that in the public high schools there are about 87 students to a school and 25 students to a teacher, while in the private schools there are 53 students to a school and only 11 secondary students to a teacher. Table 31 shows that the 7,452 public and private secondary schools had 28,128 teachers and 580,065 students. Over 57 per cent, or 331,038, of these students were females. The number of students preparing for college was 81,508, or 14 per cent of the total secondary enrollment. The graduates for 1899 numbered 68,330, or nearly 12 per cent of the number enrolled for the year. The number of graduates who had prepared for college was 21,602, or nearly 32 per cent of the total number of graduates.

Tables 33 to 38 give the number and per cent of students in each of the 18 leading high-school studies in each State. The following synopsis shows the number of male and female students in certain courses and studies for the United States in 1898-99.

Students in certain courses and studies in public and private high schools and academies.

Courses, studies, etc.	Number students.	Per cent of total number secondary students.	Male students.	Per cent of total number male students.	Female students.	Per cent of total number female students.
Students preparing for college:						
Classical course	45,644	7.87	25,526	10.25	20,118	6.08
Scientific courses	35,864	6.18	21,215	8.52	14,649	4.42
Total preparing for college	81,508	14.05	46,741	18.77	34,767	10.50
Graduating in 1899	68,330	11.78	26,304	10.56	42,026	12.70
College preparatory students in graduating class	21,602	*a* 31.61	10,952	*a* 41.64	10,650	*a* 25.34
Students in—						
Latin	291,695	50.29	121,918	48.96	169,777	51.29
Greek	24,776	4.27	15,990	6.42	8,786	2.65
French	61,923	10.68	22,549	9.05	39,374	11.89
German	86,478	14.91	36,089	14.49	50,389	15.22
Algebra	326,058	56.21	143,905	57.79	182,153	55.02
Geometry	158,707	27.36	69,316	27.83	89,391	27.00
Trigonometry	14,972	2.58	8,327	3.34	6,645	2.01
Astronomy	22,859	3.94	8,098	3.25	14,761	4.46
Physics	115,825	19.97	51,061	20.50	64,764	19.56
Chemistry	50,132	8.64	22,734	9.13	27,398	8.28
Physical geography	137,762	23.75	58,662	23.56	79,100	23.89
Geology	25,595	4.41	10,525	4.23	15,070	4.55
Physiology	166,043	28.62	70,675	28.38	95,368	28.81
Psychology	18,716	3.23	6,960	2.79	11,756	3.55
Rhetoric	212,859	36.70	87,423	35.11	125,436	37.89
English literature	235,492	40.60	95,578	38.38	139,914	42.27
History (other than United States)	222,287	38.32	90,354	36.28	131,933	39.85
Civics	121,203	20.89	52,280	20.99	68,923	20.82

a Per cent of number of graduates.

One of the most significant facts recorded by the high-school statistics of the past ten years has been the steady increase of the number of students in Latin. In 1889–90 there were 100,152 students in public and private high schools studying Latin. This was 33.62 per cent of the total. In 1898–99 the number had increased to 291,695 or 51.29 per cent of the total number of secondary students in these schools. There has been but little variation in the percentage of students in Greek, the highest for any year being 4.99 and the lowest 4.27. There has been a small increase in the percentage in French. The number studying German increased from 11.48 per cent in 1889–90 to 14.91 in 1898–99. In the ten years the per cent of students in algebra increased from 42.77 to 56.21, and the per cent in geometry increased from 20.07 to 27.36. The percentage of students in general history increased from 27.83 in 1889–90 to 38.32 in 1898–99. The following synopsis exhibits these percentages for each of the ten years:

Per cent of the total number of secondary students in public and private high schools and academies in certain courses and studies, etc.

Students and studies.	1889–90	1890–91	1891–92	1892–93	1893–94	1894–95	1895–96	1896–97	1897–98	1898–99
Males	45.03	43.67	44.01	43.62	43.39	43.00	43.40	43.84	43.50	42.93
Females	54.97	56.33	55.99	56.38	56.61	57.00	56.60	56.16	56.50	57.07
Preparing for college, classical course	10.61	8.45	9.18	9.90	10.34	10.09	10.05	8.94	7.99	7.87
Preparing for college, scientific courses	8.05	6.38	7.59	8.22	7.33	7.11	7.16	6.57	6.03	6.18
Total preparing for college	18.66	14.83	16.77	18.12	17.67	17.11	17.21	15.51	14.02	14.05

Per cent of the total number of secondary students in public and private high schools and academies in certain courses and studies, etc.—Continued.

Students and studies.	1889-90	1890-91	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98	1898-99
Graduates	10.05	10.51	10.87	11.46	11.83	11.60	11.73	11.95	11.75	11.78
Graduates prepared for college *a*	.....	35.74	39.15	36.62	30.92	32.44	32.69	32.60	30.60	31.61
Studying—										
Latin	33.62	39.80	38.80	41.94	43.59	43.76	46.22	48.01	49.44	50.29
Greek	4.32	4.65	4.68	4.92	4.99	4.73	4.58	4.60	4.50	4.27
French	9.41	9.06	8.59	9.94	10.31	9.77	10.13	9.98	10.48	10.68
German	11.48	15.68	11.61	13.00	12.78	12.58	13.20	13.76	14.24	14.91
Algebra	42.77	49.89	47.65	49.92	52.71	52.40	53.46	54.22	55.29	56.21
Geometry	20.07	23.04	22.52	24.36	25.25	24.51	25.71	26.24	26.59	27.36
Trigonometry	.....	.....	2.96	3.61	3.80	3.25	3.15	3.08	2.83	2.58
Astronomy	.....	.....	.....	.....	.....	5.27	5.19	4.89	4.40	3.94
Physics	21.36	23.06	22.04	22.25	24.02	22.15	21.85	20.89	20.48	19.97
Chemistry	9.62	10.37	10.08	9.98	10.31	9.31	9.15	9.18	8.55	8.64
Physical geography	.....	.....	.....	.....	.....	22.44	24.93	24.64	24.33	23.75
Geology	.....	.....	.....	.....	.....	5.52	5.20	4.93	4.66	4.41
Physiology	.....	.....	.....	.....	.....	28.63	31.08	29.98	29.38	28.62
Psychology	.....	.....	.....	.....	.....	3.35	3.82	3.82	3.64	3.23
Rhetoric	.....	.....	.....	.....	.....	31.31	32.27	33.78	35.30	36.70
English literature	.....	.....	.....	.....	.....	.....	.....	.....	38.90	40.60
History (other than United States)	27.83	29.77	31.35	33.46	35.78	34.65	35.73	36.08	37.68	38.32
Civics	.....	.....	.....	.....	.....	.....	.....	.....	21.41	20.89

a Per cent of total number of graduates.

Distribution of Secondary Students.

Tables 39 and 40 show the distribution of secondary students enrolled in 1898–99 in the eight classes of institutions mentioned on the first page of this chapter. It is shown that of the 655,227 secondary students reported to this Bureau for the scholastic year, 488,549 were in public institutions and 166,678 were in private institutions. In the public institutions 476,227 were in public high schools, 7,518 in preparatory departments of public universities and colleges, and 4,804 in public normal schools. In the private institutions 103,838 were in private high schools and academies, 46,887 in preparatory departments of private universities and colleges, 8,198 in private normal schools, and 7,762 in manual training schools.

Table 41 shows that the number of secondary students to each 1,000 of population in the United States was 8.86.

The same table shows that the number of students in higher education was 147,164, or an average of 1.99 to the 1,000 of population. This number includes all students who in 1898–99 were receiving higher instruction in colleges, resident graduate students in universities and colleges, and all professional students in theology, medicine, and law. The independent professional schools are included, as well as those classed as departments of universities and colleges. Students of normal schools and schools of dentistry, veterinary surgery, pharmacy, and nurse training are not here included.

Tables 42 and 43 give in detail the statistics of the 7,452 public and private high schools reporting to this Bureau in 1898–99. Table 44 shows the number of public and private high schools for boys only, for girls only, and the number of coeducational secondary schools in each State.

TABLE 1.—*Public high schools—Number of schools, secondary instructors, secondary students, and elementary pupils in 1898–99.*

State or Territory.	Number of schools.	Secondary teachers.			Secondary students.			Colored students (included in preceding column).			Elementary pupils, including all below secondary grades.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	5,495	9,239	9,479	18,718	197,127	279,100	476,227	2,423	4,694	7,117	42,832	43,656	86,488
N. Atlantic Division	1,342	2,461	3,613	6,074	63,536	87,147	150,683	331	565	896	6,105	6,310	12,415
S. Atlantic Division	406	591	526	1,117	10,278	15,406	25,684	472	1,027	1,499	6,645	5,998	12,643
S. Central Division	598	895	662	1,557	14,680	20,952	35,632	603	1,250	1,853	8,544	8,388	16,932
N. Central Division	2,916	4,779	4,205	8,984	98,691	140,370	239,061	991	1,779	2,770	21,052	22,401	43,453
Western Division	233	513	473	986	9,942	15,225	25,167	26	73	99	486	559	1,045
N. Atlantic Division:													
Maine	157	179	166	345	3,870	4,973	8,843	2	3	5	823	838	1,661
New Hampshire	52	66	99	165	1,546	1,918	3,464	2	0	2	216	237	453
Vermont	54	56	79	135	1,367	1,802	3,169	5	3	8	432	473	905
Massachusetts	232	514	888	1,402	14,841	19,584	34,425	77	119	196	554	538	1,092
Rhode Island	18	78	91	169	1,448	1,988	3,436	14	36	50	45	58	103
Connecticut	69	127	195	322	3,039	3,924	6,963	12	26	38	168	189	357
New York	369	688	1,296	1,984	22,266	28,524	50,790	65	105	170	2,477	2,518	4,995
New Jersey	89	161	297	458	3,932	6,222	10,154	37	71	108	265	297	562
Pennsylvania	302	592	502	1,094	11,227	18,212	29,439	117	202	319	1,125	1,162	2,287
S. Atlantic Division:													
Delaware	13	17	25	42	424	663	1,087	0	0	0	21	18	39
Maryland	48	96	62	158	1,820	2,270	4,090	103	117	220	772	389	1,161
Dist. of Columbia	5	53	75	128	1,254	2,062	3,316	199	478	677	0	0	0
Virginia	67	80	98	178	1,584	2,382	3,966	55	134	189	1,124	1,155	2,279
West Virginia	26	45	29	74	588	1,190	1,778	17	49	66	34	35	69
North Carolina	17	24	13	37	410	527	937	9	25	34	133	125	258
South Carolina	99	117	86	203	1,567	2,368	3,935	61	149	210	2,178	1,929	4,107
Georgia	109	126	113	239	2,245	3,321	5,566	26	67	93	2,093	2,091	4,184
Florida	22	33	25	58	386	623	1,009	2	8	10	290	256	546
S. Central Division:													
Kentucky	69	111	116	227	2,336	3,090	5,426	204	430	634	342	358	700
Tennessee	101	140	86	226	2,246	3,088	5,334	100	236	336	2,411	2,172	4,583
Alabama	54	79	72	151	1,294	1,772	3,066	21	49	70	1,107	1,268	2,375
Mississippi	91	102	94	196	1,653	2,213	3,866	108	193	301	1,722	1,624	3,346
Louisiana	21	41	57	98	584	1,241	1,825	24	42	66	178	198	376
Texas	201	328	188	516	5,127	7,818	12,945	103	214	317	1,916	1,999	3,915
Arkansas	53	89	38	118	1,263	1,549	2,812	43	86	129	594	649	1,243
Oklahoma	4	6	8	14	115	173	288	0	0	0	0	0	0
Indian Territory	4	8	3	11	62	8	70	0	0	0	274	120	394
N. Central Division:													
Ohio	613	969	642	1,611	18,687	24,281	42,968	225	398	623	7,355	7,494	14,849
Indiana	362	689	352	1,041	10,647	14,821	25,468	171	258	429	2,748	2,986	5,734
Illinois	343	689	675	1,364	14,573	22,546	37,119	115	200	315	1,418	1,462	2,880
Michigan	286	433	564	997	11,574	15,572	27,146	56	70	126	1,835	1,937	3,772
Wisconsin	183	306	341	647	7,566	9,982	17,548	10	12	22	626	669	1,295
Minnesota	112	172	324	496	4,862	7,002	11,864	14	31	45	592	609	1,201
Iowa	330	471	535	1,006	11,193	16,206	27,399	38	59	97	1,800	1,875	3,675
Missouri	211	389	316	705	7,723	11,801	19,524	216	469	685	1,106	1,313	2,419
North Dakota	25	28	28	56	405	599	1,004	2	2	4	10	23	33
South Dakota	29	36	38	74	788	1,083	1,871	3	1	4	81	86	167
Nebraska	233	313	202	515	5,394	8,198	13,592	18	37	55	2,552	2,776	5,328
Kansas	189	284	188	472	5,279	8,279	13,558	123	242	365	929	1,171	2,100
Western Division:													
Montana	15	17	26	43	433	559	992	6	7	13	12	17	29
Wyoming	6	6	7	13	118	151	269	0	1	1	124	113	237
Colorado	41	118	99	217	2,242	3,215	5,457	8	35	43	204	255	459
New Mexico	6	10	3	13	60	116	176	0	1	1	0	0	0
Arizona	2	5	3	8	55	117	172	0	0	0	0	0	0
Utah	4	19	15	34	366	575	941	2	1	3	18	0	18
Nevada	7	9	10	19	160	263	423	0	1	1	0	0	0
Idaho	7	10	3	13	129	225	354	1	4	5	0	0	0
Washington	36	65	45	110	1,114	1,874	2,988	2	4	6	99	124	223
Oregon	15	27	27	54	670	1,107	1,777	0	0	0	0	0	0
California	94	227	235	462	4,595	7,023	11,618	7	19	26	29	50	79

TABLE 2.—*Public high schools—Number of secondary students in college preparatory courses and number of graduates and college preparatory students in graduating class in 1898–99.*

State or Territory.	Secondary students preparing for college.						Graduates in class of 1899.			College preparatory students in graduating class of 1899.			Students in military tactics.
	Classical course.			Scientific courses.									
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
United States	14,403	14,628	29,031	13,969	11,794	25,763	20,344	36,124	56,468	7,376	8,917	16,293	10,296
N. Atlantic Division	6,864	5,090	11,954	4,218	1,832	6,050	6,856	11,489	18,345	2,407	2,139	4,546	5,144
S. Atlantic Division	900	1,045	1,945	396	289	685	862	1,764	2,626	288	387	675	947
S. Central Division	1,123	1,272	2,395	941	805	1,746	1,086	2,295	3,381	382	563	945	592
N. Central Division	4,960	6,296	11,256	7,134	7,648	14,782	10,457	18,597	29,054	3,819	5,099	8,918	2,644
Western Division	556	925	1,481	1,280	1,220	2,500	1,083	1,979	3,062	480	729	1,209	1,069
N. Atlantic Division:													
Maine	574	508	1,082	193	119	312	409	703	1,112	150	141	291	253
New Hampshire	154	149	303	95	45	140	157	244	401	42	43	85	395
Vermont	127	100	227	142	87	229	123	254	377	77	79	156	164
Massachusetts	2,020	1,846	3,866	1,345	324	1,669	1,980	3,145	5,125	611	627	1,238	3,743
Rhode Island	95	78	173	66	52	118	146	273	419	81	66	147	------
Connecticut	329	182	511	252	73	325	313	577	890	123	91	214	------
New York	2,536	1,343	3,879	1,256	716	1,972	1,620	2,500	4,120	690	664	1,354	531
New Jersey	373	404	777	316	120	436	510	844	1,354	149	92	241	58
Pennsylvania	656	480	1,136	553	296	849	1,598	2,949	4,547	484	336	820	------
S. Atlantic Division:													
Delaware	16	11	27	18	4	22	56	74	130	16	20	36	36
Maryland	29	14	43	38	5	43	162	278	440	27	15	42	------
Dist. of Columbia	91	68	159	91	89	180	138	259	397	37	27	64	724
Virginia	136	166	302	39	15	54	107	302	409	39	44	83	------
West Virginia	47	68	115	13	6	19	56	157	213	19	20	39	------
North Carolina	29	32	61	10	12	22	27	48	75	17	31	48	------
South Carolina	253	312	565	55	32	87	93	211	304	56	97	153	70
Georgia	280	348	628	115	109	224	178	372	550	65	115	180	66
Florida	19	26	45	17	17	34	45	63	108	12	18	30	51
S. Central Division:													
Kentucky	145	149	294	200	128	328	218	360	578	90	86	176	------
Tennessee	186	147	333	130	100	230	179	381	560	56	69	125	83
Alabama	95	65	160	106	66	172	74	220	294	33	36	69	134
Mississippi	255	338	593	161	174	335	101	217	318	47	106	153	------
Louisiana	24	54	78	21	23	44	68	229	297	13	31	44	37
Texas	305	386	691	262	253	515	349	731	1,080	110	186	296	------
Arkansas	104	133	237	61	61	122	83	136	219	26	48	74	80
Oklahoma	3	0	3	0	0	0	9	21	30	2	1	3	------
Indian Territory	6	0	6	0	0	0	5	0	5	5	0	5	258
N. Central Division:													
Ohio	913	876	1,789	1,328	1,274	2,602	2,054	3,437	5,491	641	779	1,420	454
Indiana	580	629	1,209	491	294	785	1,088	1,790	2,878	349	363	712	185
Illinois	715	1,055	1,770	948	1,036	1,984	1,563	3,025	4,588	577	731	1,308	90
Michigan	359	457	816	835	932	1,767	1,135	1,979	3,114	387	573	960	23
Wisconsin	296	389	685	360	296	656	870	1,278	2,148	278	277	555	24
Minnesota	143	210	353	1,185	1,547	2,732	509	925	1,434	277	424	701	52
Iowa	572	799	1,371	464	514	978	1,195	2,281	3,476	426	595	1,021	521
Missouri	493	636	1,129	542	568	1,110	705	1,360	2,065	235	355	590	330
North Dakota	61	68	129	31	32	63	43	77	120	30	39	69	------
South Dakota	38	74	112	57	70	127	89	158	247	37	64	101	40
Nebraska	375	484	859	561	681	1,242	602	1,196	1,798	275	394	669	859
Kansas	415	619	1,034	332	404	736	604	1,091	1,695	307	505	812	66
Western Division:													
Montana	17	30	47	31	28	59	38	77	115	13	17	30	------
Wyoming	4	14	18	3	10	13	13	33	46	8	22	30	------
Colorado	168	264	432	366	336	702	216	401	617	83	112	195	738
New Mexico	12	11	23	5	10	15	6	10	16	2	3	5	------
Arizona	3	5	8	5	4	9	7	17	24	5	9	14	------
Utah	38	47	85	42	15	57	34	61	95	15	17	32	------
Nevada	7	12	19	12	6	18	17	51	68	9	30	39	------
Idaho	32	37	69	23	10	33	14	35	49	5	13	18	33
Washington	84	134	218	67	71	138	101	164	265	32	52	84	112
Oregon	23	41	64	15	13	28	58	140	198	9	25	34	------
California	168	330	498	711	717	1,428	579	990	1,569	299	429	728	186

TABLE 3.—*Public high schools—Number of secondary students pursuing certain studies in 1898–99.*

State or Territory.	Latin.				Greek.				French.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	4,706	93,741	146,240	239,981	997	8,050	6,808	14,858	846	13,704	24,113	37,817
North Atlantic Division	1,247	28,314	42,593	70,907	600	5,579	4,159	9,738	567	10,522	16,316	26,838
South Atlantic Division	389	6,465	9,710	16,175	82	393	207	600	89	881	1,577	2,458
South Central Division	541	7,514	12,444	19,958	84	417	287	704	50	516	1,273	1,789
North Central Division	2,326	45,977	72,811	118,788	187	1,333	1,581	2,914	104	1,466	3,816	5,282
Western Division	203	5,471	8,682	14,153	44	328	574	902	36	319	1,131	1,450
North Atlantic Division:												
Maine	140	1,670	2,595	4,265	77	493	484	977	81	704	1,098	1,802
New Hampshire	50	769	1,132	1,901	25	151	169	320	39	467	699	1,166
Vermont	51	529	806	1,335	27	120	84	204	29	177	276	453
Massachusetts	229	6,339	9,993	16,332	156	1,714	1,478	3,192	201	5,856	8,121	13,977
Rhode Island	14	667	852	1,519	11	181	146	327	11	280	585	865
Connecticut	67	1,619	2,093	3,712	32	366	181	547	28	414	767	1,181
New York	357	8,874	12,060	20,934	179	1,607	916	2,523	142	2,053	3,670	5,723
New Jersey	65	1,559	2,613	4,172	24	295	243	538	16	223	503	726
Pennsylvania	274	6,288	10,449	16,737	69	652	458	1,110	20	348	597	945
South Atlantic Division:												
Delaware	13	353	546	899	1	2	0	2	1	4	6	10
Maryland	44	1,205	1,380	2,585	6	93	0	93	10	280	133	413
District of Columbia	4	570	842	1,412	4	74	27	101	4	176	297	473
Virginia	65	1,122	1,887	3,009	7	14	0	14	23	118	384	502
West Virginia	24	190	413	603	1	1	2	3	----	----	----	----
North Carolina	17	342	454	796	4	16	32	48	----	----	----	----
South Carolina	92	935	1,340	2,275	19	38	16	54	25	34	304	338
Georgia	108	1,554	2,511	4,065	39	152	128	280	24	259	431	690
Florida	22	194	337	531	1	3	2	5	2	10	22	32
South Central Division:												
Kentucky	66	1,103	2,011	3,114	10	182	15	197	8	59	56	115
Tennessee	84	1,050	1,554	2,604	20	37	30	67	5	21	69	90
Alabama	52	664	1,142	1,806	9	35	6	41	8	70	134	204
Mississippi	80	883	1,287	2,170	21	74	52	126	3	4	11	15
Louisiana	19	464	1,016	1,480	1	4	8	12	11	308	849	1,157
Texas	180	2,505	4,365	6,870	18	70	159	229	8	34	108	142
Arkansas	52	720	936	1,656	5	15	17	32	7	20	46	66
Oklahoma	4	83	128	211	----	----	----	----	----	----	----	----
Indian Territory	4	42	5	47	----	----	----	----	----	----	----	----
North Central Division:												
Ohio	480	8,926	13,173	22,099	49	381	406	787	15	279	549	828
Indiana	325	6,926	9,689	16,615	9	39	69	108	4	30	148	178
Illinois	286	7,125	12,408	19,533	27	211	278	489	23	390	1,230	1,626
Michigan	195	3,856	5,967	9,823	34	223	271	494	25	243	648	891
Wisconsin	92	1,692	2,631	4,323	13	87	79	166	5	37	48	85
Minnesota	110	2,774	4,373	7,147	12	33	45	78	10	161	478	639
Iowa	243	4,345	7,355	11,700	8	27	37	64	4	25	83	108
Missouri	180	3,806	6,332	10,138	15	231	240	471	7	150	443	593
North Dakota	24	276	454	730	2	3	3	6	1	1	0	1
South Dakota	25	311	539	850	2	7	9	16	1	13	18	31
Nebraska	196	2,950	4,873	7,823	8	62	101	163	3	106	135	241
Kansas	170	2,990	5,017	8,007	8	29	43	72	6	25	36	61
Western Division:												
Montana	15	274	398	672	1	4	6	10	2	14	43	57
Wyoming	5	73	113	186	----	----	----	----	----	----	----	----
Colorado	40	1,410	2,243	3,653	13	130	195	325	5	58	314	372
New Mexico	5	45	62	107	----	----	----	----	----	----	----	----
Arizona	2	15	60	75	----	----	----	----	----	----	----	----
Utah	2	136	204	340	----	----	----	----	1	20	24	44
Nevada	7	97	173	270	----	----	----	----	1	9	12	21
Idaho	7	52	124	176	----	----	----	----	----	----	----	----
Washington	17	515	877	1,392	1	3	6	9	4	15	85	100
Oregon	10	251	356	607	----	----	----	----	----	----	----	----
California	93	2,603	4,072	6,675	29	191	367	558	23	203	653	856

TABLE 4.—*Public high schools—Number of secondary students pursuing certain studies in 1898–99.*

State or Territory.	German.				Algebra.				Geometry.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,613	25,676	41,030	66,706	5,494	114,627	157,260	271,887	4,889	54,186	78,861	133,047
North Atlantic Division	613	10,752	16,827	27,579	1,342	34,382	43,452	77,834	1,256	17,220	22,991	40,211
South Atlantic Division	53	1,041	1,768	2,809	405	7,131	10,865	17,996	317	3,332	5,235	8,567
South Central Division	66	826	978	1,804	598	10,358	14,702	25,060	521	4,554	7,076	11,630
North Central Division	787	11,805	19,201	31,006	2,916	56,013	78,743	134,756	2,585	25,303	38,221	63,524
Western Division	94	1,252	2,256	3,508	233	6,743	9,498	16,241	219	3,777	5,338	9,115
North Atlantic Division:												
Maine	8	19	92	111	157	2,079	2,581	4,660	141	998	1,301	2,299
New Hampshire	10	43	63	106	52	771	844	1,615	46	434	525	959
Vermont	13	35	73	108	54	613	805	1,418	51	283	415	698
Massachusetts	95	1,164	2,585	3,749	232	7,907	8,478	16,385	223	4,629	5,283	9,912
Rhode Island	13	226	270	496	18	838	854	1,692	15	492	555	1,047
Connecticut	48	444	942	1,386	69	1,504	1,920	3,424	66	800	1,044	1,844
New York	290	5,245	6,624	11,869	369	10,101	12,492	22,593	359	4,877	6,814	11,691
New Jersey	43	1,204	2,094	3,298	89	2,652	3,962	6,614	80	833	1,539	2,372
Pennsylvania	93	2,372	4,084	6,456	302	7,917	11,516	19,433	275	3,874	5,515	9,389
South Atlantic Division:												
Delaware	3	19	25	44	13	402	605	1,007	13	153	258	411
Maryland	12	520	604	1,124	48	1,132	1,882	3,014	47	1,049	1,591	2,640
District of Columbia	4	198	569	767	4	528	864	1,392	4	295	376	671
Virginia	18	222	420	642	67	1,158	1,587	2,745	47	454	646	1,100
West Virginia	6	25	71	96	26	413	753	1,166	24	145	318	463
North Carolina	1	2	1	3	17	306	374	680	11	148	230	378
South Carolina	4	28	29	57	99	1,128	1,711	2,839	62	206	393	599
Georgia	4	19	34	53	109	1,806	2,651	4,457	89	763	1,180	1,943
Florida	1	8	15	23	22	258	438	696	20	125	237	362
South Central Division:												
Kentucky	18	457	321	778	69	1,538	1,968	3,506	59	722	966	1,688
Tennessee	8	42	110	152	101	1,577	1,975	3,552	96	586	862	1,448
Alabama	6	37	67	104	54	955	1,369	2,324	46	457	860	1,317
Mississippi	4	8	4	12	91	1,028	1,459	2,487	61	244	384	628
Louisiana					21	472	956	1,428	18	245	534	779
Texas	23	259	433	692	201	3,772	5,756	9,528	195	1,956	2,967	4,923
Arkansas	6	17	33	50	53	888	1,102	1,990	41	301	455	756
Oklahoma	1	6	10	16	4	68	112	180	3	30	48	78
Indian Territory					4	60	5	65	2	13	0	13
North Central Division:												
Ohio	119	2,114	2,937	5,051	613	11,011	14,156	25,167	502	4,657	6,480	11,137
Indiana	66	991	1,506	2,497	362	6,733	9,483	16,216	305	2,956	4,194	7,150
Illinois	102	1,908	3,851	5,759	343	7,561	10,900	18,461	313	3,821	5,986	9,807
Michigan	132	1,683	2,727	4,410	286	6,108	8,129	14,237	262	2,297	3,404	5,701
Wisconsin	117	1,696	2,508	4,204	183	3,473	4,518	7,991	180	1,766	2,385	4,151
Minnesota	50	728	1,240	1,968	112	2,478	3,638	6,116	109	1,632	2,665	4,297
Iowa	58	829	1,451	2,280	330	6,237	9,055	15,292	295	2,648	4,422	7,070
Missouri	33	825	1,599	2,224	211	5,244	7,652	12,896	184	2,113	2,983	5,096
North Dakota					25	270	378	648	24	109	184	293
South Dakota	9	42	88	130	29	392	610	1,002	25	158	274	432
Nebraska	49	580	779	1,359	233	3,414	5,318	8,732	224	1,698	2,848	4,546
Kansas	52	409	715	1,124	189	3,092	4,906	7,998	162	1,448	2,396	3,844
Western Division:												
Montana	4	79	151	230	15	309	423	732	14	143	220	363
Wyoming	1	16	23	39	6	76	98	174	4	38	44	82
Colorado	26	456	747	1,203	41	1,251	1,708	2,959	39	865	1,170	2,035
New Mexico					6	53	81	134	5	17	30	47
Arizona	1	1	7	8	2	27	74	101	2	12	23	35
Utah	2	82	124	206	4	256	399	655	2	72	107	179
Nevada	1	0	3	3	7	151	250	401	7	82	138	220
Idaho					7	80	144	224	6	49	100	149
Washington	7	98	193	291	36	798	1,191	1,989	29	326	550	876
Oregon	4	92	202	294	15	519	747	1,266	10	154	236	390
California	48	428	806	1,234	94	3,223	4,383	7,606	92	2,019	2,720	4,739

TABLE 5.—*Public high schools—Number of secondary students pursuing certain studies in 1898–99.*

State or Territory.	Trigonometry.				Astronomy.				Physics.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	778	4,968	4,792	9,760	1,125	5,896	9,952	15,848	4,514	41,050	55,163	96,213
North Atlantic Division	228	1,627	1,066	2,693	460	2,189	3,845	6,034	1,108	12,662	14,936	27,598
South Atlantic Division	95	617	633	1,250	53	311	678	989	253	2,606	4,085	6,691
South Central Division	167	866	1,138	2,004	82	454	727	1,181	500	4,167	5,463	9,630
North Central Division	216	1,468	1,509	2,917	506	2,775	4,395	7,170	2,466	19,461	27,572	47,033
Western Division	72	450	446	896	24	167	307	474	187	2,154	3,107	5,261
North Atlantic Division:												
Maine	8	25	22	47	76	351	458	809	120	782	907	1,689
New Hampshire	4	26	2	28	19	94	117	211	44	440	384	824
Vermont	2	5	0	5	27	87	151	238	38	184	195	379
Massachusetts	40	360	53	353	121	630	1,283	1,913	204	3,367	3,699	7,066
Rhode Island	4	38	15	53	11	37	105	142	13	322	378	700
Connecticut	14	94	13	107	29	126	189	315	56	526	654	1,180
New York	95	507	535	1,042	110	446	640	1,086	293	3,407	3,642	7,049
New Jersey	14	96	100	196	24	141	380	521	80	837	1,338	2,175
Pennsylvania	47	536	326	862	43	277	522	799	260	2,797	3,739	6,536
South Atlantic Division:												
Delaware	1	27	0	27	----	----	----	----	12	135	231	366
Maryland	20	218	187	405	10	72	162	254	44	883	1,251	2,134
District of Columbia	4	92	26	118	----	----	----	----	4	246	400	646
Virginia	20	95	88	183	----	----	----	----	45	420	583	1,003
West Virginia	4	20	30	50	4	24	36	60	20	104	206	310
North Carolina	1	2	1	3	2	12	33	45	6	104	162	266
South Carolina	10	46	74	120	9	24	116	140	48	265	449	714
Georgia	26	86	176	262	22	132	270	402	56	348	644	992
Florida	9	31	51	82	6	47	61	108	18	101	159	260
South Central Division:												
Kentucky	31	188	177	365	25	117	193	310	50	645	575	1,220
Tennessee	17	50	57	107	13	78	110	188	85	517	694	1,211
Alabama	20	166	222	388	8	34	48	82	41	388	470	858
Mississippi	16	33	37	70	8	47	71	118	82	565	763	1,328
Louisiana	4	12	20	32	5	25	59	84	19	199	417	616
Texas	65	312	470	782	18	125	206	331	185	1,530	2,143	3,673
Arkansas	14	105	155	260	4	26	39	65	33	282	361	643
Oklahoma	----	----	----	----	----	----	----	----	3	26	39	65
Indian Territory	----	----	----	----	1	2	1	3	2	15	1	16
North Central Division:												
Ohio	75	472	502	974	147	761	1,139	1,900	485	3,700	4,926	8,626
Indiana	20	122	154	276	22	209	316	525	254	2,174	2,951	5,125
Illinois	27	222	147	369	89	480	906	1,386	311	2,739	4,027	6,766
Michigan	10	87	43	130	52	251	349	600	266	1,931	2,754	4,685
Wisconsin	9	49	46	95	4	31	21	52	172	1,299	1,654	2,953
Minnesota	4	43	40	83	21	180	260	440	79	799	1,191	1,990
Iowa	17	95	76	171	86	463	790	1,253	307	2,457	3,534	5,991
Missouri	24	195	309	504	26	144	183	327	165	1,489	2,166	3,655
North Dakota	3	6	9	15	2	5	10	15	20	64	101	165
South Dakota	3	12	27	39	5	28	47	75	26	172	240	412
Nebraska	17	77	103	180	15	64	124	188	204	1,319	2,042	3,361
Kansas	7	28	53	81	37	159	250	409	177	1,318	1,986	3,304
Western Division:												
Montana	4	27	45	72	2	14	33	47	11	83	135	218
Wyoming	1	0	3	3	----	----	----	----	3	27	38	65
Colorado	14	129	116	245	8	68	146	214	34	478	736	1,214
New Mexico	----	----	----	----	1	0	5	5	3	14	12	26
Arizona	1	5	8	13	----	----	----	----	2	14	23	37
Utah	2	27	37	64	1	21	27	48	3	67	81	148
Nevada	----	----	----	----	1	2	6	8	7	99	176	275
Idaho	----	----	----	----	2	3	5	8	6	34	75	109
Washington	3	13	16	29	1	1	10	11	24	200	334	534
Oregon	4	19	19	38	4	29	32	61	9	120	196	316
California	43	230	202	432	4	29	43	72	85	1,018	1,301	2,319

TABLE 6.—*Public high schools—Number of secondary students pursuing certain studies in 1898-99.*

State or Territory.	Chemistry.				Physical geography.				Geology.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,889	17,681	22,294	39,975	4,370	48,523	67,168	115,691	1,161	7,981	11,267	19,248
North Atlantic Division	648	6,401	7,384	13,785	1,037	12,146	16,377	28,523	510	3,635	4,959	8,594
South Atlantic Division	83	896	1,039	1,935	303	2,910	4,321	7,231	32	227	432	659
South Central Division	142	1,190	1,835	3,025	439	5,298	7,133	12,431	118	845	1,059	1,904
North Central Division	874	7,732	10,107	17,839	2,448	26,143	36,331	62,474	448	2,851	4,142	6,993
Western Division	142	1,462	1,929	3,391	143	2,026	3,006	5,032	53	423	675	1,098
North Atlantic Division:												
Maine	76	409	550	959	103	725	840	1,565	67	326	433	759
New Hampshire	29	174	196	370	33	212	254	466	20	94	138	232
Vermont	24	120	122	242	44	369	462	831	17	69	114	183
Massachusetts	173	1,855	2,391	4,246	133	1,503	1,547	2,850	113	685	1,087	1,772
Rhode Island	12	210	224	434	9	171	175	346	7	24	73	97
Connecticut	38	333	406	739	46	657	848	1,505	27	175	266	441
New York	172	1,871	1,520	3,391	327	4,249	5,635	9,884	183	1,119	1,580	2,699
New Jersey	47	413	792	1,205	63	970	1,484	2,454	21	282	370	652
Pennsylvania	77	1,016	1,183	2,199	279	3,490	5,132	8,622	55	861	898	1,759
South Atlantic Division:												
Delaware	5	69	49	118	11	180	284	464	.....	.....	.....	.....
Maryland	10	231	22	253	36	290	433	723	1	20	25	45
District of Columbia	4	139	127	266	.....	.....	.....	.....	.....	.....	.....	.....
Virginia	16	172	250	422	47	581	779	1,360	1	10	8	18
West Virginia	7	34	62	96	24	287	466	753	2	8	24	32
North Carolina	3	24	50	74	12	120	147	267	3	38	59	97
South Carolina	4	7	92	99	79	573	918	1,491	7	30	44	74
Georgia	26	164	292	456	76	711	1,007	1,718	11	81	211	292
Florida	8	56	95	151	18	168	287	455	7	40	61	101
South Central Division:												
Kentucky	22	288	367	655	54	632	752	1,384	16	98	134	232
Tennessee	19	129	130	259	56	549	822	1,371	46	279	304	583
Alabama	17	183	253	436	32	418	482	900	11	126	127	253
Mississippi	11	46	67	113	57	670	851	1,521	7	32	51	83
Louisiana	10	104	295	399	17	302	471	773	1	5	8	13
Texas	49	354	611	965	178	2,195	3,115	5,310	30	246	363	609
Arkansas	9	64	91	155	39	462	551	1,013	5	50	60	110
Oklahoma	3	7	20	27	4	44	87	131	1	7	11	18
Indian Territory	2	15	1	16	2	26	2	28	1	2	1	3
North Central Division:												
Ohio	122	1,224	1,713	2,937	540	5,137	6,683	11,820	82	509	713	1,222
Indiana	91	972	1,278	2,250	285	2,721	3,501	6,222	42	304	418	722
Illinois	144	1,364	1,682	3,046	295	4,063	6,339	10,402	51	355	678	1,033
Michigan	166	1,187	1,419	2,606	245	2,540	3,280	5,820	57	272	380	652
Wisconsin	30	304	306	610	175	2,464	3,420	5,884	13	122	142	264
Minnesota	75	597	767	1,364	30	387	517	904	9	83	95	178
Iowa	59	449	631	1,080	289	3,028	4,281	7,309	75	480	713	1,193
Missouri	62	633	923	1,556	172	1,859	2,470	4,329	42	336	434	770
North Dakota	5	17	27	44	16	104	134	238	2	8	13	21
South Dakota	6	18	45	63	26	195	324	519	8	44	70	114
Nebraska	71	587	868	1,455	207	1,792	2,572	4,364	21	133	165	298
Kansas	43	380	448	828	168	1,853	2,810	4,663	46	205	321	526
Western Division:												
Montana	9	81	85	166	12	107	175	282	5	36	47	83
Wyoming	2	13	9	22	6	47	75	122	.....	.....	.....	.....
Colorado	31	330	481	811	24	370	521	891	28	251	436	687
New Mexico	2	7	9	16	5	36	41	77	1	5	10	15
Arizona	1	5	9	14	2	11	51	62	.....	.....	.....	.....
Utah	2	18	19	37	3	100	157	257	1	30	35	65
Nevada	7	57	108	165	6	42	73	115	.....	.....	.....	.....
Idaho	2	7	15	22	7	71	141	212	1	1	2	3
Washington	7	81	96	177	34	429	691	1,120	6	41	46	87
Oregon	5	71	165	236	13	240	332	572	3	19	33	52
California	74	792	933	1,725	31	573	749	1,322	8	40	66	106

TABLE 7.—*Public high schools—Number of secondary students pursuing certain studies in 1898–99.*

State or Territory.	Physiology.				Psychology.				Rhetoric.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	4,167	58,602	80,487	139,089	820	4,147	7,221	11,368	4,718	72,174	106,645	178,819
North Atlantic Division	993	17,663	24,470	42,133	102	485	1,289	1,774	1,150	23,264	31,059	54,323
South Atlantic Division	290	3,315	4,955	8,270	42	159	471	630	324	3,225	6,166	9,391
South Central Division	488	6,913	8,885	15,798	177	979	1,347	2,326	530	5,604	8,830	14,434
North Central Division	2,307	29,376	40,102	69,472	477	2,396	3,797	6,193	2,512	35,462	53,226	88,688
Western Division	89	1,341	2,075	3,416	22	128	317	445	202	4,619	7,364	11,983
North Atlantic Division:												
Maine	101	761	933	1,694	15	91	126	217	124	1,056	1,386	2,442
New Hampshire	29	198	226	424	3	14	18	32	42	398	479	877
Vermont	27	181	247	428	17	54	120	174	50	450	681	1,131
Massachusetts	150	2,202	3,014	5,216	8	54	103	157	206	7,323	8,272	15,595
Rhode Island	8	39	170	209	4	5	90	85	16	854	983	1,837
Connecticut	37	702	964	1,666	1	5	8	13	64	1,442	1,807	3,249
New York	358	8,632	10,706	19,338	14	42	287	329	314	6,902	8,092	14,994
New Jersey	63	1,117	1,564	2,681	9	17	145	162	79	1,097	2,194	3,291
Pennsylvania	220	3,831	6,646	10,477	31	203	402	605	255	3,742	7,165	10,907
South Atlantic Division:												
Delaware	11	235	335	570	1	5	9	14	13	141	281	422
Maryland	40	570	1,037	1,607	5	12	146	158	36	417	1,331	1,748
District of Columbia	.....	.....	.....	.....	.....	.....	.....	.....	2	93	279	372
Virginia	56	677	923	1,600	2	4	48	52	51	660	1,062	1,722
West Virginia	20	257	396	653	4	12	25	37	24	155	331	486
North Carolina	13	216	262	478	1	2	1	3	13	128	214	342
South Carolina	64	532	800	1,332	4	9	58	67	70	486	802	1,288
Georgia	65	600	842	1,442	12	64	61	125	93	931	1,461	2,392
Florida	21	228	360	588	13	51	123	174	22	214	405	619
South Central Division:												
Kentucky	56	993	1,156	2,149	26	181	241	422	64	963	1,330	2,293
Tennessee	82	989	1,096	2,085	12	25	65	90	93	779	1,074	1,853
Alabama	44	702	981	1,683	10	99	85	184	48	591	1,121	1,712
Mississippi	77	867	1,182	2,049	7	32	50	82	71	537	795	1,332
Louisiana	18	310	547	857	4	14	22	36	20	347	768	1,115
Texas	163	2,461	3,231	5,692	106	551	778	1,329	182	1,843	3,018	4,861
Arkansas	45	569	688	1,257	10	69	92	161	47	467	607	1,074
Oklahoma	.....	.....	.....	.....	2	8	14	22	4	73	116	189
Indian Territory	3	22	4	26	.....	.....	.....	.....	1	4	1	5
North Central Division:												
Ohio	533	6,871	8,527	15,398	93	505	605	1,110	492	6,106	8,542	14,648
Indiana	201	2,113	2,833	4,946	64	362	556	918	315	5,025	7,077	12,102
Illinois	314	5,341	7,585	12,926	25	120	255	375	309	5,966	9,107	15,073
Michigan	259	2,660	3,614	6,274	40	158	291	449	261	3,573	4,998	8,571
Wisconsin	173	1,905	2,483	4,388	120	559	787	1,346	141	1,587	2,034	3,621
Minnesota	54	629	1,031	1,660	3	13	31	44	94	1,873	3,011	4,884
Iowa	271	3,310	4,584	7,894	17	89	121	210	303	3,543	5,523	9,066
Missouri	154	2,414	3,476	5,890	59	281	615	896	188	2,967	5,096	8,063
North Dakota	17	152	186	338	2	11	25	36	22	152	207	359
South Dakota	20	230	344	574	1	2	2	4	24	195	328	523
Nebraska	169	2,200	3,078	5,278	9	52	83	135	190	2,356	3,779	6,135
Kansas	139	1,605	2,361	3,966	44	244	426	670	173	2,119	3,524	5,643
Western Division:												
Montana	10	109	179	288	1	2	6	8	15	152	241	393
Wyoming	3	31	42	73	.....	.....	.....	.....	5	55	84	139
Colorado	15	243	383	626	12	76	207	283	39	711	1,124	1,865
New Mexico	5	39	56	95	.....	.....	.....	.....	3	12	25	37
Arizona	1	12	22	34	.....	.....	.....	.....	2	7	38	45
Utah	2	55	80	135	2	18	33	51	3	84	111	195
Nevada	4	73	127	200	1	1	8	9	7	103	180	283
Idaho	6	51	100	151	1	1	2	3	7	39	83	122
Washington	18	205	371	576	4	20	41	61	26	345	543	888
Oregon	11	217	277	494	1	10	20	30	13	281	466	747
California	14	306	438	744	.....	.....	.....	.....	82	2,800	4,469	7,269

TABLE 8.—*Public high schools—Number of secondary students pursuing certain studies in 1898-99.*

State or Territory.	English literature.				History.				Civics.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	4,586	78,973	119,863	198,836	4,720	72,749	109,747	182,496	4,266	44,147	60,490	104,637
North Atlantic Division	1,149	28,935	40,539	69,474	1,162	24,471	37,266	61,737	1,068	11,547	14,905	26,452
South Atlantic Division	287	4,608	7,943	12,551	333	5,253	8,509	13,762	158	1,507	2,150	3,657
South Central Division	438	4,740	7,732	12,472	463	6,021	9,205	15,226	412	4,476	6,004	10,480
North Central Division	2,502	34,528	53,899	88,427	2,556	31,654	46,281	77,935	2,447	24,703	34,348	59,051
Western Division	210	6,162	9,750	15,912	206	5,350	8,486	13,836	181	1,914	3,083	4,997
North Atlantic Division:												
Maine	116	1,262	1,749	3,011	120	1,234	1,675	3,009	111	708	770	1,478
New Hampshire	45	605	724	1,329	45	604	741	1,345	29	141	204	345
Vermont	47	372	520	892	45	420	559	979	47	337	440	777
Massachusetts	221	10,343	13,542	23,885	220	7,159	10,818	17,977	163	1,868	2,308	4,176
Rhode Island	17	952	1,385	2,337	17	536	957	1,493	15	225	286	511
Connecticut	69	2,222	2,781	5,003	65	1,523	1,924	3,447	47	333	576	909
New York	291	5,727	7,197	12,924	326	6,943	9,688	16,631	327	3,714	4,357	8,071
New Jersey	77	1,433	2,583	4,016	83	1,925	3,193	5,118	70	936	1,217	2,153
Pennsylvania	266	6,019	10,058	16,077	241	4,027	7,711	11,738	259	3,285	4,747	8,032
South Atlantic Division:												
Delaware	12	137	210	347	12	176	265	441	12	110	172	282
Maryland	45	1,196	1,517	2,713	42	1,255	1,636	2,891	24	353	503	856
District of Columbia	5	1,118	1,934	3,052	5	623	1,208	1,831	2	8	13	21
Virginia	44	488	912	1,400	53	840	1,413	2,253	16	171	211	382
West Virginia	22	186	394	580	25	239	455	694	22	121	253	374
North Carolina	13	271	359	630	13	283	345	628	5	88	107	195
South Carolina	69	457	916	1,373	85	668	1,292	1,960	40	292	455	747
Georgia	63	633	1,458	2,091	80	964	1,578	2,542	23	288	302	590
Florida	14	122	243	365	18	205	317	522	14	76	134	210
South Central Division:												
Kentucky	61	1,628	1,359	2,387	57	1,005	1,177	2,182	62	795	856	1,651
Tennessee	63	516	824	1,340	60	633	982	1,615	52	445	528	973
Alabama	41	413	803	1,216	41	527	1,011	1,538	28	311	451	762
Mississippi	71	637	916	1,553	66	604	962	1,566	61	565	849	1,414
Louisiana	21	247	819	1,066	19	492	1,016	1,418	14	117	343	460
Texas	140	1,474	2,468	3,942	174	2,263	3,298	5,561	156	1,710	2,359	4,069
Arkansas	37	399	511	910	43	576	740	1,316	37	513	574	1,087
Oklahoma	3	24	32	56	2	8	17	25	1	20	42	62
Indian Territory	1	2	0	2	1	3	2	5	1	0	2	2
North Central Division:												
Ohio	495	6,107	8,879	14,986	492	5,426	7,464	12,890	528	4,513	5,857	10,370
Indiana	325	5,833	8,571	14,404	323	4,113	5,650	9,763	263	2,613	3,460	6,073
Illinois	321	6,689	11,204	17,893	313	4,764	7,023	11,787	289	2,991	4,334	7,325
Michigan	252	2,293	3,588	5,881	272	3,884	5,474	9,358	249	2,639	3,452	6,091
Wisconsin	165	1,901	2,782	4,683	171	1,987	2,606	4,593	167	1,762	2,437	4,199
Minnesota	93	941	1,609	2,550	99	1,693	2,580	4,273	67	681	846	1,527
Iowa	290	3,883	6,234	10,117	297	3,329	4,995	8,324	307	3,239	4,686	7,925
Missouri	176	2,159	3,457	5,616	187	2,770	4,563	7,333	163	2,139	3,143	5,282
North Dakota	23	261	394	655	20	158	224	382	19	138	170	308
South Dakota	24	227	336	563	27	250	361	611	24	201	309	510
Nebraska	178	2,378	3,743	6,121	193	1,710	2,682	4,392	204	1,961	2,893	4,854
Kansas	160	1,856	3,102	4,958	162	1,579	2,659	4,229	167	1,826	2,761	4,587
Western Division:												
Montana	15	148	219	367	13	123	211	334	14	137	191	328
Wyoming	4	25	42	67	5	55	63	118	5	27	41	68
Colorado	39	1,338	2,052	3,390	36	1,343	2,052	3,395	26	363	587	950
New Mexico	3	9	17	26	6	40	56	96	2	23	26	49
Arizona	2	34	67	101	2	12	22	34	2	10	47	57
Utah	4	42	73	115	3	161	249	410	3	42	66	108
Nevada	7	103	186	289	6	82	153	235	6	86	147	233
Idaho	7	47	115	162	6	77	153	230	6	48	117	165
Washington	27	528	873	1,401	23	327	571	898	27	254	348	602
Oregon	13	194	358	552	14	333	534	867	10	174	292	466
California	89	3,694	5,748	9,442	92	2,797	4,422	7,219	80	750	1,221	1,971

TABLE 9.—*Public high schools—Proportion of male and female students, per cent of students pursuing certain courses, per cent of graduates, etc., in 1898–99.*

State or Territory.	Total secondary students.	Per cent of total number.					Per cent of graduates prepared for college.
		Male.	Female.	College classical preparatory students.	College scientific preparatory students.	Graduates in 1899.	
United States	476,227	41.39	58.61	6.10	5.41	11.86	28.85
North Atlantic Division	150,683	42.17	57.83	7.93	4.02	12.17	24.78
South Atlantic Division	25,684	40.02	59.98	7.57	2.67	10.22	25.70
South Central Division	35,632	41.20	58.80	6.72	4.90	9.49	27.95
North Central Division	239,061	41.28	58.72	4.71	6.18	12.15	30.69
Western Division	25,167	39.50	60.50	5.88	9.93	12.17	39.48
North Atlantic Division:							
Maine	8,843	43.76	56.24	12.24	3.53	12.57	26.17
New Hampshire	3,464	44.63	55.37	8.75	4.04	11.58	21.20
Vermont	3,169	43.14	56.86	7.16	7.23	11.90	41.38
Massachusetts	34,425	43.11	56.89	11.23	4.85	14.89	24.16
Rhode Island	3,436	42.14	57.86	5.03	3.43	12.19	35.08
Connecticut	6,963	43.64	56.36	7.34	4.67	12.78	24.04
New York	50,790	43.84	56.16	7.64	3.88	8.11	32.86
New Jersey	10,151	38.72	61.28	7.65	4.29	13.33	17.80
Pennsylvania	29,439	38.14	61.86	3.86	2.88	15.45	18.03
South Atlantic Division:							
Delaware	1,087	39.01	60.99	2.48	2.02	11.96	27.69
Maryland	4,090	44.50	55.50	1.05	1.05	10.76	9.55
District of Columbia	3,316	37.82	62.18	4.79	5.43	11.97	16.12
Virginia	3,966	39.94	60.06	7.61	1.36	10.31	20.29
West Virginia	1,778	33.07	66.93	6.47	1.07	11.98	18.31
North Carolina	937	43.76	56.24	6.51	2.35	8.00	64.00
South Carolina	3,935	39.82	60.18	14.36	2.21	7.73	50.33
Georgia	5,566	40.33	59.67	11.28	4.02	9.88	32.73
Florida	1,009	38.26	61.74	4.46	3.37	10.70	27.78
South Central Division:							
Kentucky	5,426	43.05	56.95	5.42	6.04	10.65	30.45
Tennessee	5,334	42.11	57.89	6.24	4.31	10.50	22.32
Alabama	3,066	42.20	57.80	5.22	5.61	9.59	23.47
Mississippi	3,866	42.76	57.24	15.34	8.67	8.23	48.11
Louisiana	1,825	32.00	68.00	4.27	2.41	16.27	14.81
Texas	12,945	39.61	60.39	5.34	3.98	8.34	27.41
Arkansas	2,812	44.91	55.09	8.43	4.34	7.79	33.79
Oklahoma	288	39.93	60.07	1.04	0.00	10.42	10.00
Indian Territory	70	88.57	11.43	8.57	0.00	7.14	100.00
North Central Division:							
Ohio	42,968	43.49	39.93	4.16	6.05	12.77	25.79
Indiana	25,468	41.81	58.19	4.75	3.08	11.30	24.74
Illinois	37,119	39.26	60.74	4.77	5.34	12.36	28.51
Michigan	27,146	42.64	57.36	3.01	6.51	11.47	30.83
Wisconsin	17,548	43.12	56.88	3.90	3.74	12.24	25.84
Minnesota	11,864	40.98	59.02	2.98	23.03	12.09	48.88
Iowa	27,399	40.85	59.15	5.00	3.57	12.69	29.37
Missouri	19,524	39.56	60.44	5.78	5.69	10.58	15.98
North Dakota	1,004	40.34	59.66	12.85	6.27	11.95	57.50
South Dakota	1,871	42.12	57.88	5.99	6.79	13.20	40.89
Nebraska	13,592	39.69	60.31	6.32	9.14	13.23	37.21
Kansas	13,558	38.94	61.06	7.63	5.43	12.50	47.91
Western Division:							
Montana	992	43.65	56.35	4.74	5.95	11.59	26.09
Wyoming	269	43.87	56.13	6.69	4.83	17.10	65.22
Colorado	5,457	41.08	58.92	7.92	12.86	11.31	31.60
New Mexico	176	34.09	65.91	13.07	8.52	9.09	31.25
Arizona	172	31.98	68.02	4.65	5.23	13.95	58.33
Utah	941	38.89	61.11	9.03	6.06	10.10	33.68
Nevada	423	37.83	62.17	4.49	4.26	16.08	57.35
Idaho	354	36.44	63.56	19.49	9.32	13.84	36.73
Washington	2,988	37.28	62.72	7.30	4.62	8.87	31.70
Oregon	1,777	37.70	62.30	3.60	1.58	11.14	17.17
California	11,618	39.55	60.45	4.29	12.29	13.50	46.40

TABLE 10.—*Public high schools—Percentages of secondary students pursuing certain studies in 1898–99.*

State or Territory.	Per cent of total secondary students.								
	Latin.	Greek.	French.	German.	Algebra.	Geometry.	Trigonometry.	Astronomy.	Physics.
United States	50.39	3.12	7.94	14.01	57.09	27.94	2.05	3.33	20.20
North Atlantic Division	47.06	6.46	17.81	18.30	51.65	26.69	1.79	4.09	18.32
South Atlantic Division	62.98	2.34	9.57	10.94	70.07	33.36	4.87	3.85	26.05
South Central Division	56.01	1.98	5.02	5.06	70.33	32.64	5.62	3.31	27.03
North Central Division	49.69	1.22	2.21	12.97	56.37	26.57	1.22	3.00	19.67
Western Division	56.24	3.58	5.76	13.94	64.53	36.22	3.56	1.88	20.90
North Atlantic Division:									
Maine	48.23	11.05	20.38	1.26	52.70	26.09	0.53	9.15	19.10
New Hampshire	54.88	9.24	33.66	3.60	46.62	27.68	0.81	6.09	23.79
Vermont	42.13	6.44	14.29	3.41	44.75	22.03	0.16	7.51	11.96
Massachusetts	47.44	9.27	40.60	10.89	47.60	28.79	1.03	5.56	20.53
Rhode Island	44.21	9.52	25.17	14.44	49.24	30.47	1.54	4.13	20.37
Connecticut	53.31	7.86	16.96	19.91	49.17	26.48	1.54	4.52	16.95
New York	41.22	4.97	11.27	23.37	44.48	23.02	2.05	2.14	13.88
New Jersey	41.09	5.30	7.15	32.48	65.14	23.36	1.93	5.13	21.42
Pennsylvania	56.85	3.77	3.21	21.93	66.01	31.89	2.93	2.71	22.20
South Atlantic Division:									
Delaware	82.70	0.18	0.92	4.05	92.64	37.81	2.48	0.00	33.67
Maryland	63.20	2.27	10.10	27.48	73.69	64.55	9.90	5.72	52.18
District of Columbia	42.58	3.05	14.26	23.13	41.98	20.24	3.56	0.00	19.48
Virginia	75.87	0.35	12.66	16.19	69.21	27.74	4.61	0.00	25.29
West Virginia	33.91	0.17	0.00	5.40	65.58	26.04	2.81	3.37	17.44
North Carolina	84.95	5.12	0.00	0.32	72.57	40.34	0.32	4.80	28.39
South Carolina	57.81	1.37	8.59	1.45	72.15	15.22	3.05	3.56	18.14
Georgia	73.03	5.03	12.40	0.95	80.08	34.91	4.71	7.22	17.82
Florida	52.63	0.59	3.17	2.28	68.98	35.88	8.13	10.70	25.77
South Central Division:									
Kentucky	57.39	3.63	2.12	14.34	64.61	31.11	6.73	5.71	22.48
Tennessee	48.82	1.26	1.69	2.85	66.59	27.15	2.01	3.52	22.70
Alabama	58.90	1.34	6.65	3.39	75.80	42.95	12.65	2.67	27.98
Mississippi	56.13	3.26	0.39	0.31	64.33	16.24	1.81	3.05	34.35
Louisiana	81.10	0.66	63.40	0.00	78.25	42.68	1.75	4.60	33.75
Texas	53.07	1.77	1.10	5.35	73.60	38.03	6.04	2.56	28.37
Arkansas	58.89	1.14	2.35	1.78	70.77	26.88	9.25	2.31	22.87
Oklahoma	73.26	0.00	0.00	5.56	62.50	27.08	0.00	0.00	22.57
Indian Territory	67.14	0.00	0.00	0.00	92.86	18.57	0.00	4.29	22.86
North Central Division:									
Ohio	51.43	1.83	1.93	11.76	58.57	25.92	2.27	4.42	20.08
Indiana	65.24	0.42	0.70	9.80	63.67	28.07	1.08	2.06	20.12
Illinois	52.62	1.32	4.38	15.51	49.73	26.42	0.99	3.73	18.23
Michigan	36.19	1.82	3.28	16.25	52.45	21.00	0.48	2.21	17.26
Wisconsin	24.64	0.95	0.48	23.96	45.54	23.66	0.54	0.30	16.83
Minnesota	60.24	0.66	5.39	16.59	51.55	36.22	0.70	3.71	16.77
Iowa	42.70	0.23	0.39	8.32	55.81	25.80	0.62	4.57	21.87
Missouri	51.93	2.41	3.04	11.39	66.05	26.10	2.58	1.67	18.72
North Dakota	72.71	0.60	0.10	0.00	64.54	29.18	1.49	1.49	16.43
South Dakota	45.43	0.86	1.66	6.95	58.55	23.09	2.08	4.01	22.02
Nebraska	57.56	1.20	1.77	10.00	64.24	33.45	1.32	1.38	24.73
Kansas	59.06	0.53	0.45	8.29	58.99	28.35	0.60	3.02	24.37
Western Division:									
Montana	67.74	1.01	5.75	23.19	73.79	36.59	7.26	4.74	21.98
Wyoming	69.14	0.00	0.00	14.50	64.68	30.48	1.12	0.00	24.16
Colorado	66.94	5.96	6.82	22.05	54.22	37.29	4.49	3.92	22.25
New Mexico	60.80	0.00	0.00	0.00	76.14	26.70	0.00	2.84	14.77
Arizona	43.60	0.00	0.00	4.65	58.72	20.35	7.56	0.00	21.51
Utah	36.13	0.00	4.68	21.89	69.61	19.02	6.80	5.10	15.73
Nevada	63.83	0.00	4.96	0.71	94.80	52.01	0.00	1.89	65.01
Idaho	49.72	0.00	0.00	0.00	63.28	42.09	0.00	2.26	30.79
Washington	46.59	0.30	3.35	9.74	66.57	29.32	0.97	0.37	17.87
Oregon	34.16	0.00	0.00	16.54	71.24	21.95	2.14	3.43	17.78
California	57.45	4.80	7.37	10.62	65.47	40.79	3.72	0.62	19.96

TABLE 11.—*Public high schools—Percentages of secondary students pursuing certain studies in 1898–99.*

State or Territory.	Per cent of total secondary students.								
	Chemistry.	Physical geography.	Geology.	Physiology.	Psychology.	Rhetorie.	English literature.	History.	Civics.
United States	8.39	24.29	4.04	29.21	2.39	37.55	41.75	38.32	21.97
North Atlantic Division	9.15	18.93	5.70	27.96	1.18	36.05	46.11	40.97	17.55
South Atlantic Division	7.53	28.15	2.57	32.20	2.45	36.56	48.87	53.58	14.24
South Central Division	8.49	34.89	5.34	44.34	6.53	40.51	35.00	42.73	29.41
North Central Division	7.46	26.13	2.93	29.06	2.59	37.10	36.99	32.60	24.70
Western Division	13.47	19.99	4.36	13.57	1.77	47.61	63.23	54.98	19.86
North Atlantic Division:									
Maine	10.84	17.70	8.58	19.16	2.45	27.62	34.05	34.63	16.71
New Hampshire	10.68	13.45	6.70	12.24	0.92	25.32	38.37	38.83	9.96
Vermont	7.64	26.22	5.77	13.51	5.49	35.69	28.15	30.89	24.52
Massachusetts	12.33	8.28	5.15	15.15	0.46	45.30	69.38	52.22	12.13
Rhode Island	12.63	10.07	2.82	6.08	2.47	53.46	68.02	43.45	14.87
Connecticut	10.61	21.61	6.33	23.93	0.19	46.66	71.85	49.50	13.05
New York	6.68	19.46	5.31	38.07	0.65	29.52	25.45	32.74	15.89
New Jersey	11.87	24.17	6.42	26.40	1.60	32.41	39.55	50.40	21.20
Pennsylvania	7.47	29.29	5.98	35.59	2.06	37.05	54.61	39.87	27.28
South Atlantic Division:									
Delaware	10.86	42.69	0.00	52.44	1.29	38.82	31.92	40.57	25.94
Maryland	6.19	17.68	1.10	39.29	3.86	42.74	66.33	70.68	20.93
District of Columbia	8.02	0.00	0.00	0.00	0.00	11.22	92.04	55.22	0.63
Virginia	10.64	34.29	0.45	40.34	1.31	43.42	35.30	56.81	9.63
West Virginia	5.40	42.35	1.80	36.73	2.08	27.33	32.62	39.03	21.63
North Carolina	7.90	28.50	10.35	51.01	0.32	36.50	67.24	67.02	20.81
South Carolina	2.52	37.89	1.88	33.85	1.70	32.73	34.89	49.81	18.98
Georgia	8.19	30.87	5.25	25.91	2.25	42.98	37.57	45.67	10.60
Florida	14.97	45.09	10.01	58.28	17.24	61.35	36.17	51.73	20.81
South Central Division:									
Kentucky	12.07	25.51	4.28	39.61	7.73	42.26	43.99	40.21	30.43
Tennessee	4.86	25.70	10.93	39.09	1.69	34.74	25.12	30.28	18.24
Alabama	14.22	29.35	8.25	54.89	6.00	55.84	39.66	50.16	24.85
Mississippi	2.92	39.34	2.15	53.00	2.12	34.45	40.17	40.51	36.58
Louisiana	21.86	42.36	0.71	46.96	1.97	61.10	58.41	77.70	25.21
Texas	7.45	41.02	4.70	43.97	10.27	37.55	30.45	42.96	31.43
Arkansas	5.51	36.02	3.91	44.70	5.73	38.19	32.36	46.80	38.66
Oklahoma	9.38	45.49	6.25	0.00	7.64	65.63	19.44	8.68	21.53
Indian Territory	22.86	40.00	4.29	37.14	0.00	7.14	2.86	7.14	2.86
North Central Division:									
Ohio	6.84	27.51	2.84	35.84	2.58	34.09	34.88	30.00	24.13
Indiana	8.83	24.43	2.83	19.42	3.60	47.52	56.56	38.33	23.85
Illinois	8.21	28.02	2.78	34.82	1.01	40.61	48.20	31.75	19.73
Michigan	9.60	21.44	2.40	22.89	1.65	31.57	21.66	34.47	22.44
Wisconsin	3.48	33.53	1.50	25.01	7.67	20.63	26.69	26.17	23.93
Minnesota	11.50	7.62	1.50	13.99	0.37	41.17	21.49	36.02	12.87
Iowa	3.94	26.68	4.35	28.81	0.77	33.09	36.92	30.38	28.92
Missouri	7.97	22.17	3.94	30.17	4.59	41.30	28.76	37.56	27.05
North Dakota	4.38	23.71	2.09	33.67	3.59	35.76	65.24	38.05	30.68
South Dakota	3.37	27.74	6.09	30.68	0.21	27.95	30.09	32.66	27.26
Nebraska	10.70	32.11	2.19	38.83	0.99	45.14	45.03	32.31	35.71
Kansas	6.11	34.39	3.88	29.25	4.94	41.62	36.57	31.19	33.83
Western Division:									
Montana	16.73	28.43	8.37	29.03	0.81	39.62	37.00	33.67	33.06
Wyoming	8.18	45.35	0.00	27.14	0.00	51.67	24.91	43.87	25.28
Colorado	14.86	16.33	12.59	11.47	5.19	34.18	62.12	62.21	17.41
New Mexico	9.09	43.75	8.52	53.98	0.00	21.02	14.77	54.55	27.84
Arizona	8.14	36.05	0.00	19.77	0.00	26.16	58.72	19.77	33.14
Utah	3.93	27.31	6.91	14.35	5.42	20.72	12.22	43.57	11.48
Nevada	39.01	27.19	0.00	47.28	2.13	66.90	68.32	55.56	55.08
Idaho	6.21	59.89	0.85	42.66	0.85	34.46	45.76	64.97	46.61
Washington	5.92	37.48	2.91	19.28	2.04	29.72	46.89	30.05	20.15
Oregon	13.28	32.19	2.93	27.80	1.69	42.04	31.06	48.79	26.22
California	14.85	11.38	0.91	6.40	0.00	62.57	81.27	62.14	16.97

TABLE 12.—*Statistics of public high schools in cities of 8,000 population and over.*

State or Territory.	Schools.	Secondary instructors.			Secondary pupils.		
		Male.	Female.	Total.	Male.	Female.	Total.
United States	731	2,990	4,573	7,563	89,240	135,446	224,686
North Atlantic Division	271	1,215	2,031	3,246	38,182	53,133	91,315
South Atlantic Division	58	196	254	450	4,669	7,898	12,567
South Central Division	85	199	256	455	4,323	8,330	12,653
North Central Division	279	1,186	1,772	2,958	36,904	57,591	94,495
Western Division	38	194	260	454	5,162	8,494	13,656
North Atlantic Division:							
Maine	9	27	42	69	952	1,192	2,144
New Hampshire	7	22	37	59	705	978	1,683
Vermont	3	6	13	19	229	338	567
Massachusetts	73	347	615	962	11,053	14,561	25,614
Rhode Island	13	73	85	158	1,386	1,904	3,290
Connecticut	20	82	136	218	2,084	2,646	4,730
New York	60	324	628	952	12,949	16,093	29,042
New Jersey	22	77	149	226	2,363	3,905	6,268
Pennsylvania	64	257	326	583	6,461	11,516	17,977
South Atlantic Division:							
Delaware	1	5	15	20	238	361	599
Maryland	10	50	39	89	1,172	1,325	2,497
District of Columbia	5	53	75	128	1,254	2,062	3,316
Virginia	15	28	52	80	837	1,431	2,268
West Virginia	5	15	9	24	191	449	640
North Carolina	4	7	6	13	147	185	332
South Carolina	5	9	14	23	115	536	651
Georgia	11	24	38	62	616	1,337	1,953
Florida	2	5	6	11	99	212	311
South Central Division:							
Kentucky	21	54	72	126	1,217	1,927	3,144
Tennessee	12	25	34	59	552	1,256	1,808
Alabama	9	12	27	39	382	681	1,063
Mississippi	6	9	14	23	206	413	619
Louisiana	6	19	38	57	331	840	1,171
Texas	24	65	58	123	1,325	2,728	4,053
Arkansas	6	14	9	23	265	409	674
Oklahoma	1	1	4	5	45	76	121
Indian Territory	.....	.....	.....	.....	.....	.....	.....
North Central Division:							
Ohio	51	220	309	529	7,099	10,066	17,165
Indiana	39	161	177	338	4,360	6,810	11,170
Illinois	50	278	357	635	7,213	12,663	19,876
Michigan	28	106	199	305	4,125	5,799	9,924
Wisconsin	27	97	145	242	2,936	4,012	6,948
Minnesota	16	52	157	209	2,522	3,708	6,230
Iowa	23	82	142	224	2,665	4,046	6,711
Missouri	20	108	150	258	3,141	5,586	8,727
North Dakota	2	3	6	9	59	128	187
South Dakota	1	2	6	8	115	161	276
Nebraska	10	43	68	111	1,406	2,273	3,679
Kansas	12	34	56	90	1,263	2,339	3,602
Western Division:							
Montana	2	4	8	12	149	228	377
Wyoming	1	1	4	5	71	78	149
Colorado	11	56	64	120	1,349	1,991	3,340
New Mexico	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....
Utah	2	15	15	30	346	542	888
Nevada	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....
Washington	4	24	30	54	649	1,133	1,782
Oregon	2	11	17	28	394	734	1,128
California	16	83	122	205	2,204	3,788	5,992

TABLE 13.—*Statistics of public high schools outside of cities of 8,000 population and over.*

State or Territory.	Schools.	Secondary instructors.			Secondary pupils.		
		Male.	Female.	Total.	Male.	Female.	Total.
United States	4,764	6,249	4,906	11,155	107,887	143,654	251,541
North Atlantic Division	1,071	1,246	1,582	2,828	25,354	34,014	59,368
South Atlantic Division	348	395	272	667	5,609	7,508	13,117
South Central Division	513	696	406	1,102	10,357	12,622	22,979
North Central Division	2,637	3,593	2,433	6,026	61,787	82,779	144,566
Western Division	195	319	213	532	4,780	6,731	11,511
North Atlantic Division:							
Maine	148	152	124	276	2,918	3,781	6,699
New Hampshire	45	44	62	106	841	940	1,781
Vermont	51	50	66	116	1,138	1,464	2,602
Massachusetts	159	167	273	440	3,788	5,023	8,811
Rhode Island	5	5	6	11	62	84	146
Connecticut	49	45	59	104	955	1,278	2,233
New York	309	364	668	1,032	9,317	12,431	21,748
New Jersey	67	84	148	232	1,569	2,317	3,886
Pennsylvania	238	335	176	511	4,766	6,696	11,462
South Atlantic Division:							
Delaware	12	12	10	22	186	302	488
Maryland	38	46	23	69	648	945	1,593
District of Columbia	0	0	0	0	0	0	0
Virginia	52	52	46	98	747	951	1,698
West Virginia	21	30	20	50	397	741	1,138
North Carolina	13	17	7	24	263	342	605
South Carolina	94	108	72	180	1,452	1,832	3,284
Georgia	98	102	75	177	1,629	1,984	3,613
Florida	20	28	19	47	287	411	698
South Central Division:							
Kentucky	48	57	44	101	1,119	1,163	2,282
Tennessee	89	115	52	167	1,694	1,832	3,526
Alabama	45	67	45	112	912	1,091	2,003
Mississippi	85	93	80	173	1,447	1,800	3,247
Louisiana	15	22	19	41	253	401	654
Texas	177	263	130	393	3,802	5,090	8,892
Arkansas	47	66	29	95	998	1,140	2,138
Oklahoma	3	5	4	9	70	97	167
Indian Territory	4	8	3	11	62	8	70
North Central Division:							
Ohio	562	749	333	1,082	11,588	14,215	25,803
Indiana	323	528	175	703	6,287	8,011	14,298
Illinois	293	411	318	729	7,360	9,883	17,243
Michigan	258	327	365	692	7,449	9,773	17,222
Wisconsin	156	209	196	405	4,630	5,970	10,600
Minnesota	96	120	167	287	2,340	3,294	5,634
Iowa	307	389	393	782	8,528	12,160	20,688
Missouri	191	281	166	447	4,582	6,215	10,797
North Dakota	23	25	22	47	346	471	817
South Dakota	28	34	32	66	673	922	1,595
Nebraska	223	270	134	404	3,988	5,925	9,913
Kansas	177	250	132	382	4,016	5,940	9,956
Western Division:							
Montana	13	13	18	31	284	331	615
Wyoming	5	5	3	8	47	73	120
Colorado	30	62	35	97	893	1,224	2,117
New Mexico	6	10	3	13	60	116	176
Arizona	2	5	3	8	55	117	172
Utah	2	4	0	4	20	33	53
Nevada	7	9	10	19	160	263	423
Idaho	7	10	3	13	129	225	354
Washington	32	41	15	56	465	741	1,206
Oregon	13	16	10	26	276	373	649
California	78	144	113	257	2,391	3,235	5,626

TABLE 14.—*Average number of teachers to a public high school, students to a teacher, and students to a school in cities and outside of cities of 8,000 population.*

State or Territory.	Schools reported as departments of city or village systems.	Schools reported as independent.	Average teachers to a high school.		Average students to a teacher.		Average students to a high school.	
			In cities of 8,000 population and over.	In schools not in cities of 8,000 and over.	In cities of 8,000 population and over.	In schools not in cities of 8,000 and over.	In cities of 8,000 population and over.	In schools not in cities of 8,000 and over.
United States	5,017	478	10.3	2.3	29.7	22.5	307.4	52.8
North Atlantic Division	1,267	75	12.0	2.6	28.1	21.0	337.0	55.4
South Atlantic Division	332	74	7.8	1.9	27.9	19.7	216.7	37.7
South Central Division	489	109	5.4	2.1	27.8	20.9	148.9	44.8
North Central Division	2,742	174	10.6	2.3	31.9	24.0	338.7	54.8
Western Division	187	46	11.9	2.7	30.1	21.6	359.4	59.0
North Atlantic Division:								
Maine	138	19	7.7	1.9	31.1	24.3	238.2	45.3
New Hampshire	50	2	8.4	2.4	28.5	16.8	240.4	39.6
Vermont	53	1	6.3	2.3	29.8	22.4	189.0	51.0
Massachusetts	220	12	13.2	2.8	26.6	20.0	350.9	55.4
Rhode Island	18	0	12.2	2.2	20.8	13.3	253.1	29.2
Connecticut	62	7	10.9	2.1	21.7	21.5	236.5	45.6
New York	339	30	15.9	3.3	30.5	21.1	484.0	70.4
New Jersey	88	1	10.3	3.5	27.7	16.8	284.9	58.0
Pennsylvania	299	3	9.1	2.1	30.8	22.4	280.9	48.2
South Atlantic Division:								
Delaware	13	0	20.0	1.8	30.0	22.2	599.0	40.7
Maryland	42	6	8.9	1.8	28.1	23.1	249.7	41.9
District of Columbia	5	0	25.6	0.0	25.9	0.0	663.2	0.0
Virginia	58	9	5.3	1.9	28.4	17.3	151.2	32.7
West Virginia	26	0	4.8	2.4	26.7	22.8	128.0	54.2
North Carolina	17	0	3.3	1.8	25.5	25.2	83.9	46.5
South Carolina	68	31	4.6	1.9	28.3	18.2	130.2	34.9
Georgia	83	26	5.6	1.8	31.5	20.4	177.5	36.9
Florida	20	2	5.5	2.4	28.3	14.9	155.5	34.9
South Central Division:								
Kentucky	60	9	6.0	2.1	25.0	22.6	149.7	47.5
Tennessee	80	21	4.9	1.8	30.6	21.1	150.7	39.6
Alabama	40	14	4.3	2.5	27.3	17.9	118.1	44.5
Mississippi	63	28	3.8	2.0	26.9	18.8	103.2	38.2
Louisiana	17	4	9.6	2.7	20.5	16.0	195.2	43.6
Texas	178	23	5.1	2.2	33.0	22.6	168.9	50.2
Arkansas	47	6	3.8	2.0	29.3	22.5	112.3	45.5
Oklahoma	4	0	5.0	3.0	24.2	18.6	121.0	55.7
Indian Territory	0	4	0.0	2.8	0.0	6.4	0.0	17.5
North Central Division:								
Ohio	583	30	10.4	1.9	32.4	23.8	336.6	45.9
Indiana	336	26	8.7	2.2	33.0	20.3	286.4	44.3
Illinois	325	18	12.7	2.5	31.3	23.7	397.5	58.8
Michigan	257	29	10.9	2.7	32.5	24.9	354.4	66.8
Wisconsin	176	7	9.0	2.6	28.7	26.2	257.3	67.9
Minnesota	102	10	13.1	3.0	29.8	19.6	389.4	58.7
Iowa	299	31	9.7	2.5	30.0	26.5	291.8	67.4
Missouri	208	3	12.9	2.3	33.8	24.2	436.4	56.5
North Dakota	25	0	4.5	2.0	20.8	17.4	93.5	35.5
South Dakota	29	0	8.0	2.4	34.5	24.2	276.0	57.0
Nebraska	219	14	11.1	1.8	33.1	24.5	376.9	44.5
Kansas	183	6	7.5	2.2	40.0	26.1	300.2	56.2
Western Division:								
Montana	15	0	6.0	2.4	31.4	19.8	188.5	47.3
Wyoming	6	0	5.0	1.6	29.8	15.0	149.0	24.0
Colorado	39	2	10.9	3.2	27.8	21.8	303.6	70.6
New Mexico	6	0	0.0	2.2	0.0	13.5	0.0	29.3
Arizona	2	0	0.0	4.0	0.0	21.5	0.0	86.0
Utah	3	1	15.0	2.0	29.6	13.3	444.0	26.5
Nevada	7	0	0.0	2.7	0.0	22.3	0.0	60.4
Idaho	6	1	0.0	1.9	0.0	27.2	0.0	50.6
Washington	36	0	13.5	1.8	33.0	21.5	445.5	37.7
Oregon	15	0	14.0	2.0	40.3	25.0	564.0	49.9
California	52	42	12.8	3.3	29.2	21.9	374.5	72.1

TABLE 15.—*Public high schools—Equipment, income, benefactions, and endowments.*

State or Territory.	Libraries.		Grounds, buildings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclassified.		Total income from all sources.		Benefactions.		Total money value of endowment.	
	Schools reporting.	Volumes.	Schools reporting.	Value.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.
United States	4,537	2,618,445	4,430	$89,096,912	1,905	$4,700,762	1,580	$514,489	201	$191,401	722	$1,362,561	2,102	$6,769,213	58	$23,042	80	$975,921
North Atlantic Division	1,119	901,456	961	30,052,457	498	1,563,923	378	154,657	68	37,584	238	516,915	532	2,273,079	31	16,605	46	461,646
South Atlantic Division	203	79,807	335	3,443,422	215	344,726	147	61,612	10	6,665	45	24,656	223	437,659	4	270	5	8,130
South Central Division	348	137,400	513	5,611,757	316	550,528	273	117,144	27	17,255	77	77,005	334	761,932	2	450	10	153,202
North Central Division	2,654	1,394,707	2,435	44,762,042	801	1,836,603	726	163,156	91	121,076	335	564,152	915	2,684,987	16	5,695	17	342,750
Western Division	213	105,075	186	5,227,234	75	404,982	56	17,920	5	8,821	27	179,833	98	611,556	2	22	2	10,193
North Atlantic Division:																		
Maine	92	20,328	107	881,075	115	86,546	51	3,775	7	1,417	50	25,997	117	117,735	2	1,072	6	17,475
New Hampshire	30	11,858	33	851,700	7	9,662	7	533	5	1,864	4	6,897	10	18,956	2	2,000	4	57,000
Vermont	44	10,517	39	549,500	16	24,381	14	6,883	4	376	8	16,894	17	48,534	....	....	1	30
Massachusetts	194	120,164	160	8,865,450	69	396,476	47	18,063	22	15,087	32	118,527	86	548,153	15	8,905	19	154,741
Rhode Island	13	9,142	8	566,000	2	8,400	3	1,729	1	4,000	1	4,200	4	18,329	....	....	....	....
Connecticut	63	48,343	48	2,115,475	22	49,088	12	4,306	8	4,994	9	19,578	25	77,966	3	1,130	7	114,256
New York	355	442,670	318	8,548,169	175	608,599	172	68,891	18	9,025	102	266,926	178	953,441	10	2,523	8	117,244
New Jersey	78	57,198	64	1,858,316	15	100,503	11	31,219	....	....	8	5,191	16	136,913	1	75	....	....
Pennsylvania	250	181,236	184	5,816,772	77	280,268	61	19,258	3	821	24	52,705	79	353,052	1	900	1	900
South Atlantic Division:																		
Delaware	10	2,090	13	250,500	6	25,828	3	442	1	600	3	3,335	6	30,205	....	....	....	....
Maryland	33	11,847	30	706,101	11	46,909	3	1,511	....	....	4	3,590	11	52,010	....	....	....	....
District of Columbia	5	10,889	3	279,800	1	21,450	....	....	....	....	1	450	1	21,900	....	....	....	....
Virginia	24	5,123	51	429,670	27	50,045	13	5,518	1	290	4	2,445	30	58,298	....	....	1	5,000
West Virginia	20	6,045	23	470,040	5	13,421	4	319	....	....	1	300	5	14,040	....	....	....	....
North Carolina	9	9,050	14	112,400	5	4,350	4	1,275	....	....	1	150	6	5,775	....	....	....	....
South Carolina	41	13,583	85	385,171	68	78,303	52	17,710	4	725	18	9,058	72	105,796	2	120	1	380
Georgia	47	17,541	97	719,540	77	68,281	64	33,787	2	1,550	11	5,108	77	108,676	2	150	3	2,750
Florida	14	3,639	19	140,200	15	36,139	4	1,100	2	3,500	2	220	15	40,959	....	....	....	....
South Central Division:																		
Kentucky	47	21,196	59	1,074,000	23	40,920	17	12,483	4	1,915	11	29,877	27	85,195	2	450	4	42,552
Tennessee	50	11,599	89	649,310	50	61,468	47	18,835	5	1,250	18	13,463	57	95,016	....	....	....	....
Alabama	29	15,442	44	293,635	36	69,662	33	23,167	3	300	6	1,990	36	95,119	....	....	1	4,500
Mississippi	42	16,025	80	573,350	60	74,747	49	17,550	4	960	15	2,485	63	95,742	....	....	....	....
Louisiana	16	10,224	13	241,403	7	9,670	4	1,575	....	....	5	4,452	8	15,697	....	....	1	1,000
Texas	127	48,969	176	2,052,878	110	206,647	100	35,709	9	8,560	12	17,980	112	268,896	....	....	3	87,150
Arkansas	31	12,592	45	462,181	25	50,284	20	6,535	2	4,270	8	5,228	26	66,317	....	....	....	....

TABLE 15.—*Public high schools—Equipment, income, benefactions, and endowments*—Continued.

State or Territory.	Libraries.		Grounds, buildings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclassified.		Total income from all sources.		Benefactions.		Total money value of endowment.	
	Schools reporting.	Volumes.	Schools reporting.	Value.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.
South Central Division—Continued.																		
Oklahoma	4	470	4	$105,000	2	$3,320	2	$230	....	.....	1	$1,000	2	$4,610	....	.....	....	.....
Indian Territory	2	883	3	160,000	3	33,810	1	1,000	....	.....	1	530	3	35,340	....	.....	1	$18,000
North Central Division:																		
Ohio	496	203,460	509	8,070,265	149	373,024	135	30,780	16	$25,833	63	64,960	177	494,597	3	$265	6	266,900
Indiana	325	173,947	280	4,625,367	116	312,500	78	21,388	9	7,768	25	21,115	131	362,771	3	980	1	150
Illinois	324	151,300	280	6,035,570	75	313,322	82	21,752	13	11,952	33	89,767	95	436,793	1	175	7	18,200
Michigan	268	243,216	248	5,149,289	100	210,012	104	28,580	8	10,018	63	111,668	112	360,278	1	3,500	....	.....
Wisconsin	173	118,843	145	3,113,952	80	188,002	72	18,338	8	9,047	34	55,449	81	270,836	....	.....	1	2,000
Minnesota	110	110,599	100	3,586,539	35	73,238	10	807	4	11,246	13	35,273	36	120,564	....	.....	1	40,000
Iowa	316	125,292	277	4,781,731	60	89,279	66	14,253	9	7,846	24	54,057	72	156,435	1	100	....	.....
Missouri	197	99,092	188	3,645,865	56	79,809	54	8,508	9	11,728	25	57,547	64	157,592	4	400	1	15,500
North Dakota	25	11,555	21	321,600	3	6,600	4	1,311	2	2,092	1	75	4	10,078	....	.....	....	.....
South Dakota	28	10,077	23	350,500	3	5,800	3	344	....	.....	....	.....	3	6,144	....	.....	....	.....
Nebraska	217	69,995	202	2,778,840	69	91,697	67	9,591	9	14,586	32	42,698	77	158,572	....	.....	....	.....
Kansas	175	77,331	162	2,302,524	55	102,320	51	7,504	4	8,960	22	31,543	63	150,327	3	275	....	.....
Western Division:																		
Montana	14	6,606	11	265,300	1	2,800	1	72	....	.....	....	.....	1	2,872	....	.....	....	.....
Wyoming	5	2,500	4	88,500	2	1,900	1	25	....	.....	1	3,500	2	5,425	....	.....	....	.....
Colorado	38	27,604	30	1,849,350	3	25,000	3	1,320	....	.....	4	54,780	6	81,100	1	20	....	.....
New Mexico	5	1,490	5	44,500	1	1,000	.....	.....	....	.....	....	.....	1	1,000	....	.....	....	.....
Arizona	2	950	2	53,000	.....	.....	.....	.....	....	.....	1	8,500	1	8,500	....	.....	....	.....
Utah	4	1,074	3	32,500	3	38,800	2	304	....	.....	....	.....	3	39,104	....	.....	....	.....
Nevada	7	2,590	5	79,637	.....	.....	.....	.....	....	.....	....	.....	.....	.....	....	.....	....	.....
Idaho	5	3,002	5	142,660	.....	.....	.....	.....	....	.....	....	.....	.....	.....	....	.....	....	.....
Washington	32	10,679	26	486,705	2	18,500	.....	.....	....	.....	....	.....	2	18,500	....	.....	....	.....
Oregon	14	5,709	11	338,900	2	6,790	2	312	....	.....	1	19,590	3	26,692	....	.....	....	.....
California	87	42,871	84	1,846,182	61	310,192	47	15,887	5	8,821	20	93,463	79	428,363	1	2	2	10,193

TABLE 16.—*Private high schools and academies—Number of schools, secondary instructors, secondary students, and elementary pupils in 1898–99.*

State or Territory.	Number of schools.	Secondary instructors.			Secondary students.			Colored secondary students (included in preceding column).			Elementary pupils, including all below secondary grades.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	1,957	3,940	5,470	9,410	51,900	51,938	103,838	1,075	1,881	2,956	53,765	64,285	118,050
North Atlantic Division.	664	1,724	2,370	4,094	18,528	20,797	39,325	72	110	182	15,309	14,866	30,175
South Atlantic Division.	377	624	766	1,390	8,738	8,945	17,683	601	1,300	1,901	11,404	12,943	24,347
South Central Division..	417	620	816	1,436	10,601	10,335	20,936	333	411	744	14,352	15,162	29,514
North Central Division..	371	742	1,133	1,875	10,953	9,687	20,640	57	60	117	7,318	13,289	20,607
Western Division	128	230	385	615	3,118	2,136	5,254	12	0	12	5,382	8,025	13,407
North Atlantic Division:													
Maine	37	53	91	144	1,193	1,388	2,581	.....	.....	.....	179	181	360
New Hampshire	31	104	66	170	1,560	885	2,445	5	3	8	1,309	491	1,800
Vermont	21	35	56	91	670	676	1,346	.....	.....	.....	423	481	904
Massachusetts	101	261	404	665	3,018	2,536	5,554	16	4	20	991	752	1,743
Rhode Island	12	29	45	74	234	280	514	1	0	1	548	741	1,289
Connecticut	58	116	174	290	1,166	1,322	2,488	3	4	7	458	795	1,253
New York	202	551	876	1,427	5,040	5,842	10,882	.....	2	2	5,623	6,580	12,203
New Jersey	71	169	237	406	1,936	1,550	3,486	2	0	2	1,632	1,818	3,450
Pennsylvania	131	406	421	827	5,980	4,049	10,029	45	97	142	4,146	3,027	7,173
South Atlantic Division:													
Delaware	2	8	7	15	119	101	220	.....	.....	.....	84	65	149
Maryland	37	88	119	207	874	1,101	1,975	.....	.....	.....	850	803	1,653
District of Columbia.	19	35	83	118	230	507	737	45	23	68	328	1,015	1,343
Virginia	80	146	145	291	1,675	1,635	3,310	116	175	291	1,567	1,587	3,154
West Virginia	12	18	36	54	235	358	593	.....	.....	.....	375	520	895
North Carolina	119	187	156	343	3,187	2,462	5,649	57	104	161	3,930	3,732	7,662
South Carolina	31	51	66	117	779	575	1,354	48	72	120	721	925	1,646
Georgia	71	89	133	222	1,828	1,867	3,695	85	559	644	3,292	3,763	7,055
Florida	6	2	21	23	18	132	150	250	367	617	257	533	790
South Central Division:													
Kentucky	82	106	175	281	1,565	1,512	3,077	22	12	34	2,115	2,314	4,429
Tennessee	102	162	172	334	2,816	2,689	5,505	9	25	34	3,840	3,726	7,566
Alabama	56	73	85	158	1,312	1,052	2,364	35	36	71	1,601	1,695	3,296
Mississippi	46	59	85	144	1,120	1,101	2,221	60	84	144	1,987	2,120	4,107
Louisiana	31	37	87	124	531	679	1,210	34	28	63	1,343	1,155	2,498
Texas	64	117	170	287	1,986	2,633	4,619	117	109	226	1,938	2,629	4,567
Arkansas	24	51	24	75	777	675	1,452	56	117	173	850	767	1,617
Oklahoma	2	3	6	9	21	34	55	0	0	0	41	48	89
Indian Territory	10	12	12	24	207	226	433	.....	.....	.....	637	708	1,345
North Central Division:													
Ohio	53	84	204	288	1,053	1,515	2,568	1	1	2	521	1,513	2,034
Indiana	28	60	89	149	922	1,212	2,134	.....	.....	.....	857	1,436	2,293
Illinois	65	123	208	331	1,467	1,964	3,431	1	0	1	1,160	2,477	3,637
Michigan	23	31	95	126	369	823	1,192	16	29	45	972	1,965	2,937
Wisconsin	25	82	86	168	886	533	1,419	.....	.....	.....	419	530	949
Minnesota	29	74	77	151	792	718	1,510	.....	.....	.....	946	862	1,808
Iowa	35	54	89	143	908	990	1,898	1	0	1	818	1,334	2,152
Missouri	74	160	179	339	2,484	2,185	4,669	38	30	68	704	1,698	2,402
North Dakota	2	3	5	8	20	48	68	.....	.....	.....	25	83	108
South Dakota	7	10	20	30	101	146	247	.....	.....	.....	225	360	585
Nebraska	15	23	44	67	262	415	677	0	0	0	425	562	987
Kansas	15	38	37	75	423	404	827	.....	.....	.....	346	469	815
Western Division:													
Montana	2	1	8	9	0	53	53	.....	.....	.....	50	407	457
Wyoming	2	4	4	8	35	48	83	.....	.....	.....	25	9	34
Colorado	6	10	27	37	53	87	140	12	0	12	312	475	787
New Mexico	4	4	8	12	31	52	83	0	0	0	125	110	235
Arizona	1	0	2	2	0	10	10	0	0	0	20	40	60
Utah	12	39	27	66	613	480	1,093	0	0	0	677	475	1,152
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	6	14	9	23	90	80	170	.....	.....	.....	317	265	582
Washington	13	19	52	71	176	339	515	.....	.....	.....	199	792	991
Oregon	19	38	49	87	393	535	928	.....	.....	.....	634	900	1,534
California	63	101	199	300	745	1,434	2,179	.....	.....	.....	3,023	4,552	7,575

TABLE 17.—*Private high schools and academies—Number of secondary students in college preparatory course, number of graduates and college preparatory students in graduating class in 1898–99.*

State or Territory.	Secondary students preparing for college.						Graduates in the class of 1899.			College preparatory students in graduating class of 1899.			Students in military tactics.
	Classical course.			Scientific course.									
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
United States	11,123	5,490	16,613	7,246	2,855	10,101	5,960	5,902	11,862	3,576	1,733	5,309	8,459
North Atlantic Division	5,958	2,210	8,168	3,628	790	4,418	3,087	2,863	5,950	2,089	731	2,820	3,834
South Atlantic Division	1,901	1,048	2,949	837	327	1,164	690	660	1,350	398	201	599	1,433
South Central Division	1,637	1,136	2,773	1,224	724	1,948	714	725	1,439	361	295	656	913
North Central Division	1,322	894	2,216	1,119	762	1,881	1,222	1,342	2,564	577	385	962	1,749
Western Division	305	202	507	438	252	690	247	312	559	151	121	272	530
North Atlantic Division:													
Maine	279	195	474	103	35	138	189	240	429	85	66	151	144
New Hampshire	472	55	527	202	36	238	175	113	288	111	15	126	52
Vermont	95	20	115	55	37	92	89	89	178	37	26	63	90
Massachusetts	1,153	446	1,599	451	162	613	510	458	968	398	190	588	99
Rhode Island	67	20	87	10	4	14	45	39	84	28	9	37	113
Connecticut	458	141	599	275	53	328	204	217	421	159	57	216	179
New York	1,513	612	2,125	1,127	248	1,375	750	815	1,565	564	191	755	2,006
New Jersey	671	223	894	557	114	671	345	233	578	260	79	339	402
Pennsylvania	1,250	498	1,748	848	101	949	780	659	1,439	447	98	545	749
South Atlantic Division:													
Delaware	9	3	12	14	9	23	18	17	35	8	3	11	0
Maryland	169	64	233	33	9	42	106	97	203	63	29	92	89
District of Columbia	66	83	149	44	58	102	36	65	101	13	11	24	.....
Virginia	332	70	402	149	11	160	89	144	233	53	21	74	463
West Virginia	39	24	63	20	2	22	31	39	70	11	2	13	77
North Carolina	712	355	1,067	320	97	417	238	79	317	138	51	189	371
South Carolina	94	40	134	49	57	106	77	78	155	43	21	64	217
Georgia	470	404	874	208	84	292	92	131	223	66	63	129	216
Florida	10	5	15	.....	.....	.....	3	10	13	3	0	3	.....
South Central Division:													
Kentucky	296	163	459	144	88	232	128	103	231	56	46	102	183
Tennessee	394	237	631	223	144	367	176	181	357	95	65	160	52
Alabama	236	165	401	297	84	381	80	68	148	33	25	58	192
Mississippi	199	127	326	97	65	162	98	109	207	56	45	101	88
Louisiana	73	58	131	71	40	111	55	65	120	27	41	68	34
Texas	288	262	550	260	148	408	137	155	292	68	47	115	214
Arkansas	133	101	234	92	94	186	35	38	73	22	22	44	127
Oklahoma	10	17	27	4	12	16	3	2	5	3	1	4	0
Indian Territory	8	6	14	36	49	85	2	4	6	1	3	4	23
North Central Division:													
Ohio	132	153	285	103	134	237	147	212	359	87	73	160	107
Indiana	129	87	216	100	58	158	74	110	184	32	41	73	336
Illinois	292	183	475	197	194	391	236	311	547	118	92	210	178
Michigan	17	6	23	42	48	90	56	90	146	30	16	46	99
Wisconsin	119	40	159	98	32	130	149	78	227	52	18	70	103
Minnesota	97	65	162	27	29	56	139	117	256	55	27	82	231
Iowa	143	80	223	112	95	207	132	127	259	53	39	92	38
Missouri	220	179	399	312	103	415	204	204	408	107	48	155	422
North Dakota	13	8	21	3	0	3	.....	.....	.....	.....	.....	.....	.....
South Dakota	62	36	98	2	3	5	11	16	27	8	3	11	.....
Nebraska	55	30	85	38	22	60	25	36	61	19	15	34	194
Kansas	43	27	70	85	44	129	49	41	90	16	13	29	41
Western Division:													
Montana	0	4	4	.....	.....	.....	0	4	4	0	2	2	.....
Wyoming	.....	.....	.....	2	0	2	.....	.....	.....	.....	.....	.....	.....
Colorado	13	5	18	12	0	12	7	4	11	2	1	3	168
New Mexico	6	0	6	0	0	0	1	2	3	0	2	2	6
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	16	17	33	15	13	28	31	32	63	10	10	20	35
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	25	9	34	7	11	18	8	10	18	4	5	9	.....
Washington	28	12	40	46	56	102	19	32	51	15	11	26	0
Oregon	24	16	40	16	47	63	60	63	123	14	22	36	65
California	193	139	332	340	125	465	121	165	286	106	68	174	256

TABLE 18.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1898–99.*

State or Territory.	Latin.				Greek.				French.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,841	28,177	23,537	51,714	887	7,940	1,978	9,918	1,119	8,845	15,261	24,106
North Atlantic Division	639	12,354	8,943	21,297	380	4,424	857	5,281	535	6,497	8,772	15,269
South Atlantic Division	366	5,371	4,246	9,617	159	960	163	1,123	195	913	2,067	2,980
South Central Division	391	4,770	4,714	9,484	153	1,029	351	1,380	142	448	1,224	1,672
North Central Division	345	4,721	4,716	9,437	156	1,396	497	1,893	181	786	2,382	3,168
Western Division	100	861	1,018	1,879	39	131	110	241	66	201	816	1,017
North Atlantic Division:												
Maine	34	507	563	1,070	28	204	131	335	28	136	367	503
New Hampshire	27	888	362	1,250	18	466	37	503	25	546	298	844
Vermont	21	235	225	460	14	66	29	95	13	79	137	216
Massachusetts	100	2,004	1,540	3,544	70	926	204	1,130	93	1,340	1,569	2,909
Rhode Island	12	181	135	316	7	53	7	60	12	160	230	390
Connecticut	58	937	644	1,581	36	339	67	406	51	328	769	1,097
New York	191	2,859	2,437	5,296	102	1,070	168	1,238	171	1,945	3,139	5,084
New Jersey	69	1,323	906	2,229	33	454	59	513	61	793	778	1,571
Pennsylvania	127	3,420	2,131	5,551	72	846	155	1,001	81	1,170	1,485	2,655
South Atlantic Division:												
Delaware	2	94	72	166	2	18	6	24	2	41	47	88
Maryland	35	603	589	1,192	16	139	45	184	26	251	501	752
District of Columbia	17	142	176	318	6	53	6	59	17	97	375	472
Virginia	78	1,105	789	1,894	25	128	5	133	54	216	402	618
West Virginia	12	142	223	365	9	60	7	67	10	34	66	100
North Carolina	118	1,561	899	2,460	46	238	20	258	42	156	214	370
South Carolina	30	545	336	881	14	99	26	125	16	48	121	169
Georgia	69	1,163	1,108	2,271	40	225	47	272	25	70	305	375
Florida	5	16	54	70	1	0	1	1	3	0	36	36
South Central Division:												
Kentucky	74	743	747	1,490	33	199	45	244	33	68	244	312
Tennessee	97	1,488	1,275	2,763	48	459	155	614	24	66	204	270
Alabama	55	658	559	1,217	20	54	16	70	19	50	120	170
Mississippi	42	440	395	835	11	109	17	126	10	78	36	114
Louisiana	29	252	377	629	6	43	24	67	23	121	362	483
Texas	58	793	991	1,784	25	99	71	170	28	55	246	301
Arkansas	24	305	252	557	8	60	23	83	3	10	6	16
Oklahoma	2	21	34	55	1	4	0	4	1	0	3	3
Indian Territory	10	70	84	154	1	2	0	2	1	0	3	3
North Central Division:												
Ohio	54	590	697	1,287	23	254	33	287	38	118	656	774
Indiana	25	430	472	902	10	96	110	206	10	63	169	232
Illinois	61	692	964	1,656	31	187	99	286	31	49	564	613
Michigan	22	170	357	527	9	31	35	66	13	46	207	253
Wisconsin	24	580	184	764	14	305	23	328	16	195	106	301
Minnesota	24	402	349	751	12	92	13	105	14	22	173	195
Iowa	32	350	398	748	12	88	41	129	10	14	33	47
Missouri	68	1,106	876	1,982	27	229	60	289	35	255	328	583
North Dakota	2	14	22	36	1	0	1	1	1	2	36	38
South Dakota	7	44	52	96	3	19	6	25	3	1	19	20
Nebraska	12	135	142	277	6	44	62	106	4	7	57	64
Kansas	14	208	203	411	8	51	14	65	6	14	34	48
Western Division:												
Montana	1	0	9	9	----	----	----	----	2	0	45	45
Wyoming	1	4	2	6	----	----	----	----	----	----	----	----
Colorado	6	33	49	82	3	8	1	9	1	1	33	34
New Mexico	3	9	3	12	1	1	0	1	1	6	0	6
Arizona	1	0	9	9	0	0	0	0	0	0	0	0
Utah	7	99	71	170	5	22	29	51	4	18	52	70
Nevada	----	----	----	----	----	----	----	----	----	----	----	----
Idaho	4	51	33	84	1	5	0	5	2	2	6	8
Washington	10	58	136	194	4	14	12	26	5	2	113	115
Oregon	14	173	176	349	6	34	50	84	11	65	98	163
California	53	434	530	964	91	47	18	65	40	107	469	576

TABLE 19.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1898–99.*

State or Territory.	German.				Algebra.				Geometry.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,095	10,413	9,359	19,772	1,926	29,278	24,893	54,171	1,659	15,130	10,530	25,660
North Atlantic Division	499	5,825	4,733	10,558	654	11,971	8,395	20,366	590	7,182	4,135	11,317
South Atlantic Division	123	790	736	1,526	374	5,727	4,518	10,245	289	2,411	1,541	3,952
South Central Division	142	745	849	1,594	413	6,062	5,781	11,843	345	2,592	2,342	4,934
North Central Division	271	2,822	2,478	5,300	364	4,423	4,690	9,113	333	2,323	1,991	4,314
Western Division	60	231	563	794	121	1,095	1,509	2,604	102	622	521	1,143
North Atlantic Division:												
Maine	10	25	53	78	36	573	661	1,234	29	278	308	586
New Hampshire	13	192	76	268	30	827	255	1,082	29	737	139	876
Vermont	11	60	69	129	20	406	397	803	14	64	93	157
Massachusetts	77	762	713	1,475	101	1,903	1,281	3,184	91	1,109	689	1,798
Rhode Island	7	13	70	83	12	194	131	325	11	116	75	191
Connecticut	48	392	429	821	58	672	519	1,191	53	530	303	833
New York	167	2,008	1,721	3,729	197	2,478	2,343	4,821	178	1,649	1,245	2,894
New Jersey	63	827	547	1,374	70	1,436	806	2,242	63	894	386	1,280
Pennsylvania	103	1,546	1,055	2,601	130	3,482	2,002	5,484	122	1,805	897	2,702
South Atlantic Division:												
Delaware	2	19	20	39	2	68	48	116	2	29	21	50
Maryland	27	345	226	571	37	642	657	1,299	32	498	308	806
District of Columbia	12	37	106	143	19	152	203	355	17	126	92	218
Virginia	44	181	139	320	78	1,137	772	1,909	72	637	284	921
West Virginia	10	35	70	105	12	137	160	297	11	77	53	130
North Carolina	13	132	49	181	118	1,758	972	2,730	64	372	175	547
South Carolina	6	17	41	58	30	530	374	904	23	153	121	274
Georgia	8	24	71	95	71	1,295	1,247	2,542	62	514	451	965
Florida	1	0	14	14	7	8	85	93	6	5	36	41
South Central Division:												
Kentucky	44	235	202	437	82	972	911	1,883	64	356	234	590
Tennessee	31	175	121	296	100	1,639	1,393	3,032	91	685	556	1,241
Alabama	8	24	27	51	56	815	683	1,498	48	386	334	720
Mississippi	5	27	11	38	46	581	480	1,061	32	241	129	370
Louisiana	5	2	13	15	31	326	407	733	26	98	170	268
Texas	36	235	428	663	62	1,211	1,496	2,707	58	672	807	1,479
Arkansas	8	37	16	53	24	394	287	681	18	117	72	189
Oklahoma	2	7	21	28	2	14	13	27	2	7	9	16
Indian Territory	3	3	10	13	10	110	111	221	6	30	31	61
North Central Division:												
Ohio	45	347	444	791	54	484	555	1,039	51	278	269	547
Indiana	18	213	155	368	26	471	449	920	24	243	155	398
Illinois	47	412	499	911	62	400	855	1,255	54	242	377	619
Michigan	16	75	116	191	23	199	430	629	21	102	136	238
Wisconsin	21	570	234	804	24	447	202	649	21	309	111	420
Minnesota	23	298	241	539	29	397	338	735	26	190	153	343
Iowa	26	132	174	306	35	376	445	821	33	162	196	358
Missouri	41	551	310	861	73	1,321	992	2,313	69	626	417	1,043
North Dakota	2	10	9	19	2	9	27	36	2	5	16	21
South Dakota	5	27	69	96	6	32	58	90	4	21	26	47
Nebraska	12	64	96	160	15	128	158	286	13	52	57	109
Kansas	12	123	131	254	15	159	181	340	15	93	78	171
Western Division:												
Montana	1	0	25	25	2	0	39	39	2	0	7	7
Wyoming	.....	.....	.....	.....	2	33	39	72	.....	.....	.....	.....
Colorado	4	5	16	21	6	36	50	86	4	19	8	27
New Mexico	0	0	0	0	4	22	8	30	3	14	2	16
Arizona	0	0	0	0	1	0	9	9	0	0	0	0
Utah	6	30	58	88	10	239	208	447	8	88	41	129
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	2	2	3	5	5	37	47	84	2	15	12	27
Washington	6	2	56	58	13	57	179	236	11	26	73	99
Oregon	11	108	180	288	16	136	223	359	15	68	77	145
California	30	84	225	309	62	535	707	1,242	57	392	301	693

TABLE 20.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1898–99.*

State or Territory.	Trigonometry.				Astronomy.				Physics.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	665	3,359	1,853	5,212	702	2,202	4,809	7,011	1,388	10,011	9,601	19,612
North Atlantic Division	217	1,460	273	1,733	234	799	1,692	2,491	486	4,140	3,187	7,327
South Atlantic Division	131	471	322	793	93	283	648	931	224	1,531	1,419	2,950
South Central Division	139	781	769	1,550	149	612	1,012	1,624	282	2,224	2,388	4,612
North Central Division	131	490	391	881	174	448	1,096	1,544	306	1,758	2,014	3,772
Western Division	47	157	98	255	52	60	361	421	90	358	593	951
North Atlantic Division:												
Maine	4	6	8	14	17	93	108	201	28	182	204	386
New Hampshire	9	80	16	96	12	77	56	133	25	320	84	404
Vermont	2	13	0	13	12	34	49	83	12	78	61	139
Massachusetts	28	177	15	192	31	99	158	257	69	670	411	1,081
Rhode Island	4	26	6	32	4	0	40	40	9	65	43	108
Connecticut	21	63	8	71	18	57	194	251	35	191	233	424
New York	67	449	69	518	73	191	550	741	160	965	1,142	2,107
New Jersey	24	178	27	205	27	50	189	239	49	364	276	640
Pennsylvania	58	468	124	592	40	198	348	546	99	1,305	733	2,038
South Atlantic Division:												
Delaware	0	0	0	0	1	4	7	11	2	16	8	24
Maryland	17	112	20	132	13	9	126	135	26	141	224	365
District of Columbia	10	24	20	44	10	1	78	79	14	50	134	184
Virginia	43	116	84	200	21	58	151	209	56	341	317	658
West Virginia	8	27	14	41	7	14	44	58	9	50	72	122
North Carolina	14	53	37	90	15	126	56	182	52	447	178	625
South Carolina	9	29	33	62	8	14	42	56	18	131	61	192
Georgia	30	110	114	224	13	57	93	150	41	352	361	713
Florida	0	0	0	0	5	0	51	51	6	3	64	67
South Central Division:												
Kentucky	34	122	76	198	24	79	121	200	41	184	219	403
Tennessee	5	203	129	332	33	159	202	361	67	464	460	924
Alabama	27	120	86	206	20	70	86	156	38	271	270	541
Mississippi	12	102	32	134	14	118	65	183	35	415	359	774
Louisiana	13	31	51	82	16	20	149	169	23	146	259	405
Texas	41	177	375	552	33	125	354	479	57	570	671	1,241
Arkansas	4	24	12	36	7	40	29	69	14	130	104	234
Oklahoma	1	0	5	5	1	0	5	5	2	5	7	12
Indian Territory	2	2	3	5	1	1	1	2	5	39	39	78
North Central Division:												
Ohio	18	101	51	152	26	61	151	212	42	219	248	467
Indiana	13	51	39	90	10	23	57	80	21	144	174	318
Illinois	21	54	107	161	30	40	199	239	57	264	412	676
Michigan	5	15	14	29	11	10	116	126	21	71	197	268
Wisconsin	5	68	3	71	11	65	62	127	19	236	76	312
Minnesota	7	21	10	31	7	9	55	64	21	148	142	290
Iowa	10	24	22	46	18	43	70	113	29	167	187	354
Missouri	41	132	135	267	43	143	279	422	61	349	401	750
North Dakota	1	1	4	5	1	1	4	5	2	5	8	13
South Dakota	.....	.....	.....	.....	2	10	11	21	5	27	21	48
Nebraska	2	3	1	4	5	9	39	48	14	44	80	124
Kansas	8	20	5	25	10	34	53	87	14	84	68	152
Western Division:												
Montana	1	0	3	3	1	0	4	4	1	0	9	9
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	1	0	1	1	1	14	23	37	4	8	11	19
New Mexico	1	0	2	2	1	0	6	6	1	0	2	2
Arizona	0	0	0	0	0	0	0	0	1	0	9	9
Utah	3	10	4	14	1	3	3	6	8	48	35	83
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	1	2	0	2	2	3	10	13	2	19	10	29
Washington	6	13	14	27	6	1	70	71	10	13	78	91
Oregon	13	27	36	63	10	13	35	48	12	56	49	105
California	21	105	38	143	30	26	210	236	51	214	390	604

TABLE 21.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1898–99.*

State or Territory.	Chemistry.				Physical geography.				Geology.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	875	5,053	5,104	10,157	1,379	10,139	11,932	22,071	608	2,544	3,803	6,347
North Atlantic Division	322	2,394	1,773	4,167	438	3,332	3,512	6,844	192	965	1,264	2,229
South Atlantic Division	137	739	813	1,552	281	1,969	2,117	4,086	65	245	401	646
South Central Division	150	717	1,091	1,808	289	2,469	2,942	5,411	156	784	1,011	1,795
North Central Division	201	964	1,149	2,113	277	1,869	2,455	4,324	149	445	822	1,267
Western Division	65	239	278	517	94	500	906	1,406	46	105	305	410
North Atlantic Division:												
Maine	19	112	121	233	24	188	200	388	17	87	113	200
New Hampshire	15	189	71	260	22	208	101	309	13	105	54	159
Vermont	9	51	23	74	14	98	123	221	10	36	51	87
Massachusetts	50	377	288	665	45	292	298	590	25	125	145	270
Rhode Island	5	12	40	52	4	49	34	83	3	22	19	41
Connecticut	24	69	143	212	37	219	262	481	17	52	145	197
New York	107	657	547	1,204	141	909	1,296	2,205	60	176	427	603
New Jersey	33	273	103	376	47	338	332	670	11	33	77	110
Pennsylvania	60	654	437	1,091	104	1,031	866	1,897	36	329	233	562
South Atlantic Division:												
Delaware	1	13	10	23	.....	.....	.....	.....	0	0	0	0
Maryland	22	199	173	372	29	194	339	533	11	28	91	119
District of Columbia	11	18	62	80	14	45	97	142	8	0	50	50
Virginia	33	154	158	312	58	379	383	762	15	81	89	170
West Virginia	10	47	51	98	10	46	109	155	4	34	20	54
North Carolina	23	149	77	226	91	732	527	1,259	9	74	45	119
South Carolina	11	51	68	119	25	185	152	337	6	10	46	56
Georgia	22	108	192	300	47	379	407	786	11	18	50	68
Florida	4	0	22	22	7	9	103	112	1	0	10	10
South Central Division:												
Kentucky	32	97	178	275	56	362	437	799	29	102	114	216
Tennessee	29	178	164	342	57	459	458	917	49	319	324	643
Alabama	18	90	87	177	36	243	301	544	17	53	62	115
Mississippi	14	128	77	205	32	309	318	627	13	117	58	175
Louisiana	16	32	142	174	25	152	278	430	15	25	86	111
Texas	36	136	391	527	57	655	885	1,540	28	143	336	479
Arkansas	4	56	45	101	16	228	172	400	3	25	24	49
Oklahoma	1	0	7	7	1	0	15	15	1	0	6	6
Indian Territory	0	.....	.....	.....	9	61	78	139	1	0	1	1
North Central Division:												
Ohio	31	162	151	313	36	273	331	604	17	63	82	145
Indiana	18	120	114	234	23	176	241	417	14	34	66	100
Illinois	34	107	200	307	50	276	442	718	22	40	161	201
Michigan	13	43	105	148	15	63	191	254	8	11	49	60
Wisconsin	13	143	62	205	17	188	114	302	9	99	15	114
Minnesota	11	90	76	166	21	154	177	331	5	7	44	51
Iowa	17	45	86	131	29	186	233	419	17	57	99	156
Missouri	46	200	269	469	53	390	466	856	44	110	258	368
North Dakota	1	1	4	5	1	2	4	6	1	1	4	5
South Dakota	2	3	4	7	5	21	35	56	1	1	0	1
Nebraska	7	14	22	36	13	45	106	151	4	2	19	21
Kansas	8	36	56	92	14	95	115	210	7	20	25	45
Western Division:												
Montana	0	0	0	0	1	0	12	12	2	0	19	19
Wyoming	1	3	1	4	1	2	1	3	1	4	1	5
Colorado	1	7	0	7	5	24	40	64	2	4	8	12
New Mexico	1	0	2	2	2	13	8	21	2	13	8	21
Arizona	0	0	0	0	1	0	9	9	0	0	0	0
Utah	7	33	34	67	11	86	88	174	5	46	49	95
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	3	13	20	33	5	32	26	58	.....	.....	.....	.....
Washington	4	3	33	36	9	43	90	133	4	2	49	51
Oregon	10	28	34	62	15	113	139	252	8	17	46	63
California	38	152	154	306	44	187	493	680	22	19	125	144

TABLE 22.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1898–99.*

State or Territory.	Physiology.				Psychology.				Rhetoric.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,323	12,073	14,881	26,954	673	2,813	4,535	7,348	1,653	15,249	18,791	34,040
North Atlantic Division	398	3,749	4,299	8,048	188	694	1,429	2,123	553	6,149	6,727	12,876
South Atlantic Division	240	2,086	2,256	4,342	115	396	703	1,099	314	2,700	2,866	5,566
South Central Division	314	3,454	4,071	7,525	152	878	1,024	1,902	345	3,112	3,948	7,060
North Central Division	284	2,184	3,128	5,312	172	682	1,080	1,762	333	2,651	4,036	6,687
Western Division	87	600	1,127	1,727	46	163	299	462	108	637	1,214	1,851
North Atlantic Division:												
Maine	24	151	186	337	13	75	143	218	30	259	412	671
New Hampshire	20	242	153	395	6	16	40	56	27	362	200	562
Vermont	12	77	116	193	8	17	32	49	14	108	142	250
Massachusetts	45	347	393	740	23	94	124	218	81	694	1,269	1,963
Rhode Island	8	55	72	127	3	22	34	56	11	95	135	230
Connecticut	34	233	370	603	19	13	133	146	46	363	545	908
New York	111	1,085	1,434	2,519	52	86	357	443	176	1,411	2,180	3,591
New Jersey	46	309	341	650	14	28	82	110	64	1,162	428	1,590
Pennsylvania	98	1,250	1,234	2,484	50	343	484	827	104	1,695	1,416	3,111
South Atlantic Division:												
Delaware	1	7	10	17	0	0	0	0	2	36	25	61
Maryland	22	111	197	308	7	0	73	73	30	284	517	801
District of Columbia	12	9	134	143	9	16	60	76	16	85	241	326
Virginia	47	328	402	730	26	74	127	201	69	563	454	1,017
West Virginia	9	79	60	139	9	33	48	81	12	80	153	233
North Carolina	82	935	732	1,667	29	103	108	211	92	789	579	1,368
South Carolina	19	128	129	257	5	35	59	94	27	220	173	393
Georgia	41	460	449	909	24	130	202	332	59	634	656	1,290
Florida	7	29	143	172	6	5	26	31	7	9	68	77
South Central Division:												
Kentucky	64	534	664	1,198	27	157	207	364	68	584	778	1,362
Tennessee	74	885	858	1,743	32	165	160	325	85	853	871	1,724
Alabama	38	448	455	903	17	68	87	155	44	353	424	777
Mississippi	32	357	410	767	11	89	41	130	34	230	265	495
Louisiana	22	138	376	514	14	45	106	151	27	156	319	475
Texas	55	589	851	1,440	42	280	357	637	57	725	1,078	1,803
Arkansas	20	444	368	812	7	67	55	122	21	161	143	304
Oklahoma	1	0	18	18	.....	.....	.....	.....	1	0	15	15
Indian Territory:	8	59	71	130	2	7	11	18	8	50	55	105
North Central Division:												
Ohio	36	253	398	651	26	96	167	263	48	372	631	1,003
Indiana	22	231	243	474	12	99	118	217	24	201	403	604
Illinois	46	284	491	775	24	62	180	242	62	362	666	1,028
Michigan	18	85	350	435	8	25	85	110	20	128	360	488
Wisconsin	19	218	138	356	4	21	28	49	23	392	223	615
Minnesota	23	195	261	456	11	73	51	124	24	181	418	599
Iowa	31	161	299	460	17	48	77	125	32	249	355	604
Missouri	55	496	570	1,066	52	199	296	495	66	527	660	1,187
North Dakota	2	17	37	54	1	1	2	3	2	7	13	20
South Dakota	7	67	95	162	4	13	16	29	5	8	42	50
Nebraska	11	55	93	148	3	15	12	27	13	97	118	215
Kansas	14	122	153	275	10	30	48	78	14	127	147	274
Western Division:												
Montana	2	0	35	35	2	0	6	6	2	0	23	23
Wyoming	1	7	5	12	.....	.....	.....	.....	1	1	2	3
Colorado	5	26	40	66	1	0	11	11	5	21	51	72
New Mexico	2	13	16	29	1	0	2	2	2	1	4	5
Arizona	0	0	0	0	0	0	0	0	0	0	0	0
Utah	7	207	168	375	5	118	101	219	9	125	147	272
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	5	36	39	75	1	9	1	10	5	43	51	94
Washington	13	59	137	196	8	9	40	49	12	28	130	158
Oregon	16	129	176	305	9	8	35	43	15	109	128	237
California	36	123	511	634	19	19	103	122	57	309	678	987

TABLE 23.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1898–99.*

State or Territory.	English literature.				History.				Civics.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,602	16,605	20,051	36,656	1,631	17,605	22,186	39,791	1,034	8,133	8,433	16,566
North Atlantic Division	576	7,822	8,001	15,823	549	7,376	8,697	16,073	366	2,519	2,505	5,024
South Atlantic Division	279	2,366	3,106	5,472	314	3,218	3,704	6,922	134	1,024	1,084	2,108
South Central Division	322	2,820	3,469	6,289	327	3,228	4,111	7,339	220	2,365	2,111	4,476
North Central Division	319	2,758	4,123	6,881	332	3,041	4,239	7,280	244	1,900	2,091	3,991
Western Division	106	839	1,352	2,191	109	742	1,435	2,177	70	325	642	967
North Atlantic Division:												
Maine	31	438	606	1,044	32	356	494	850	22	127	146	273
New Hampshire	26	375	259	634	23	443	335	778	15	157	93	250
Vermont	16	71	125	196	16	121	160	281	13	79	109	188
Massachusetts	92	1,715	1,605	3,320	92	1,216	1,361	2,577	45	256	355	611
Rhode Island	12	47	152	199	12	144	191	335	8	36	50	86
Connecticut	47	509	651	1,160	55	625	660	1,285	23	88	153	241
New York	177	1,521	2,334	3,855	182	1,780	2,991	4,771	117	698	962	1,660
New Jersey	61	1,098	678	1,776	21	690	818	1,508	61	122	110	232
Pennsylvania	114	2,048	1,591	3,639	116	2,001	1,687	3,688	62	956	527	1,483
South Atlantic Division:												
Delaware	2	33	29	62	2	58	40	98	1	10	8	18
Maryland	33	317	644	961	34	443	801	1,244	18	71	194	265
District of Columbia	16	99	383	482	17	77	308	385	7	15	56	71
Virginia	62	466	476	942	67	594	682	1,276	25	136	236	372
West Virginia	12	65	149	214	12	109	194	303	7	63	52	115
North Carolina	77	754	507	1,261	92	974	632	1,606	36	386	205	591
South Carolina	23	226	180	406	28	406	212	618	16	144	91	235
Georgia	47	401	657	1,058	56	545	733	1,278	21	199	210	409
Florida	7	5	81	86	6	12	102	114	3	0	32	32
South Central Division:												
Kentucky	67	481	680	1,161	65	531	700	1,231	52	488	468	956
Tennessee	76	784	742	1,526	73	748	871	1,619	51	550	414	964
Alabama	37	266	284	550	37	328	373	701	13	118	168	286
Mississippi	38	308	335	643	33	435	433	868	31	421	286	707
Louisiana	25	131	251	382	29	175	343	518	10	61	142	203
Texas	54	565	892	1,457	62	631	1,083	1,714	48	583	530	1,113
Arkansas	18	248	223	471	18	305	205	510	11	92	67	159
Oklahoma	2	14	29	43	1	0	22	22	1	0	14	14
Indian Territory	5	23	33	56	9	75	81	156	3	52	22	74
North Central Division:												
Ohio	49	344	679	1,023	50	415	659	1,074	28	184	209	393
Indiana	22	183	355	538	25	243	315	558	18	95	152	247
Illinois	60	465	848	1,313	62	405	815	1,220	40	278	342	620
Michigan	19	115	322	437	20	160	405	565	13	101	119	220
Wisconsin	20	270	212	482	20	396	227	623	13	108	95	203
Minnesota	22	180	310	490	25	339	389	728	21	245	183	428
Iowa	30	248	328	576	33	225	286	511	30	212	250	462
Missouri	61	752	710	1,462	65	661	799	1,460	48	433	490	923
North Dakota	2	10	24	34	2	6	22	28	2	10	6	16
South Dakota	6	25	47	72	7	38	72	110	7	64	70	134
Nebraska	13	76	145	221	11	42	135	177	12	92	69	161
Kansas	15	90	143	233	14	111	115	226	12	78	106	184
Western Division:												
Montana	2	0	24	24	1	0	10	10	2	0	27	27
Wyoming					1	2	2	4	1	3	1	4
Colorado	6	22	42	64	5	24	43	67	4	15	18	33
New Mexico	1	1	8	9	2	28	8	36	1	0	16	16
Arizona	0	0	0	0	1	0	7	7	0	0	0	0
Utah	8	72	90	162	7	81	98	179	4	89	17	106
Nevada												
Idaho	4	60	51	111	4	25	28	53	3	18	29	47
Washington	12	58	122	180	12	87	128	215	9	27	136	163
Oregon	14	115	129	244	14	99	202	301	8	15	80	95
California	59	511	886	1,397	62	396	909	1,305	38	158	318	476

TABLE 24.—*Private high schools and academies—Proportion of male and female students, per cent of students pursuing certain courses, per cent of graduates, etc., in 1898–99.*

State or Territory.	Total number of secondary students.	Per cent of total number.					Per cent of graduates prepared for college.
		Male.	Female.	College classical preparatory students.	College scientific preparatory students.	Graduates in 1899	
United States	103,838	49.98	50.02	16.00	9.74	11.42	44.75
North Atlantic Division	39,325	52.88	47.12	20.77	11.23	15.13	47.39
South Atlantic Division	17,683	50.58	49.42	16.68	6.58	7.63	44.37
South Central Division	20,936	49.36	50.64	13.25	9.30	6.87	45.59
North Central Division	20,640	46.93	53.07	10.74	9.11	12.42	37.52
Western Division	5,254	40.65	59.35	9.65	13.13	10.64	48.66
North Atlantic Division:							
Maine	2,581	46.22	53.78	18.36	5.35	16.62	35.20
New Hampshire	2,445	63.80	36.20	21.55	9.74	11.78	43.75
Vermont	1,346	49.77	50.23	8.55	6.84	13.22	35.39
Massachusetts	5,554	54.34	45.66	28.79	11.04	17.43	60.74
Rhode Island	514	45.53	54.47	16.93	2.72	16.34	44.05
Connecticut	2,488	46.86	53.14	24.07	13.26	16.92	51.31
New York	10,882	46.32	53.68	19.53	12.64	14.38	48.24
New Jersey	3,486	55.54	44.46	25.65	19.24	16.58	58.65
Pennsylvania	10,029	59.63	40.37	17.43	9.46	14.35	37.87
South Atlantic Division:							
Delaware	220	58.63	41.37	5.45	10.45	15.91	31.42
Maryland	1,975	44.25	55.75	11.80	2.13	10.28	45.32
District of Columbia	737	31.21	68.79	20.22	13.84	13.70	23.76
Virginia	3,310	50.60	49.40	12.15	4.83	7.04	31.76
West Virginia	593	39.63	60.37	10.62	3.71	11.80	18.57
North Carolina	5,649	56.42	43.58	19.07	7.38	5.61	59.62
South Carolina	1,354	57.53	42.47	9.90	7.82	11.45	41.29
Georgia	3,695	49.47	50.53	23.65	7.90	6.04	57.85
Florida	150	12.00	88.00	10.00	0	8.67	23.07
South Central Division:							
Kentucky	3,077	50.86	49.14	14.92	7.54	7.51	44.16
Tennessee	5,505	51.15	48.85	11.46	6.76	6.49	44.82
Alabama	2,364	55.50	44.50	16.96	16.12	6.26	39.19
Mississippi	2,221	50.43	49.57	14.68	7.29	9.32	48.79
Louisiana	1,210	43.88	56.12	10.83	9.17	9.92	56.66
Texas	4,619	43.00	57.00	11.91	8.83	6.32	39.39
Arkansas	1,452	53.51	46.49	16.12	12.81	5.03	60.27
Oklahoma	55	38.18	61.82	49.09	29.09	9.09	80.00
Indian Territory	433	47.80	52.20	3.23	13.63	1.38	66.66
North Central Division:							
Ohio	2,568	41.00	59.00	11.10	9.23	13.98	44.57
Indiana	2,134	43.21	56.79	10.12	7.40	8.62	39.67
Illinois	3,431	42.75	57.25	13.84	11.40	15.94	36.56
Michigan	1,192	30.96	69.04	1.93	7.55	12.25	31.51
Wisconsin	1,419	62.44	37.56	11.20	9.16	16.00	30.84
Minnesota	1,510	52.45	47.55	10.73	3.71	16.95	32.03
Iowa	1,898	47.84	52.16	11.75	10.91	13.65	35.52
Missouri	4,669	53.20	46.80	8.55	8.89	8.76	37.99
North Dakota	68	29.41	70.59	30.88	4.41	0	0
South Dakota	247	40.89	59.11	39.68	2.03	10.93	40.74
Nebraska	677	38.70	61.30	12.56	8.86	9.01	55.74
Kansas	827	51.14	48.86	8.47	15.60	10.88	32.22
Western Division:							
Montana	53	0	100.00	7.55	0	7.54	50.00
Wyoming	83	42.16	57.84	0	2.41	0	0
Colorado	140	37.86	62.14	12.86	8.57	7.86	27.27
New Mexico	83	37.35	62.65	7.23	0	3.61	66.66
Arizona	10	0	100.00	0	0	0	0
Utah	1,093	56.08	43.92	3.02	2.56	5.76	31.74
Nevada							
Idaho	170	52.94	47.06	20.00	10.59	10.59	50.00
Washington	515	34.17	65.83	7.77	19.81	9.90	50.98
Oregon	928	42.35	57.65	4.31	6.79	13.25	29.26
California	2,179	32.14	65.86	15.23	21.34	13.13	60.83

TABLE 25.—*Private high schools and academies—Percentages of secondary students pursuing certain studies in 1898–99.*

State or Territory.	Per cent of total number of secondary students.								
	Latin.	Greek.	French.	German.	Algebra.	Geometry.	Trigonometry.	Astronomy.	Physics.
United States	49.80	9.55	23.22	19.04	52.17	24.71	5.02	6.75	18.89
North Atlantic Division	54.16	13.43	38.82	26.85	51.78	28.78	4.41	6.33	18.63
South Atlantic Division	54 38	6.35	16.85	8.63	57.93	22.34	4.48	5.26	16.68
South Central Division	45.30	6.59	7.99	7.61	56.57	23.57	7.40	7.76	22.03
North Central Division	45.72	9.17	15.35	23.68	41.15	20.90	4.27	7.48	18.28
Western Division	35.76	4.59	19.36	15.11	49.56	21.76	4.85	8.01	18.11
North Atlantic Division:									
Maine	41.46	12.97	19.49	3.02	47.81	22.70	0.54	7.78	14.95
New Hampshire	51.13	20.57	34.93	10.96	41.25	35.83	3.93	5.44	16.52
Vermont	34.18	7.06	16.05	9.58	59.66	11.66	0.97	6.17	10.33
Massachusetts	63.81	20.35	52.38	26.56	57.33	32.37	3.46	4.63	19.46
Rhode Island	61.48	11.67	75.88	16.15	63.23	37.16	6.23	7.78	21.01
Connecticut	63.55	16.32	44.09	33.00	47.86	33.48	2.85	10.09	17.04
New York	48.67	11.38	46.72	34.27	44.30	26.59	4.76	6.81	19.36
New Jersey	63.94	14.72	45.07	39.41	64.31	36.72	5.88	6.86	18.36
Pennsylvania	55.35	9.98	26.47	25.93	54.68	26.94	5.90	5.44	20.32
South Atlantic Division:									
Delaware	75.45	10.91	40.00	17.73	52.73	22 73	0	5.00	10.90
Maryland	60.35	9.32	38.08	28.91	65.77	40.81	6.68	6.84	18.48
District of Columbia	43.15	8.01	64.05	19.40	48.17	29.58	5.97	10.71	24.97
Virginia	57.22	4.02	18.67	9.67	57 67	27.82	6.04	6.31	19.88
West Virginia	61.55	11.30	16.86	17.71	50.08	21.92	6.91	9.78	20.57
North Carolina	43.55	4.57	6.55	3 20	48.33	9.68	1 59	3.22	11.06
South Carolina	65.07	9.23	12.48	4.28	66.77	20.24	4.58	4.14	14.18
Georgia	61.46	7.36	10.15	2.57	68.80	26.12	6.06	4.06	19.30
Florida	46.66	0.66	24.00	9.33	62.00	27.33	0	34.00	44.66
South Central Division:									
Kentucky	48.42	7.93	10.13	14.20	61.20	19.17	6.43	6.50	13.10
Tennessee	50.19	11.15	4.92	5.38	55.08	22.54	6.03	6.56	16.79
Alabama	51.48	2.96	7.19	2.16	63.37	30.46	8.71	6.60	22.88
Mississippi	37.64	5.67	5.13	1.71	47.77	16.66	6.03	8.24	34.85
Louisiana	51.98	5.54	39.92	1.24	60.58	22.15	6.78	13.97	33.48
Texas	38.62	3.68	6.52	14.35	58.60	32.01	11 95	10.37	26.87
Arkansas	38.36	5.72	1.10	3.65	46.90	13.02	2.48	4.75	16.12
Oklahoma	100.00	7.27	5.45	50.90	49.09	29.09	9.09	9.09	21.81
Indian Territory	35.57	0.46	0.69	3.09	51.04	14.09	11.54	0.46	18.01
North Central Division:									
Ohio	50.11	11.18	30.14	30.80	40.46	21.30	5.92	8.26	18 18
Indiana	42.21	9.65	7.91	17.24	43.11	18.65	4.22	3.75	14.90
Illinois	42.44	8.34	17.87	26.55	36.58	18.04	4.69	6.97	19.70
Michigan	44.21	5.54	21.22	16 02	52.77	19.97	2.43	10.57	22.48
Wisconsin	53.84	23.11	21.22	56.66	45.73	29 69	5.00	8.95	21.99
Minnesota	49.74	6.95	12.91	35.70	48.68	22.72	2.05	4.24	19.21
Iowa	10.44	15.23	30.72	45.36	43.26	18.86	2.42	5.95	18.65
Missouri	42.45	6.19	12.49	18.44	49.54	22.34	5.71	9 04	16.06
North Dakota	52.94	1.47	55.88	27.94	52.94	30.88	7.35	7 35	19.11
South Dakota	38.87	10.22	8.10	38.87	36.43	19.03	0	8 50	19.43
Nebraska	40.92	15.66	9.45	23.63	42.25	16.10	0.59	7.09	18.46
Kansas	49.70	7.87	5.82	30.71	41.11	20.68	3.02	10.52	18.50
Western Division:									
Montana	16.98	0	84.90	47.17	73.58	13.21	5.66	7.54	16.98
Wyoming	7.23	0	0	0	86.71	0	0	0	0
Colorado	58.57	6.43	24.28	15.00	61.43	19.28	0.77	26.43	13.57
New Mexico	14.46	1.20	7.23	0	36.14	19.28	2.41	7.23	2.41
Arizona	90.00	0	0	0	90.00	0	0	0	90.00
Utah	15.55	4.67	6.40	8.05	40.90	11.80	1.28	0.54	7.59
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	49.41	2.94	4.71	2.94	49.41	15.88	1.18	7.65	17.06
Washington	37.67	5.05	22.33	11.26	45.82	19.22	5.24	13.79	17.67
Oregon	37.61	9.05	17.56	31.03	38.69	15.63	6.79	5.17	11.31
California	44.24	2.98	26.39	14.18	56.95	31.80	6.52	10.83	27 72

TABLE 26.—*Private high schools and academies—Percentages of secondary students pursuing certain studies in 1898–99.*

State or Territory.	Per cent of total number of secondary students.								
	Chemistry.	Physical geography.	Geology.	Physiology.	Psychology.	Rhetoric.	English literature.	History.	Civics.
United States	9.78	21.26	6.11	25.96	7.08	32.78	35.30	38.32	15.95
North Atlantic Division	10.60	17.40	5.67	20.47	5.39	32.74	40.23	40.87	12.77
South Atlantic Division	8.77	23.10	3.65	24.55	6.21	31.47	30.94	39.14	11.92
South Central Division	8.64	25.84	8.57	35.95	9.09	33.77	30.04	35.05	21.38
North Central Division	10.27	20.95	6.14	25.74	8.54	32.40	33.34	35.27	19.34
Western Division	9.84	26.76	7.80	32.87	8.79	35.23	41.70	41.43	18.40
North Atlantic Division:									
Maine	9.02	15.03	7.74	13.05	8.44	25.99	40.45	32.93	10.58
New Hampshire	10.63	12.64	6.50	16.16	2.29	22.90	25.93	31.82	10.23
Vermont	5.50	16.42	6.46	14.34	3.64	18.57	14.56	20.88	13.97
Massachusetts	11.97	10.62	4.86	13.32	3.93	35.34	59.78	46.40	11.00
Rhode Island	10.12	16.15	7.98	24.71	10.89	44.75	38.71	65.18	16.73
Connecticut	8.52	19.33	7.92	24.24	5.87	36.49	46.62	51.65	9.69
New York	11.06	20.26	5.54	23.15	4.07	33.00	35.42	43.84	15.25
New Jersey	10.79	19.22	3.16	18.65	3.16	45.61	50.95	43.26	6.66
Pennsylvania	10.88	18.91	5.60	24.77	8.25	31.02	36.28	36.77	14.78
South Atlantic Division:									
Delaware	10.45	0	0	7.73	0	27.72	28.18	44.54	8.18
Maryland	18.84	26.99	6.03	15.59	3.70	40.56	48.66	62.99	13.42
District of Columbia	10.85	19.27	6.78	19.40	10.31	44.23	65.40	52.24	9.63
Virginia	9.43	23.02	5.14	22.05	6.07	30.73	28.46	38.55	11.24
West Virginia	16.52	26.14	9.11	23.44	13.66	39.29	36.09	51.10	19.39
North Carolina	4.00	22.29	2.11	29.51	3.74	24.22	22.32	28.43	10.46
South Carolina	8.79	24.89	4.14	18.98	6.94	29.03	29.99	45.64	17.36
Georgia	8.12	21.27	1.84	24.60	8.99	34.91	28.63	34.59	11.07
Florida	14.66	74.66	6.66	11.46	20.66	51.33	57.33	76.00	21.33
South Central Division:									
Kentucky	8.94	25.97	7.02	38.93	11.83	44.26	37.73	22.75	31.07
Tennessee	6.21	16.66	11.68	31.66	5.92	31.32	27.72	29.59	17.51
Alabama	7.49	23.01	4.86	38.20	6.56	52.87	23.27	29.65	12.10
Mississippi	9.23	28.23	7.88	34.53	5.85	22.28	28.95	39.13	31.83
Louisiana	14.38	35.54	9.17	42.47	12.48	39.26	31.57	42.81	16.78
Texas	11.41	33.34	10.37	31.18	13.79	39.03	31.54	23.45	24.10
Arkansas	6.96	27.55	3.37	55.92	8.40	20.94	32.44	35.12	10.95
Oklahoma	12.72	27.27	10.90	32.72	0	27.27	78.18	40.00	25.45
Indian Territory	0	32.10	0.23	30.02	4.16	24.25	12.93	36.02	17.09
North Central Division:									
Ohio	12.20	23.52	5.65	21.46	10.24	39.06	39.83	41.82	15.30
Indiana	10.97	19.54	4.69	22.20	10.21	28.30	25.21	26.15	11.10
Illinois	8.95	20.93	5.86	22.59	7.05	29.96	38.27	35.56	18.07
Michigan	12.41	21.31	5.03	36.49	9.23	40.93	36.66	47.40	18.45
Wisconsin	14.45	21.28	8.03	25.09	3.45	43.34	33.97	43.90	14.31
Minnesota	10.99	21.92	3.38	30.20	8.21	39.67	32.45	48.21	28.34
Iowa	6.90	22.08	8.22	24.24	6.59	31.82	30.35	26.92	24.34
Missouri	10.04	18.33	6.88	22.83	10.60	25.42	31.31	31.27	19.77
North Dakota	7.35	8.82	7.35	79.41	4.41	29.41	50.00	41.18	23.53
South Dakota	2.83	22.67	0.40	65.59	11.74	20.24	29.15	45.53	54.25
Nebraska	5.32	22.30	3.10	21.88	5.99	31.76	32.64	26.14	23.78
Kansas	11.12	25.39	5.44	33.25	9.43	33.13	28.30	27.33	22.25
Western Division:									
Montana	0	22.64	35.85	66.04	11.32	43.39	45.28	18.86	50.94
Wyoming	4.82	3.61	6.02	14.46	0	3.61	0	4.82	4.82
Colorado	5.00	45.71	8.57	47.14	7.86	51.43	45.71	47.86	23.57
New Mexico	2.41	25.30	25.30	34.94	2.41	6.02	10.84	43.37	19.27
Arizona	0	90.00	0	0	0	0	0	70.00	0
Utah	6.13	15.91	8.69	34.31	20.04	24.89	14.82	16.38	9.70
Nevada									
Idaho	19.41	34.12	0	44.12	5.88	55.29	65.29	31.18	27.65
Washington	6.99	25.82	9.90	38.06	9.51	30.68	34.95	41.75	31.65
Oregon	6.68	27.16	6.79	32.87	4.63	25.54	26.29	32.44	10.24
California	14.04	31.21	6.56	29.10	5.60	45.30	63.65	59.89	21.84

TABLE 27.—*Private high schools and academies—Equipment, income, benefactions, and endowments, 1898–99.*

State or Territory.	Libraries.		Grounds, buildings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclassified.		Total income from all sources.		Benefactions.		Total money value of endowment.	
	Schools reporting.	Volumes.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.
United States	1,353	1,697,884	1,372	$55,749,456	264	$146,273	1,130	$5,595,421	278	$1,654,112	440	$1,032,859	1,242	$8,428,665	184	$1,611,693	353	$43,085,885
North Atlantic Division	466	816,522	423	32,074,040	76	38,930	391	3,039,190	148	1,337,927	147	453,837	409	4,869,884	69	704,679	162	32,818,950
South Atlantic Division	224	187,768	283	4,950,668	79	43,250	179	612,201	30	184,612	73	147,394	257	987,457	29	632,488	47	5,178,745
South Central Division	274	218,924	335	5,670,476	105	55,798	277	562,278	26	33,800	82	98,332	284	750,208	23	23,162	40	934,286
North Central Division	301	397,348	253	9,929,604	3	1,095	216	1,031,525	59	74,656	165	229,706	221	1,336,982	51	229,189	86	3,511,797
Western Division	88	77,322	78	3,124,668	3	7,200	67	350,227	15	23,117	33	103,590	71	484,134	12	22,175	18	642,107
North Atlantic Division:																		
Maine	27	33,889	29	644,910	21	17,618	28	31,647	22	25,485	7	2,170	29	76,920	5	11,363	19	643,094
New Hampshire	23	39,238	25	1,016,000	3	2,130	18	49,123	15	53,771	8	9,896	20	114,920	6	18,530	13	2,376,000
Vermont	18	20,185	15	443,912	1	480	14	27,053	10	11,349	7	1,980	14	40,862	4	3,350	9	247,308
Massachusetts	63	119,521	63	4,783,531	6	3,160	66	547,101	31	132,487	28	174,129	75	856,889	14	476,185	35	5,408,136
Rhode Island	6	3,074	6	208,050	0	0	7	57,393	1	777	1	5,357	7	63,527	1	1,650	1	19,800
Connecticut	38	56,742	27	1,737,500	3	3,160	24	224,359	10	37,860	5	3,595	24	268,974	2	600	11	1,032,604
New York	154	365,403	137	12,678,976	40	10,882	116	1,156,439	28	66,696	54	194,696	120	1,428,713	26	108,259	43	4,161,889
New Jersey	40	65,888	37	3,279,001	2	1,500	35	291,811	8	23,250	14	16,974	35	333,535	4	17,792	10	1,098,976
Pennsylvania	97	172,582	84	7,282,160	0	0	83	654,261	23	986,252	23	45,040	85	1,685,553	7	66,950	21	17,831,143
South Atlantic Division:																		
Delaware	2	3,625	2	125,000	0	0	2	17,200	1	430	1	600	2	18,230	0	0	2	98,800
Maryland	23	37,641	21	1,284,488	4	8,100	23	140,659	5	161,895	6	13,525	26	324,179	2	568,290	4	3,947,008
District of Columbia	12	17,100	8	440,300	0	0	7	28,500	2	2,800	3	7,800	8	39,100	0	0	2	159,000
Virginia	52	43,919	61	1,110,170	5	2,926	54	149,829	3	4,599	11	42,041	54	199,395	7	9,936	11	282,525
West Virginia	9	14,425	9	143,900	0	0	9	20,283	2	3,203	3	1,530	9	25,016	1	150	2	8,150
North Carolina	59	30,994	96	760,460	25	6,471	75	126,708	8	1,745	22	9,837	82	144,761	5	10,490	9	145,400
South Carolina	19	10,489	23	249,800	9	3,070	16	22,422	1	1,500	10	33,107	18	60,099	3	26,160	4	276,225
Georgia	44	27,875	58	730,550	36	22,683	51	103,769	8	8,440	13	35,054	56	169,946	10	17,362	13	270,637
Florida	4	1,700	5	106,000	0	0	2	2,831	0	0	1	3,900	2	6,731	1	100	0	0
South Central Division:																		
Kentucky	46	44,190	50	584,050	8	5,680	49	87,265	4	4,810	17	16,118	50	113,873	2	1,280	7	106,010
Tennessee	74	48,165	92	1,565,469	33	15,110	76	131,296	5	6,425	21	16,411	77	169,242	4	2,505	10	135,019
Alabama	25	26,730	47	401,257	21	6,995	33	48,412	3	7,000	8	7,995	38	70,402	2	1,210	5	293,607
Mississippi	32	22,034	41	450,800	20	8,800	29	36,585	1	200	9	16,360	31	55,945	5	9,010	1	10,000
Louisiana	19	13,894	22	810,000	2	613	17	51,640	3	2,700	7	9,000	19	63,953	0	0	5	122,500
Texas	53	49,723	53	1,524,600	13	11,600	46	177,785	8	10,515	9	18,593	46	218,493	6	6,972	9	259,900
Arkansas	17	11,998	18	169,500	6	7,000	13	19,410	2	2,150	6	5,650	13	34,210	2	1,035	1	3,000

Oklahoma	1	1,000	2	36,000	0	0	1	1,000	0	0	1	3,500	1	4,500	0	0	0	0
Indian Territory	7	1,190	10	128,800	0	0	9	14,885	0	0	4	4,705	9	19,590	2	1,150	2	4,250
North Central Division:																		
Ohio	36	51,670	23	796,420	2	595	26	142,499	6	9,018	9	14,756	26	166,868	2	8,500	6	461,000
Indiana	23	35,950	17	561,000	0	0	14	49,041	8	7,867	7	54,677	15	111,585	2	12,300	6	267,500
Illinois	53	71,385	47	2,389,805	0	0	40	190,226	6	6,460	17	31,681	41	228,307	8	24,663	15	446,366
Michigan	16	28,842	12	661,579	0	0	11	78,092	2	1,725	6	12,929	12	92,746	1	200	3	114,500
Wisconsin	23	59,133	18	1,131,725	0	0	16	186,450	4	6,930	11	25,098	16	218,478	6	88,284	7	474,082
Minnesota	25	33,338	21	1,328,900	0	0	20	149,940	5	14,030	11	25,993	20	189,963	5	39,841	8	861,200
Iowa	30	35,402	26	411,100	0	0	20	69,217	7	5,325	11	11,736	20	86,278	9	22,102	10	191,800
Missouri	63	52,857	58	1,740,600	1	500	42	100,428	10	9,673	16	19,312	44	129,913	9	20,023	19	383,000
North Dakota	2	1,046	2	26,200	0	0	1	1,000	0	0	1	800	1	1,800	1	800	1	13,800
South Dakota	5	5,078	6	151,300	0	0	5	12,350	2	1,600	3	5,300	5	19,250	1	3,000	2	12,600
Nebraska	11	11,987	12	366,675	0	0	10	15,000	4	2,600	7	19,198	10	36,798	5	8,101	4	81,599
Kansas	14	10,660	11	364,300	0	0	11	37,282	5	9,488	6	8,226	11	54,996	2	1,375	5	204,350
Western Division:																		
Montana	2	800	1	40,000	0	0	1	600	1	2,400	1	3,000	1	6,600	0	0	0	0
Wyoming	1	500	2	7,250	0	0	2	1,834	0	0	1	1,200	2	3,034	1	1,200	0	0
Colorado	3	3,350	3	276,433	0	0	3	11,875	1	200	2	2,935	3	15,010	0	0	1	19,500
New Mexico	4	2,960	1	30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arizona	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Utah	10	12,003	12	402,700	2	2,200	10	54,731	1	2,400	8	34,558	11	93,889	5	8,300	3	45,495
Nevada																		
Idaho	5	3,950	4	51,000			5	8,480			2	6,000	5	14,480	1	1,000	2	35,600
Washington	11	7,735	11	332,800	0	0	8	26,750	4	7,360	5	4,862	9	38,972	3	10,000	4	178,300
Oregon	14	9,247	12	312,500	0	0	12	45,875	4	1,945	5	1,075	12	48,895	2	1,675	4	136,400
California	38	36,837	32	1,671,985	1	5,000	26	200,082	4	8,812	9	49,960	28	263,854	0	0	4	226,812

TABLE 28.—*Denominational schools included in the tables of private high schools and academies.*

State or Territory.	Nonsectarian.			Baptist.			Congregational.			Episcopal.			Friends.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
United States	1,033	4,773	54,040	98	449	6,623	51	201	2,559	99	691	4,668	52	271	3,434
North Atlantic Division	424	2,554	23,298	21	136	2,029	11	41	620	45	332	2,299	23	180	2,120
South Atlantic Division	224	766	10,343	36	122	1,950	6	17	208	13	44	552	6	16	183
South Central Division	244	719	12,478	24	81	1,130	10	44	523	9	58	326	3	10	161
North Central Division	113	601	6,922	17	110	1,514	17	75	969	22	160	1,078	20	65	970
Western Division	28	133	999	0	0	0	7	34	239	10	97	413	0	0	0
North Atlantic Division:															
Maine	27	89	1,619	4	27	600	2	4	55	1	6	15	1	4	68
New Hampshire	13	50	1,003	3	19	290	4	16	308	3	53	409	0	0	0
Vermont	11	37	658	3	23	264	2	5	114	0	0	0	0	0	0
Massachusetts	84	542	4,625	1	6	24	2	14	133	6	54	350	0	0	0
Rhode Island	6	39	222	0	0	0	0	0	0	1	7	25	0	0	0
Connecticut	40	187	1,687	1	5	92	1	2	10	12	74	538	0	0	0
New York	127	934	6,535	3	23	317	0	0	0	14	108	726	2	20	81
New Jersey	45	275	1,831	2	17	238	0	0	0	3	11	47	5	12	106
Pennsylvania	71	401	5,118	4	16	204	0	0	0	5	19	189	15	144	1,865
South Atlantic Division:															
Delaware	0	0	0	0	0	0	0	0	0	1	9	146	1	6	74
Maryland	22	120	1,199	0	0	0	0	0	0	3	8	63	2	6	39
District of Columbia	12	83	511	1	6	68	0	0	0	0	0	0	0	0	0
Virginia	47	144	1,791	6	20	258	0	0	0	3	5	45	1	1	15
West Virginia	5	16	262	2	9	145	0	0	0	0	0	0	0	0	0
North Carolina	76	216	3,598	15	36	713	2	4	33	3	13	217	2	3	55
South Carolina	17	62	820	4	17	156	0	0	0	2	7	66	0	0	0
Georgia	45	125	2,162	8	34	610	4	13	175	0	0	0	0	0	0
Florida	0	0	0	0	0	0	0	0	0	1	2	15	0	0	0
South Central Division:															
Kentucky	42	140	1,504	2	8	125	0	0	0	3	9	69	0	0	0
Tennessee	63	175	3,033	4	13	196	3	12	279	3	19	135	2	7	95
Alabama	42	110	1,858	5	9	107	3	10	94	0	0	0	0	0	0
Mississippi	31	83	1,680	1	3	25	1	4	20	1	6	48	0	0	0
Louisiana	13	36	438	4	13	172	0	0	0	0	0	0	0	0	0
Texas	33	117	2,696	5	28	381	1	8	46	2	24	74	0	0	0
Arkansas	16	50	1,084	2	6	82	1	5	62	0	0	0	1	3	66
Oklahoma	0	0	0	0	0	0	1	5	22	0	0	0	0	0	0
Indian Territory	4	8	185	1	1	42	0	0	0	0	0	0	0	0	0
North Central Division:															
Ohio	29	141	1,399	0	0	0	0	0	0	3	34	222	2	9	90
Indiana	5	49	702	1	6	70	0	0	0	2	13	68	6	18	467
Illinois	21	131	1,155	3	26	341	4	19	166	2	17	97	1	1	48
Michigan	7	54	691	0	0	0	1	2	22	1	4	34	1	3	20
Wisconsin	5	28	232	1	15	130	1	4	13	5	42	286	0	0	0
Minnesota	4	27	130	1	1	147	1	3	28	3	17	164	0	0	0
Iowa	7	28	463	2	13	213	3	16	196	0	0	0	6	21	218
Missouri	33	130	1,975	6	30	457	2	8	185	2	11	64	0	0	0
North Dakota	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
South Dakota	0	0	0	1	4	9	1	5	53	1	7	41	0	0	0
Nebraska	0	0	0	1	7	41	3	12	221	2	9	61	0	0	0
Kansas	2	13	175	1	8	103	1	6	85	1	6	41	4	13	127
Western Division:															
Montana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wyoming	0	0	0	0	0	0	2	8	83	0	0	0	0	0	0
Colorado	0	0	0	0	0	0	0	0	0	2	18	51	0	0	0
New Mexico	1	2	6	0	0	0	0	0	0	0	0	0	0	0	0
Arizona	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Utah	0	0	0	0	0	0	1	3	21	1	7	60	0	0	0
Nevada															
Idaho	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Washington	0	0	0	0	0	0	3	16	58	2	22	65	0	0	0
Oregon	4	19	259	0	0	0	0	0	0	1	8	65	0	0	0
California	23	112	734	0	0	0	1	7	77	4	42	172	0	0	0

TABLE 29.—*Denominational schools included in the tables of private high schools and academies.*

State or Territory.	Lutheran.			Methodist.			Methodist Episcopal South.			Presbyterian.			Roman Catholic.			Other denominations.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
United States	30	126	1,427	41	243	3,552	60	265	4,875	93	392	4,738	341	1,712	14,259	56	277	3,663
North Atlantic Division	7	31	303	15	126	1,821	0	0	0	10	68	827	91	520	4,854	17	106	1,154
South Atlantic Division	5	22	151	8	43	522	18	69	1,248	23	110	1,067	30	146	1,040	8	35	419
South Central Division	1	3	34	7	27	657	29	124	2,069	33	117	1,438	50	232	1,806	7	21	314
North Central Division	16	65	892	8	35	384	13	72	1,558	18	64	1,041	114	574	4,579	13	54	733
Western Division	1	5	47	3	12	168	0	0	0	9	33	365	59	240	1,980	11	61	1,043
North Atlantic Division:																		
Maine	0	0	0	1	7	144	0	0	0	0	0	0	1	7	80	0	0	0
New Hampshire	0	0	0	1	12	149	0	0	0	0	0	0	6	17	252	1	3	34
Vermont	0	0	0	2	18	250	0	0	0	0	0	0	2	7	49	1	1	11
Massachusetts	0	0	0	0	0	0	0	0	0	0	0	0	5	28	183	3	21	239
Rhode Island	0	0	0	1	12	86	0	0	0	0	0	0	4	16	181	0	0	0
Connecticut	0	0	0	0	0	0	0	0	0	0	0	0	4	22	161	0	0	0
New York	3	13	112	6	41	571	0	0	0	2	7	53	43	256	2,319	2	25	168
New Jersey	0	0	0	2	7	287	0	0	0	4	42	572	10	42	405	0	0	0
Pennsylvania	4	18	191	2	29	334	0	0	0	4	19	202	16	125	1,224	10	56	762
South Atlantic Division:																		
Delaware	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maryland	0	0	0	0	0	0	1	13	219	0	0	0	9	60	455	0	0	0
District of Columbia	0	0	0	0	0	0	0	0	0	0	0	0	5	21	147	1	8	11
Virginia	1	2	30	3	30	301	3	21	257	9	44	316	4	13	113	3	11	184
West Virginia	0	0	0	0	0	0	1	3	50	2	9	56	2	17	80	0	0	0
North Carolina	3	17	107	3	10	126	6	13	333	5	15	283	1	2	10	3	14	174
South Carolina	1	3	14	0	0	0	1	2	30	5	23	253	1	3	15	0	0	0
Georgia	0	0	0	2	3	95	5	14	332	2	19	159	4	12	112	1	2	50
Florida	0	0	0	0	0	0	1	3	27	0	0	0	4	18	108	0	0	0
South Central Division:																		
Kentucky	0	0	0	0	0	0	5	19	258	10	33	396	17	60	578	3	12	147
Tennessee	0	0	0	2	8	257	11	47	948	9	24	339	3	26	145	2	3	78
Alabama	0	0	0	0	0	0	2	7	89	1	5	98	3	17	118	0	0	0
Mississippi	0	0	0	2	4	43	2	8	117	3	17	121	5	19	167	0	0	0
Louisiana	0	0	0	0	0	0	2	10	72	1	4	34	9	55	405	2	6	89
Texas	1	3	34	1	7	225	5	28	462	6	27	376	10	45	325	0	0	0
Arkansas	0	0	0	0	0	0	2	5	123	0	0	0	2	6	35	0	0	0
Oklahoma	0	0	0	0	0	0	0	0	0	0	0	0	1	4	33	0	0	0
Indian Territory	0	0	0	2	8	132	0	0	0	3	7	74	0	0	0	0	0	0
North Central Division:																		
Ohio	0	0	0	1	3	50	0	0	0	2	4	67	15	92	711	1	5	29
Indiana	0	0	0	0	0	0	0	0	0	0	0	0	13	55	652	1	8	175
Illinois	2	6	195	2	9	153	3	17	350	4	9	161	21	90	716	2	6	49
Michigan	0	0	0	1	4	53	0	0	0	1	6	34	10	49	258	1	4	80
Wisconsin	1	4	50	1	7	52	0	0	0	2	9	24	9	59	632	0	0	0
Minnesota	6	25	292	1	5	28	0	0	0	1	5	125	11	63	572	1	5	24
Iowa	2	5	80	0	0	0	1	5	142	1	7	138	11	41	376	2	7	72
Missouri	2	9	172	0	0	0	9	50	1,066	3	8	85	13	78	386	4	15	279
North Dakota	1	5	41	0	0	0	0	0	0	0	0	0	1	3	27	0	0	0
South Dakota	1	5	25	1	5	33	0	0	0	2	4	86	0	0	0	0	0	0
Nebraska	1	6	37	1	2	15	0	0	0	1	5	148	6	26	151	0	0	0
Kansas	0	0	0	0	0	0	0	0	0	1	7	173	4	18	98	1	4	25
Western Division:																		
Montana	0	0	0	0	0	0	0	0	0	0	0	0	2	9	53	0	0	0
Wyoming	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Colorado	0	0	0	0	0	0	0	0	0	1	3	32	3	16	57	0	0	0
New Mexico	0	0	0	0	0	0	0	0	0	0	0	0	3	10	77	0	0	0
Arizona	0	0	0	0	0	0	0	0	0	0	0	0	1	2	10	0	0	0
Utah	0	0	0	0	0	0	0	0	0	4	12	140	1	8	63	5	36	809
Nevada																		
Idaho	0	0	0	0	0	0	0	0	0	1	3	54	2	11	60	3	9	56
Washington	1	5	47	1	2	30	0	0	0	1	1	37	4	22	226	1	3	52
Oregon	0	0	0	2	10	138	0	0	0	1	4	46	11	46	420	0	0	0
California	0	0	0	0	0	0	0	0	0	1	10	56	32	116	1,014	2	13	126

TABLE 30.—*Averages of number of teachers, students, and graduates to the public high school, and like averages for the private high school and academy.*

State or Territory.	Public high schools.					Private high schools.				
	Teachers to a school.	Secondary students to a school.	Secondary students to a teacher.	Elementary pupils to a school.	Graduates to a school.	Teachers to a school.	Secondary students to a school.	Secondary students to a teacher.	Elementary pupils to a school.	Graduates to a school.
United States	3.4	86.7	25.4	15.7	10.3	4.8	53.1	11.0	60.3	6.0
North Atlantic Division	4.5	112.3	24.8	9.3	13.7	6.0	59.2	9.6	45.4	8.9
South Atlantic Division	2.8	63.3	23.0	31.1	6.5	3.7	46.9	12.7	64.6	3.6
South Central Division	2.6	59.6	22.9	28.3	5.7	3.4	50.2	14.6	70.8	3.4
North Central Division	3.1	82.0	26.6	14.9	10.0	5.0	55.6	11.0	55.5	6.9
Western Division	4.2	108.0	25.5	4.5	13.1	4.8	41.0	8.5	10.4	4.4
North Atlantic Division:										
Maine	2.2	56.3	25.6	10.6	7.1	3.9	69.8	17.9	9.7	11.6
New Hampshire	3.2	66.6	21.0	8.7	7.7	5.5	78.9	14.4	58.1	9.3
Vermont	2.5	58.7	23.5	16.8	7.0	4.3	64.1	14.8	43.0	8.5
Massachusetts	6.0	148.4	24.6	4.7	22.1	6.3	55.0	8.4	17.3	9.6
Rhode Island	9.4	190.9	20.3	5.7	23.3	6.2	42.8	6.9	107.5	7.0
Connecticut	4.7	100.9	21.6	5.2	12.9	5.0	42.9	8.6	21.6	7.3
New York	5.4	137.6	25.6	13.5	11.2	7.1	53.9	7.8	60.4	7.7
New Jersey	5.1	114.1	22.2	6.3	15.2	5.6	49.1	8.6	48.6	8.1
Pennsylvania	3.6	97.5	26.9	7.6	15.1	6.3	76.5	12.1	54.0	11.0
South Atlantic Division:										
Delaware	3.2	83.6	25.9	3.0	10.0	7.5	110.0	14.6	74.5	18.5
Maryland	3.3	85.2	25.9	24.2	9.2	5.3	53.4	9.5	46.5	5.5
District of Columbia	25.6	663.2	25.9	0.0	79.4	6.2	38.8	6.2	70.6	5.3
Virginia	2.7	59.2	22.3	34.0	6.1	3.6	41.4	11.4	39.4	2.9
West Virginia	2.8	68.4	24.0	2.7	8.2	4.5	49.4	11.0	74.6	5.8
North Carolina	2.2	55.1	25.3	15.2	4.4	2.9	47.5	16.5	64.4	2.7
South Carolina	2.1	39.7	19.4	41.5	3.1	3.8	43.7	11.6	53.1	5.0
Georgia	2.2	51.1	23.3	38.4	5.0	3.1	52.0	16.6	99.3	3.1
Florida	2.6	45.9	17.4	24.8	4.9	3.8	25.0	6.5	131.0	2.1
South Central Division:										
Kentucky	3.3	78.6	23.9	10.1	8.4	3.4	37.5	11.0	54.0	2.8
Tennessee	2.2	52.8	23.6	45.4	5.5	3.3	54.0	16.5	74.2	3.5
Alabama	2.8	56.8	20.3	44.0	5.4	2.8	42.2	14.9	58.9	2.6
Mississippi	2.2	42.5	19.7	36.8	3.5	3.1	48.3	15.4	89.3	4.5
Louisiana	4.7	86.9	18.6	17.9	14.1	4.0	39.0	9.8	80.6	3.9
Texas	2.6	64.4	25.1	19.5	5.4	4.5	72.0	16.1	71.4	4.6
Arkansas	2.2	53.1	23.8	23.5	4.1	3.1	60.5	19.4	67.4	3.0
Oklahoma	3.5	72.0	20.6	0.0	7.5	4.5	27.5	6.1	44.5	2.5
Indian Territory	2.8	17.5	6.4	98.5	1.3	2.4	43.3	18.0	134.5	0.6
North Central Division:										
Ohio	2.6	70.1	26.7	24.2	9.0	5.4	48.4	8.8	38.3	6.8
Indiana	2.9	70.4	24.5	15.8	8.0	5.3	76.2	14.3	81.9	6.6
Illinois	4.0	108.2	27.2	8.4	13.4	6.1	52.8	10.4	55.9	8.4
Michigan	3.5	94.9	27.2	13.2	10.9	5.5	51.8	9.4	127.0	6.3
Wisconsin	3.5	95.9	27.1	7.1	11.7	6.7	56.7	8.4	37.6	9.1
Minnesota	4.4	105.9	23.9	10.7	12.8	5.2	52.1	10.0	62.3	8.8
Iowa	3.0	83.0	27.2	11.1	10.5	4.1	54.2	13.3	61.5	7.4
Missouri	3.3	92.5	27.7	11.5	9.8	4.6	63.1	13.8	32.5	5.5
North Dakota	2.2	40.2	17.9	1.3	4.8	4.0	34.0	8.5	54.0	0.0
South Dakota	2.6	64.5	25.3	5.8	8.5	4.3	35.2	8.2	83.5	3.8
Nebraska	2.2	58.3	26.4	22.9	7.7	4.5	45.1	10.1	65.8	4.1
Kansas	2.5	71.7	28.7	11.1	9.0	5.0	55.1	11.0	54.3	6.0
Western Division:										
Montana	2.9	66.1	23.1	1.9	7.7	4.5	26.5	5.9	228.5	2.0
Wyoming	2.2	44.8	20.7	39.5	7.7	4.0	41.5	10.4	17.0	0.0
Colorado	5.3	133.1	25.1	11.2	15.0	6.1	23.3	3.8	131.0	1.8
New Mexico	2.2	29.3	13.5	0.0	2.7	3.0	20.7	6.9	58.7	0.7
Arizona	4.0	86.0	21.5	0.0	12.0	2.0	10.0	5.0	60.0	0.0
Utah	8.5	235.3	27.7	4.5	23.8	5.5	91.1	16.6	96.0	5.2
Nevada	2.7	60.4	22.3	0.0	9.7	0.0	0.0	0.0	0.0	0.0
Idaho	1.9	50.6	27.2	0.0	7.0	3.8	28.3	7.4	97.0	3.0
Washington	3.1	83.0	27.2	6.2	7.4	5.5	39.6	7.3	76.2	3.9
Oregon	3.6	118.5	32.9	0.0	13.2	4.6	48.8	10.7	80.7	6.5
California	4.9	123.6	25.1	0.8	16.7	4.8	34.6	7.3	120.3	4.5

TABLE 31.—*Combined statistics of public high schools and private high schools and academies—Number of schools, instructors, and students in 1898–99.*

State or Territory.	Total schools.	Total secondary teachers.	Total secondary students.	Male.		Female.		Classical preparatory students.	
				Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States	7,452	28,128	580,065	249,027	42.93	331,038	57.07	45,644	7.87
North Atlantic Division	2,006	10,168	190,008	84,333	44.38	105,675	55.62	20,122	10.59
South Atlantic Division	783	2,507	43,367	19,223	44.33	24,144	55.67	4,894	11.29
South Central Division	1,015	2,993	56,568	25,015	44.22	31,553	55.78	5,168	9.14
North Central Division	3,287	10,859	259,701	108,378	41.73	151,323	58.27	13,472	5.19
Western Division	361	1,601	30,421	12,078	39.70	18,343	60.30	1,988	6.53
North Atlantic Division:									
Maine	194	489	11,424	5,063	44.32	6,361	55.68	1,556	13.62
New Hampshire	83	335	5,909	3,106	52.56	2,803	47.44	830	14.04
Vermont	75	226	4,515	2,037	45.12	2,478	54.88	342	7.57
Massachusetts	333	2,067	39,979	17,859	44.67	22,120	55.33	5,465	13.67
Rhode Island	30	243	3,950	1,682	42.58	2,268	57.42	260	6.58
Connecticut	127	612	9,451	4,205	44.49	5,246	55.51	1,110	11.74
New York	571	3,411	61,672	27,306	44.28	34,366	55.72	6,004	9.73
New Jersey	160	864	13,640	5,868	43.02	7,772	56.98	1,671	12.25
Pennsylvania	433	1,921	39,468	17,207	43.60	22,261	56.40	2,884	7.31
South Atlantic Division:									
Delaware	15	57	1,307	543	41.55	764	58.45	39	2.99
Maryland	85	365	6,065	2,694	44.42	3,371	55.58	276	4.55
District of Columbia	24	246	4,053	1,484	36.61	2,569	63.39	308	7.60
Virginia	147	469	7,276	3,259	44.79	4,017	55.21	704	9.68
West Virginia	38	128	2,371	823	34.71	1,548	65.29	178	7.51
North Carolina	136	380	6,586	3,597	54.62	2,989	45.38	1,128	17.13
South Carolina	130	320	5,289	2,346	44.36	2,943	55.64	699	13.22
Georgia	180	461	9,261	4,073	43.98	5,188	56.02	1,502	16.22
Florida	28	81	1,159	404	34.86	755	65.14	60	5.18
South Central Division:									
Kentucky	151	508	8,503	3,901	45.88	4,602	54.12	753	8.85
Tennessee	203	560	10,839	5,062	46.70	5,777	53.30	964	8.89
Alabama	110	309	5,430	2,606	47.99	2,824	52.01	561	10.33
Mississippi	137	340	6,087	2,773	45.56	3,314	54.44	919	15.10
Louisiana	52	222	3,035	1,115	36.74	1,920	63.26	209	6.88
Texas	265	803	17,564	7,113	40.50	10,451	59.50	1,241	7.07
Arkansas	77	193	4,264	2,040	47.84	2,224	52.16	471	11.05
Oklahoma	6	23	343	136	39.65	207	60.35	30	8.75
Indian Territory	14	35	503	269	53.48	234	46.52	20	3.98
North Central Division:									
Ohio	666	1,899	45,536	19,740	43.35	25,796	56.65	2,074	4.56
Indiana	390	1,190	27,602	11,569	41.91	16,033	58.09	1,425	5.16
Illinois	408	1,695	40,550	16,040	39.56	24,510	60.44	2,245	5.53
Michigan	309	1,123	28,338	11,943	42.14	16,395	57.86	839	2.96
Wisconsin	208	815	18,967	8,452	44.56	10,515	55.44	841	4.45
Minnesota	141	647	13,374	5,654	42.28	7,720	57.72	515	3.85
Iowa	365	1,149	29,297	12,101	41.30	17,196	58.70	1,594	5.44
Missouri	285	1,044	24,193	10,207	42.19	13,986	57.81	1,528	6.32
North Dakota	27	64	1,072	425	39.65	647	60.35	150	13.99
South Dakota	36	104	2,118	889	41.97	1,229	58.03	210	9.92
Nebraska	248	582	14,269	5,656	39.64	8,613	60.36	944	6.62
Kansas	204	547	14,385	5,702	39.64	8,683	60.36	1,104	7.68
Western Division:									
Montana	17	52	1,045	433	41.44	612	58.56	51	4.88
Wyoming	8	21	252	153	43.47	199	56.53	18	5.11
Colorado	47	254	5,597	2,295	41.01	3,302	58.99	450	8.04
New Mexico	10	25	259	91	35.14	168	64.86	29	11.20
Arizona	3	10	182	55	30.22	127	69.78	8	4.40
Utah	16	100	2,034	979	48.13	1,055	51.87	118	5.80
Nevada	7	19	423	160	37.83	263	62.17	19	4.49
Idaho	13	36	524	219	41.79	305	58.21	103	19.66
Washington	49	181	3,503	1,290	36.83	2,213	63.17	258	7.37
Oregon	34	141	2,705	1,063	39.30	1,642	60.70	104	3.85
California	157	762	13,797	5,340	38.70	8,457	61.30	830	6.02

TABLE 32.—*Combined statistics of public high schools and private high schools and academies—College preparatory students and graduates in 1898–99.*

State or Territory.	Scientific preparatory students.		Total college preparatory students.		Graduates in 1899.		Graduates prepared for college.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States	35,864	6.18	81,508	14.05	63,330	11.78	21,602	31.61
North Atlantic Division	10,468	5.51	30,590	16.10	24,295	12.79	7,366	30.32
South Atlantic Division	1,849	4.26	6,743	15.55	3,976	9.17	1,274	32.04
South Central Division	3,694	6.53	8,862	15.67	4,820	8.52	1,601	33.22
North Central Division	16,663	6.41	30,135	11.60	31,618	12.17	9,880	31.25
Western Division	3,190	10.49	5,178	17.02	3,621	11.90	1,481	40.90
North Atlantic Division:								
Maine	450	3.94	2,006	17.56	1,541	13.49	442	28.68
New Hampshire	378	6.40	1,208	20.44	689	11.66	211	30.62
Vermont	321	7.11	663	14.68	555	12.29	219	39.46
Massachusetts	2,282	5.71	7,747	19.38	6,093	15.24	1,826	29.97
Rhode Island	132	3.34	392	9.92	503	12.73	184	36.58
Connecticut	653	6.91	1,763	18.65	1,311	13.87	430	32.80
New York	3,347	5.43	9,351	15.16	5,685	9.22	2,109	37.10
New Jersey	1,107	8.12	2,778	20.37	1,932	14.16	580	30.02
Pennsylvania	1,798	4.55	4,682	11.86	5,986	15.17	1,365	22.80
South Atlantic Division:								
Delaware	45	3.44	84	6.43	165	12.62	47	28.48
Maryland	85	1.40	361	5.95	643	10.60	134	20.84
District of Columbia	282	6.96	590	14.56	498	12.29	88	17.67
Virginia	214	2.94	918	12.62	642	8.82	157	24.45
West Virginia	41	1.73	219	9.24	283	11.94	52	18.37
North Carolina	439	6.66	1,567	23.79	392	5.95	237	60.46
South Carolina	193	3.65	892	16.87	459	8.68	217	47.28
Georgia	516	5.57	2,018	21.79	773	8.35	309	39.97
Florida	34	2.93	94	8.11	121	10.44	33	27.27
South Central Division:								
Kentucky	560	6.59	1,313	15.44	809	9.51	278	34.36
Tennessee	597	5.51	1,561	14.40	917	8.46	285	31.08
Alabama	553	10.19	1,114	20.52	442	8 14	127	28.73
Mississippi	497	8.16	1,416	23.26	525	8 62	254	48.38
Louisiana	155	5.11	364	11.99	417	13.74	112	26.86
Texas	923	5.25	2,164	12.32	1,372	7.81	411	29.96
Arkansas	308	7.22	779	18.27	292	6.85	118	40.41
Oklahoma	16	4.66	46	13.41	35	10.20	7	20.00
Indian Territory	85	16.90	105	20.88	11	2.19	9	81.82
North Central Division:								
Ohio	2,839	6.23	4,913	10.79	5,850	12.85	1,580	27 01
Indiana	943	3.42	2,368	8.58	3,062	11.09	785	25.64
Illinois	2,375	5.86	4,620	11.39	5,135	12.66	1,518	29.56
Michigan	1,857	6.55	2,696	9.51	3,260	11.50	1,006	30.86
Wisconsin	786	4.14	1,630	8.59	2,375	12.52	625	26.32
Minnesota	2,788	20.85	3,303	24.70	1,690	12.64	783	46.33
Iowa	1,185	4.05	2,779	9.49	3,735	12.75	1,113	29.80
Missouri	1,525	6.30	3,053	12.62	2,473	10.22	745	30.13
North Dakota	66	6.16	216	20.15	120	11.19	69	57.50
South Dakota	132	6.23	342	16.15	274	12.94	112	40.88
Nebraska	1,302	9.12	2,246	15.74	1,859	13.03	703	37.82
Kansas	865	6.61	1,969	13.69	1,785	12.41	841	47.11
Western Division:								
Montana	59	5.65	110	10.53	119	11.39	32	26 89
Wyoming	15	4.26	33	9.37	46	13.07	30	65.22
Colorado	714	12.76	1,164	20.80	628	11.22	198	31.53
New Mexico	15	5.79	44	16.99	19	7.34	7	36 84
Arizona	9	4.94	17	9.34	24	13.19	14	58.33
Utah	85	4.18	203	9.98	158	7.77	52	32.91
Nevada	18	4.26	37	8.75	68	16.08	39	57.35
Idaho	51	9.73	154	29.39	67	12.79	27	40.30
Washington	240	6.85	498	14.22	316	9.02	110	34.81
Oregon	91	3.36	195	7.21	321	11.87	70	21 81
California	1,893	13.72	2,723	19.74	1,855	13.44	902	48.63

TABLE 33.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1898–99.*

State or Territory.	Latin.			Greek.			French.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	6,547	291,695	50.29	1,884	24,776	4.27	1,965	61,923	10.68
North Atlantic Division	1,886	92,204	48.53	980	15,019	7.94	1,102	42,107	22.16
South Atlantic Division	755	25,792	59.47	241	1,723	3.97	284	5,438	12.54
South Central Division	932	29,442	52.05	237	2,084	3.68	192	3,461	6.12
North Central Division	2,671	128,225	49.37	343	4,807	1.85	285	8,450	3.25
Western Division	303	16,032	52.70	83	1,143	3.76	102	2,467	8.11
North Atlantic Division:									
Maine	174	5,335	46.70	105	1,312	11.48	109	2,305	20.18
New Hampshire	77	3,151	53.33	43	823	13.93	64	2,010	34.02
Vermont	72	1,795	39.76	41	299	6.62	42	669	14.82
Massachusetts	329	19,876	49.72	226	4,322	10.81	294	16,886	42.24
Rhode Island	26	1,835	46.46	18	387	9.80	23	1,255	31.77
Connecticut	125	5,293	56.00	68	953	10.08	79	2,278	24.10
New York	548	26,230	42.53	281	3,761	6.10	313	10,807	17.52
New Jersey	134	6,401	46.93	57	1,051	7.71	77	2,297	16.84
Pennsylvania	401	22,288	56.47	141	2,111	5.35	101	3,600	9.12
South Atlantic Division:									
Delaware	15	1,065	81.48	3	26	1.99	3	98	7.50
Maryland	79	3,777	62.28	22	277	4.57	36	1,165	19.21
District of Columbia	21	1,730	42.68	10	160	3.95	21	945	23.32
Virginia	143	4,903	67.39	32	147	2.02	77	1,120	15.39
West Virginia	36	968	40.83	10	70	2.95	10	100	4.22
North Carolina	135	3,256	49.44	50	306	4.65	42	370	5.62
South Carolina	122	3,156	59.67	33	179	3.38	41	507	9.59
Georgia	177	6,336	68.42	79	552	5.96	49	1,065	11.50
Florida	27	601	51.86	2	6	0.52	5	68	5.87
South Central Division:									
Kentucky	140	4,604	54.15	43	441	5.19	41	427	5.02
Tennessee	181	5,367	49.52	68	681	6.28	29	360	3.32
Alabama	107	3,023	55.67	29	111	2.04	27	374	6.89
Mississippi	122	3,005	49.37	32	252	4.14	13	129	2.12
Louisiana	48	2,109	69.49	7	79	2.60	34	1,640	54.04
Texas	238	8,654	49.27	43	399	2.27	36	443	2.52
Arkansas	76	2,213	51.90	13	115	2.70	10	82	1.92
Oklahoma	6	266	77.55	1	4	1.17	1	3	0.87
Indian Territory	14	201	39.96	1	2	0.40	1	3	0.60
North Central Division:									
Ohio	534	23,386	51.36	72	1,074	2.36	53	1,602	3.52
Indiana	350	17,517	63.46	19	314	1.14	14	410	1.49
Illinois	347	21,189	52.25	58	775	1.91	54	2,239	5.52
Michigan	217	10,350	36.52	43	560	1.98	38	1,144	4.04
Wisconsin	116	5,087	26.82	27	494	2.60	21	386	2.04
Minnesota	134	7,898	59.05	24	183	1.37	24	834	6.24
Iowa	275	12,448	42.49	20	193	0.66	14	155	0.53
Missouri	248	12,120	50.10	42	760	3.14	42	1,176	4.86
North Dakota	26	766	71.46	3	7	0.65	2	39	3.64
South Dakota	32	946	44.66	5	41	1.94	4	51	2.41
Nebraska	208	8,100	56.77	14	269	1.89	7	305	2.14
Kansas	184	8,418	58.52	16	137	0.95	12	109	0.76
Western Division:									
Montana	16	681	65.17	1	10	0.96	4	102	9.76
Wyoming	6	192	54.55	.....	.....	0.00	.....	.....	0.00
Colorado	46	3,735	66.73	16	334	5.97	6	406	7.25
New Mexico	8	119	45.95	1	1	0.39	1	6	2.32
Arizona	3	84	46.15	0	0	0.00	0	0	0.00
Utah	9	510	25.07	5	51	2.51	5	114	5.60
Nevada	7	270	63.83	.....	.....	0.00	1	21	4.96
Idaho	11	260	49.62	1	5	0.95	2	8	1.53
Washington	27	1,586	45.28	5	35	1.00	9	215	6.14
Oregon	24	956	35.34	6	84	3.11	11	163	6.03
California	146	7,639	55.37	48	623	4.52	63	1,432	10.38

TABLE 34.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1898–99.*

State or Territory.	German.			Algebra.			Geometry.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	2,708	86,478	14.91	7,420	326,058	56.21	6,548	158,707	27.36
North Atlantic Division	1,112	38,137	20.07	1,996	98,200	51.68	1,846	51,528	27.12
South Atlantic Division	176	4,335	10.00	779	28,241	65.12	606	12,519	28.87
South Central Division	208	3,398	6.01	1,011	36,903	65.24	866	16,564	29.28
North Central Division	1,058	36,306	13.98	3,280	143,869	55.40	2,918	67,838	26.12
Western Division	154	4,302	14.14	354	18,845	61.95	312	10,258	33.72
North Atlantic Division:									
Maine	18	189	1.65	193	5,894	51.59	170	2,885	25.25
New Hampshire	23	374	6.33	82	2,697	45.64	75	1,835	31.05
Vermont	24	237	5.25	74	2,221	49.19	65	855	18.94
Massachusetts	172	5,224	13.07	333	19,569	48.95	314	11,710	29.29
Rhode Island	20	579	14.66	30	2,017	51.06	26	1,238	31.34
Connecticut	96	2,207	23.35	127	4,615	48.83	119	2,677	28.33
New York	457	15,598	25.29	566	27,414	44.45	537	14,585	23.65
New Jersey	106	4,672	34.25	159	8,856	64.93	143	3,652	26.77
Pennsylvania	196	9,057	22.95	432	24,917	63.13	397	12,091	30.63
South Atlantic Division:									
Delaware	5	83	6.35	15	1,123	85.92	15	461	35.27
Maryland	39	1,695	27.95	85	4,313	71.11	79	3,446	56.82
District of Columbia	16	910	22.45	23	1,747	43.10	21	889	21.93
Virginia	62	962	13.22	145	4,654	63.96	119	2,021	27.78
West Virginia	16	201	8.48	38	1,463	61.70	35	593	25.01
North Carolina	14	184	2.79	135	3,410	51.78	75	925	14.04
South Carolina	10	115	2.17	129	3,743	70.77	85	873	16.51
Georgia	12	148	1.60	180	6,999	75.57	151	2,908	31.40
Florida	2	37	3.19	29	789	68.08	26	403	34.77
South Central Division:									
Kentucky	62	1,215	14.29	151	5,389	63.38	123	2,278	26.79
Tennessee	39	448	4.13	201	6,584	60.74	187	2,689	24.81
Alabama	14	155	2.85	110	3,822	70.39	94	2,037	37.51
Mississippi	9	50	0.82	137	3,548	58.29	93	998	16.40
Louisiana	5	15	0.49	52	2,161	71.20	44	1,047	34.50
Texas	59	1,355	7.71	263	12,235	69.66	253	6,402	36.45
Arkansas	14	103	2.42	77	2,671	62.64	59	945	22.16
Oklahoma	3	44	12.83	6	207	60.35	5	94	27 41
Indian Territory	3	13	2.58	14	286	56.86	8	74	14.71
North Central Division:									
Ohio	164	5,842	12.83	667	26,206	57.55	553	11,684	25.66
Indiana	84	2,865	10.38	388	17,136	62.08	329	7,548	27.35
Illinois	149	6,670	16.45	405	19,716	48.62	367	10,426	25.71
Michigan	148	4,601	16.24	309	14,866	52.46	283	5,939	20 96
Wisconsin	138	5,008	26.40	207	8,640	45.55	201	4,571	24.10
Minnesota	73	2,507	18.75	141	6,851	51.23	135	4,640	34.69
Iowa	84	2,586	8.83	365	16,113	55.00	328	7,428	25.35
Missouri	77	3,085	12.75	284	15,209	62.87	253	6,139	25.38
North Dakota	2	19	1.77	27	684	63.81	26	314	29.29
South Dakota	14	226	10.67	35	1,092	51.56	29	479	22.62
Nebraska	61	1,519	10.65	248	9,018	63.20	237	4,655	32.62
Kansas	64	1,378	9.58	204	8,338	57.96	177	4,015	27.91
Western Division:									
Montana	5	255	24.40	17	771	73.78	16	370	35.41
Wyoming	1	39	11.08	8	246	69.89	4	82	23.30
Colorado	30	1,224	21.87	47	3,045	54.40	43	2,062	36.84
New Mexico	0	0	0.00	10	164	63.32	8	63	24.32
Arizona	1	8	4.40	3	110	60.44	2	35	19 23
Utah	8	294	14.45	14	1,102	54.18	10	308	15.14
Nevada	1	3	0.71	7	401	94.80	7	220	52.01
Idaho	2	5	9.95	12	308	58.78	8	176	33.59
Washington	13	349	9.96	49	2,225	63.52	40	975	27.83
Oregon	15	582	21.52	31	1,625	60.07	25	535	19.78
California	78	1,543	11.18	156	8,848	64.13	149	5,432	39.37

TABLE 35.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1898–99.*

State or Territory	Trigonometry.			Astronomy.			Physics.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	1,443	14,972	2.58	1,827	22,859	3.94	5,902	115,825	19.97
North Atlantic Division	445	4,426	2.33	694	8,525	4.49	1,594	34,925	18.38
South Atlantic Division	226	2,043	4.71	146	1,920	4.43	477	9,641	22.23
South Central Division	306	3,554	6.28	231	2,805	4.96	782	14,242	25.18
North Central Division	347	3,798	1.46	680	8,714	3.36	2,772	50,805	19.56
Western Division	119	1,151	3.78	76	895	2.94	277	6,212	20.42
North Atlantic Division:									
Maine	12	61	0.53	93	1,010	8.84	148	2,075	18.16
New Hampshire	13	124	2.10	31	344	5.82	69	1,228	20.78
Vermont	4	18	0.40	39	321	7.11	50	518	11.47
Massachusetts	68	545	1.36	152	2,170	5.43	273	8,147	20.38
Rhode Island	8	85	2.15	15	182	4.61	22	808	20.46
Connecticut	35	178	1.88	47	566	5.99	91	1,604	16.97
New York	162	1,560	2.53	183	1,827	2.96	453	9,156	14.85
New Jersey	38	401	2.94	51	760	5.57	129	2,815	20.64
Pennsylvania	105	1,454	3.68	83	1,345	3.41	359	8,574	21.72
South Atlantic Division:									
Delaware	1	27	2.07	1	11	0.84	14	390	29.84
Maryland	37	537	8.85	23	369	6.08	70	2,499	41.20
District of Columbia	14	162	4.00	10	79	1.95	18	830	20.48
Virginia	63	383	5.26	21	209	2.87	101	1,661	22.83
West Virginia	12	91	3.84	11	118	4.98	29	432	18.22
North Carolina	15	93	1.41	17	227	3.45	58	891	13.53
South Carolina	19	182	3.44	17	196	3.71	66	906	17.13
Georgia	56	486	5.25	35	552	5.96	97	1,705	18.41
Florida	9	82	7.08	11	159	13.72	24	327	28.21
South Central Division:									
Kentucky	65	563	6.62	49	510	6.00	91	1,623	19.09
Tennessee	22	439	4.05	46	549	5.07	152	2,135	19.70
Alabama	47	594	10.94	28	238	4.38	79	1,399	25.76
Mississippi	28	204	3.35	22	301	4.94	117	2,102	34.53
Louisiana	17	114	3.76	21	253	8.34	42	1,021	33.64
Texas	106	1,334	7.60	51	810	4.61	242	4,914	27.98
Arkansas	18	296	6.94	11	134	3.14	47	877	20.57
Oklahoma	1	5	1.46	1	5	1.46	5	77	22.45
Indian Territory	2	5	0.99	2	5	0.99	7	94	18.69
North Central Division:									
Ohio	93	1,126	2.47	173	2,112	4.64	527	9,093	19.97
Indiana	33	366	1.33	32	605	2.19	275	5,443	19.72
Illinois	48	530	1.31	119	1,625	4.01	368	7,442	18.35
Michigan	15	159	0.56	63	726	2.56	287	4,953	17.48
Wisconsin	14	166	0.88	15	179	0.94	191	3,265	17.21
Minnesota	11	114	0.85	28	504	3.77	100	2,280	17.05
Iowa	27	217	0.74	104	1,366	4.66	336	6,345	21.66
Missouri	65	771	3.19	69	749	3.10	226	4,405	18.21
North Dakota	4	20	1.87	3	20	1.87	22	178	16.60
South Dakota	3	39	1.84	7	96	4.53	31	460	21.72
Nebraska	19	184	1.29	20	236	1.65	218	3,485	24.42
Kansas	15	106	0.74	47	496	3.45	191	3,456	24.03
Western Division:									
Montana	5	75	7.18	3	51	4.88	12	227	21.72
Wyoming	1	3	0.85	.....	.....	0.00	3	65	18.47
Colorado	15	246	4.40	9	251	4.48	38	1,233	22.03
New Mexico	1	2	0.77	2	11	4.25	4	28	10.81
Arizona	1	13	7.14	.....	.....	0.00	3	46	25.27
Utah	5	78	3.83	2	54	2.65	11	231	11.36
Nevada	.....	.....	0.00	1	8	1.89	7	275	65.01
Idaho	1	2	0.38	4	21	4.01	8	138	26.34
Washington	9	56	1.60	7	82	2.34	34	625	17.84
Oregon	17	101	3.73	14	109	4.03	21	421	15.56
California	64	575	4.17	34	308	2.23	136	2,923	21.19

TABLE 36.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1898–99.*

State or Territory.	Chemistry.			Physical geography.			Geology.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	2,764	50,132	8.64	5,749	137,762	23.75	1,769	25,595	4.41
North Atlantic Division	970	17,952	9.45	1,475	35,367	18.61	702	10,823	5.70
South Atlantic Division	220	3,487	8.04	584	11,317	26.10	97	1,305	3.01
South Central Division	292	4,833	8.54	728	17,842	31.54	274	3,699	6.54
North Central Division	1,075	19,952	7.68	2,725	66,798	25.72	597	8,260	3.18
Western Division	207	3,908	12.85	237	6,438	21.16	99	1,508	4.96
North Atlantic Division:									
Maine	95	1,192	10.43	127	1,953	17.10	84	959	8.39
New Hampshire	44	630	10.66	55	775	13.12	33	391	6.62
Vermont	33	316	7.00	58	1,052	23.30	27	270	5.98
Massachusetts	223	4,911	12.28	178	3,440	8.60	138	2,042	5.11
Rhode Island	17	486	12.30	13	429	10.86	10	138	3.49
Connecticut	62	951	10.06	83	1,986	21.01	44	638	6.75
New York	279	4,595	7.45	468	12,089	19.60	243	3,302	5.35
New Jersey	80	1,581	11.59	110	3,124	22.90	32	762	5.59
Pennsylvania	137	3,290	8.34	383	10,519	26.65	91	2,321	5.88
South Atlantic Division:									
Delaware	6	141	10.79	11	464	35.50	.....	.....	0.00
Maryland	32	625	10.31	65	1,256	20.71	12	164	2.70
District of Columbia	15	346	8.54	14	142	3.50	8	50	1.23
Virginia	49	734	10.09	105	2,122	29.16	16	188	2.58
West Virginia	17	194	8.18	34	908	38.30	6	86	3.63
North Carolina	26	300	4.56	103	1,526	23.17	12	216	3.28
South Carolina	15	218	4.12	104	1,828	34.56	13	130	2.46
Georgia	48	756	8.16	123	2,504	27.04	22	360	3.89
Florida	12	173	14.93	25	567	48.92	8	111	9.58
South Central Division:									
Kentucky	54	930	10.94	110	2,183	25.67	45	448	5.27
Tennessee	48	601	5.54	113	2,288	21.11	95	1,226	11.31
Alabama	35	613	11.29	68	1,444	26.59	28	368	6.78
Mississippi	25	318	5.22	89	2,148	35.29	20	258	4.24
Louisiana	26	573	18.88	42	1,203	39.64	16	124	4.09
Texas	85	1,492	8.49	235	6,850	39.00	58	1,088	6.19
Arkansas	13	256	6.00	55	1,413	33.14	8	159	3.73
Oklahoma	4	34	9.91	5	146	42.57	2	24	7.00
Indian Territory	2	16	3.18	11	167	33.20	2	4	0.80
North Central Division:									
Ohio	153	3,250	7.14	576	12,424	27.28	99	1,367	3.00
Indiana	109	2,484	9.00	308	6,639	24.05	56	822	2.98
Illinois	178	3,353	8.27	345	11,120	27.42	73	1,234	3.04
Michigan	179	2,754	9.72	260	6,074	21.43	65	712	2.51
Wisconsin	43	815	4.30	192	6,186	32.61	22	378	1.99
Minnesota	86	1,530	11.44	51	1,235	9.23	14	229	1.71
Iowa	76	1,211	4.13	318	7,728	26.38	92	1,349	4.60
Missouri	108	2,025	8.37	225	5,185	21.43	86	1,138	4.70
North Dakota	6	49	4.57	17	244	22.76	3	26	2.43
South Dakota	8	70	3.31	31	575	27.15	9	115	5.43
Nebraska	78	1,491	10.45	220	4,515	31.64	25	319	2.24
Kansas	51	920	6.40	182	4,873	33.88	53	571	3.97
Western Division:									
Montana	9	166	15.89	13	294	28.13	7	102	9.76
Wyoming	3	26	7.39	7	125	35.51	1	5	1.42
Colorado	32	818	14.61	29	955	17.06	30	699	12.49
New Mexico	3	18	6.95	7	98	37.84	3	36	13.90
Arizona	1	14	7.69	3	71	39.01	.....	.....	0.00
Utah	9	104	5.11	14	431	21.19	6	160	7.87
Nevada	7	165	39.01	6	115	27.19	.....	.....	0.00
Idaho	5	55	10.50	12	270	51.53	1	3	0.57
Washington	11	213	6.08	43	1,253	35.77	10	138	3.94
Oregon	15	298	11.02	28	824	30.46	11	115	4.25
California	112	2,031	14.72	75	2,002	14.51	30	250	1.81

TABLE 37.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1898–99.*

State or Territory.	Physiology.			Psychology.			Rhetoric.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	5,490	166,043	28.62	1,493	18,716	3.23	6,371	212,859	36.70
North Atlantic Division	1,391	50,181	26.41	290	3,897	2.05	1,703	67,199	35.37
South Atlantic Division	530	12,612	29.08	157	1,729	3.99	638	14,957	34.49
South Central Division	802	23,323	41.23	329	4,228	7.47	875	21,494	38.00
North Central Division	2,591	74,784	28.80	649	7,955	3.06	2,845	95,375	36.72
Western Division	176	5,143	16.91	68	907	2.98	310	13,834	45.48
North Atlantic Division:									
Maine	125	2,031	17.78	28	435	3.81	154	3,113	27.25
New Hampshire	49	819	13.86	9	88	1.49	69	1,439	24.35
Vermont	39	621	13.75	25	223	4.94	64	1,381	30.59
Massachusetts	195	5,956	14.90	31	375	0.94	287	17,558	43.92
Rhode Island	16	336	8.51	7	141	3.57	27	2,067	52.33
Connecticut	71	2,269	24.01	20	159	1.68	110	4,157	43.98
New York	469	21,857	35.44	66	772	1.25	490	18,585	30.14
New Jersey	109	3,331	24.42	23	272	1.99	143	4,881	35.78
Pennsylvania	318	12,961	32.84	81	1,432	3.63	359	14,018	35.52
South Atlantic Division:									
Delaware	12	587	44.91	1	11	1.07	15	483	36.95
Maryland	62	1,915	31.57	12	231	3.81	66	2,549	42.03
District of Columbia	12	143	3.53	9	76	1.88	18	698	17.22
Virginia	103	2,330	32.02	28	253	3.48	120	2,739	37.64
West Virginia	29	792	33.40	13	118	4.98	36	719	30.32
North Carolina	95	2,145	32.57	30	214	3.25	105	1,710	25.96
South Carolina	83	1,589	30.04	9	161	3.04	97	1,681	31.78
Georgia	106	2,351	25.39	36	457	4.93	152	3,682	39.76
Florida	28	760	65.57	19	205	17.69	29	696	60.05
South Central Division:									
Kentucky	120	3,347	39.36	53	786	9.24	132	3,655	42.98
Tennessee	156	3,828	35.32	44	415	3.83	178	3,577	33.00
Alabama	82	2,586	47.62	27	339	6.24	92	2,489	45.84
Mississippi	109	2,816	46.26	18	212	3.48	105	1,827	30.01
Louisiana	40	1,371	45.17	18	187	6.16	47	1,590	52.39
Texas	218	7,132	40.61	148	1,966	11.19	239	6,664	37.94
Arkansas	65	2,069	48.52	17	283	6.64	68	1,378	32.32
Oklahoma	1	18	5.25	2	22	6.41	5	204	59.48
Indian Territory	11	156	31.01	2	18	3.58	9	110	21.87
North Central Division:									
Ohio	569	16,049	35.24	119	1,373	3.02	540	15,651	34.37
Indiana	226	5,420	19.64	76	1,135	4.11	339	12,706	46.03
Illinois	360	13,701	33.79	49	617	1.52	371	16,101	39.71
Michigan	277	6,649	23.46	48	559	1.97	281	9,059	31.97
Wisconsin	192	4,744	25.01	124	1,395	7.35	164	4,236	22.33
Minnesota	77	2,116	15.82	14	168	1.26	118	5,483	41.00
Iowa	302	8,354	28.51	34	335	1.14	335	9,670	33.01
Missouri	209	6,956	28.75	111	1,391	5.75	254	9,250	38.23
North Dakota	19	392	36.57	3	39	3.64	24	379	35.35
South Dakota	27	736	34.75	5	33	1.56	29	573	27.05
Nebraska	180	5,426	38.03	12	162	1.14	203	6,350	44.50
Kansas	153	4,241	29.48	54	748	5.20	187	5,917	41.13
Western Division:									
Montana	12	323	30.91	3	14	1.34	17	416	39.81
Wyoming	4	85	24.15	.....	.....	0.00	6	142	40.34
Colorado	20	692	12.36	13	294	5.25	44	1,937	34.61
New Mexico	7	124	47.88	1	2	0.77	5	42	16.22
Arizona	1	34	18.68	.....	.....	0.00	2	45	24.73
Utah	9	510	25.07	7	270	13.27	12	467	22.96
Nevada	4	200	47.28	1	9	2.13	7	283	66.90
Idaho	11	226	43.13	2	13	2.48	12	216	41.22
Washington	31	772	22.04	12	110	3.14	33	1,046	29.86
Oregon	27	799	29.54	10	73	2.70	28	984	36.38
California	50	1,378	9.99	19	122	0.88	139	8,256	59.84

TABLE 38.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1898–99.*

State or Territory.	English literature.			History.			Civics.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	6,188	235,492	40.60	6,351	222,287	38.32	5,300	121,203	20.89
North Atlantic Division	1,725	85,297	44.89	1,711	77,810	40.95	1,434	31,476	16.57
South Atlantic Division	566	18,023	41.56	647	20,684	47.70	292	5,765	13.29
South Central Division	760	18,761	33.17	790	22,565	39.89	632	14,956	26.44
North Central Division	2,821	95,308	36.70	2,888	85,215	32.81	2,691	63,042	24.27
Western Division	316	18,103	59.51	315	16,013	52.64	251	5,964	19.60
North Atlantic Division:									
Maine	147	4,055	35.50	152	3,859	33.78	133	1,751	15.33
New Hampshire	71	1,963	33.22	68	2,123	35.93	44	595	10.07
Vermont	63	1,088	24.10	61	1,260	27.91	60	965	21.37
Massachusetts	313	27,205	68.05	312	20,554	51.41	208	4,787	11.97
Rhode Island	29	2,536	64.20	29	1,828	46.28	23	597	15.11
Connecticut	116	6,163	65.21	120	4,732	50.07	70	1,150	12.17
New York	468	16,779	27.21	508	21,402	34.70	444	9,731	15.78
New Jersey	138	5,792	42.46	104	6,626	48.58	131	2,385	17.49
Pennsylvania	380	19,716	49.95	357	15,426	39.08	321	9,515	24.11
South Atlantic Division:									
Delaware	14	409	31.29	14	539	41.24	13	300	22.95
Maryland	78	3,674	60.58	76	4,135	68.18	42	1,121	18.48
District of Columbia	21	3,534	87.19	22	2,216	54.68	9	92	2.27
Virginia	106	2,342	32.19	120	3,529	48.50	41	754	10.36
West Virginia	34	794	33.49	37	997	42.05	29	489	20.62
North Carolina	90	1,891	28.71	105	2,234	33.92	41	786	11.93
South Carolina	92	1,779	33.64	113	2,578	48.74	56	982	18.57
Georgia	110	3,149	34.00	136	3,820	41.25	44	999	10.79
Florida	21	451	38.91	24	636	54.87	17	242	20.88
South Central Division:									
Kentucky	128	3,548	41.73	122	3,413	40.14	114	2,607	30.66
Tennessee	139	2,866	26.44	133	3,234	29.84	103	1,937	17.87
Alabama	78	1,766	32.52	78	2,239	41.23	41	1,048	19.30
Mississippi	109	2,196	36.08	99	2,434	39.99	92	2,121	34.84
Louisiana	46	1,448	47.71	48	1,936	63.79	24	663	21.85
Texas	194	5,399	30.74	236	7,275	41.42	204	5,182	29.50
Arkansas	55	1,381	32.39	61	1,826	42.82	48	1,246	29.22
Oklahoma	5	99	28.86	3	47	13.70	2	76	22.16
Indian Territory	6	58	11.53	10	161	32.00	4	76	15.11
North Central Division:									
Ohio	544	16,009	35.16	542	13,964	30.67	556	10,763	23.64
Indiana	347	14,942	54.13	346	10,321	37.39	281	6,320	22.90
Illinois	381	19,206	47.36	375	13,007	32.08	329	7,945	19.59
Michigan	271	6,318	22.30	292	9,923	35.02	262	6,311	22.27
Wisconsin	185	5,165	27.23	191	5,216	27.50	180	4,402	23.21
Minnesota	115	3,040	22.73	124	5,001	37.39	88	1,955	14.62
Iowa	320	10,693	36.50	330	8,835	30.16	337	8,387	28.63
Missouri	237	7,078	29.26	252	8,793	36.35	211	6,205	25.65
North Dakota	25	689	64.27	22	410	38.25	21	324	30.22
South Dakota	30	635	29.98	34	721	34.04	31	644	30.41
Nebraska	191	6,342	44.45	204	4,569	32.02	216	5,015	35.15
Kansas	175	5,191	36.09	176	4,455	30.97	179	4,771	33.17
Western Division:									
Montana	17	391	37.42	14	344	32.92	16	355	33.
Wyoming	4	67	19.03	6	122	34.66	6	72	20.45
Colorado	45	3,454	61.71	41	3,462	61.85	30	983	17.56
New Mexico	4	35	13.51	8	132	50.97	3	65	25.10
Arizona	2	101	55.49	3	41	22.53	2	57	31.32
Utah	12	277	13.62	10	589	28.96	7	214	10.52
Nevada	7	289	68.32	6	235	55.56	6	233	55.08
Idaho	11	273	52.10	10	283	54.01	9	212	40.46
Washington	39	1,581	45.13	35	1,113	31.77	36	765	21.84
Oregon	27	796	29.43	28	1,168	43.18	18	561	20.74
California	148	10,839	78.56	154	8,524	61.78	118	2,447	17.74

TABLE 39.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1898–99.* (*See also Table 40.*)

State or Territory.	Total public and private secondary students.			In public institutions.											
				In public high schools.			In preparatory departments of public universities and colleges.			Secondary students in public normal schools.			Total public secondary students.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	292,876	362,351	655,227	197,127	279,100	476,227	5,259	2,259	7,518	1,572	3,232	4,804	203,958	284,591	488,549
North Atlantic Division	93,595	111,692	205,287	63,536	87,147	150,683	798	12	810	422	1,697	2,119	64,756	88,856	153,612
South Atlantic Division	23,667	27,741	51,408	10,278	15,406	25,684	1,071	211	1,282	143	295	438	11,492	15,912	27,404
South Central Division	31,619	37,054	68,673	14,680	20,952	35,632	968	206	1,174	186	159	345	15,834	21,317	37,151
North Central Division	128,021	164,497	292,518	98,691	140,370	239,061	1,100	721	1,821	763	1,010	1,773	100,554	142,101	242,655
Western Division	15,974	21,367	37,341	9,942	15,225	25,167	1,322	1,109	2,431	58	71	129	11,322	16,405	27,727
North Atlantic Division:															
Maine	5,146	6,667	11,813	3,870	4,973	8,843	0	0	0	0	0	0	3,870	4,973	8,843
New Hampshire	3,167	2,836	6,003	1,546	1,918	3,464	8	0	8	33	33	66	1,587	1,951	3,538
Vermont	2,037	2,478	4,515	1,367	1,802	3,169	0	0	0	0	0	0	1,367	1,802	3,169
Massachusetts	18,295	22,385	40,680	14,841	19,584	34,425	0	0	0	57	233	290	14,898	19,817	34,715
Rhode Island	2,276	2,953	5,229	1,448	1,988	3,436	28	9	37	1	74	75	1,477	2,071	3,548
Connecticut	4,214	5,249	9,463	3,039	3,924	6,963	9	3	12	.....	.....	.....	3,048	3,927	6,975
New York	32,852	37,825	70,677	22,266	28,524	50,790	687	0	687	193	1,174	1,367	23,146	29,698	52,844
New Jersey	6,360	7,923	14,283	3,932	6,222	10,154	35	0	35	0	0	0	3,967	6,222	10,189
Pennsylvania	19,248	23,376	42,624	11,227	18,212	29,439	31	0	31	138	183	321	11,396	18,395	29,791
South Atlantic Division:															
Delaware	593	773	1,366	424	663	1,087	15	9	24	0	0	0	439	672	1,111
Maryland	3,257	3,564	6,821	1,820	2,270	4,090	18	0	18	0	0	0	1,838	2,270	4,108
District of Columbia	1,965	2,603	4,568	1,254	2,062	3,316	125	34	159	0	0	0	1,379	2,096	3,475
Virginia	3,835	4,644	8,479	1,584	2,382	3,966	143	0	143	29	0	29	1,756	2,382	4,138
West Virginia	1,228	1,860	3,088	588	1,190	1,778	251	44	295	114	216	330	953	1,450	2,403
North Carolina	4,374	4,141	8,515	410	527	937	76	35	111	0	0	0	486	562	1,048
South Carolina	3,008	3,488	6,496	1,567	2,368	3,935	186	0	186	0	29	29	1,753	2,397	4,150
Georgia	4,726	5,665	10,391	2,245	3,321	5,566	175	20	195	0	50	50	2,420	3,391	5,811
Florida	681	1,003	1,684	386	623	1,009	82	69	151	0	0	0	468	692	1,160
South Central Division:															
Kentucky	5,143	5,780	10,923	2,336	3,090	5,426	85	14	99	91	67	158	2,512	3,171	5,683
Tennessee	6,936	7,295	14,231	2,246	3,088	5,334	0	0	0	.....	.....	.....	2,246	3,088	5,334
Alabama	2,921	3,237	6,158	1,294	1,772	3,066	38	0	38	35	39	74	1,367	1,811	3,178
Mississippi	3,321	3,934	7,255	1,653	2,213	3,866	360	10	370	12	20	32	2,025	2,243	4,268
Louisiana	1,493	2,164	3,657	584	1,241	1,825	98	0	98	0	0	0	682	1,241	1,923
Texas	8,391	11,273	19,664	5,127	7,818	12,945	0	0	0	44	32	76	5,171	7,850	13,021
Arkansas	2,606	2,645	5,251	1,263	1,549	2,812	192	63	255	4	1	5	1,459	1,613	3,072
Oklahoma	391	386	777	115	173	288	195	119	314	.....	.....	.....	310	292	602
Indian Territory	417	340	757	62	8	70	0	0	0	.....	.....	.....	62	8	70

TABLE 39.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1898–99.* (*See also Table 40.*)—Continued.

State or Territory.	Total public and private secondary students.			In public institutions.											
				In public high schools.			In preparatory departments of public universities and colleges.			Secondary students in public normal schools.			Total public secondary students.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
North Central Division:															
Ohio	23,601	27,836	51,437	18,687	24,281	42,968	243	103	346	43	50	93	18,973	24,434	43,407
Indiana	13,476	16,893	30,369	10,647	14,821	25,468	0	0	0	0	0	0	10,647	14,821	25,468
Illinois	19,529	26,738	46,267	14,573	22,546	37,119	132	47	179	97	60	157	14,802	22,653	37,455
Michigan	12,552	16,641	29,193	11,574	15,572	27,146	0	0	0	0	0	0	11,574	15,572	27,146
Wisconsin	9,119	10,816	19,935	7,566	9,982	17,548	0	0	0	13	29	42	7,579	10,011	17,590
Minnesota	6,101	8,078	14,179	4,862	7,002	11,864	0	0	0	0	0	0	4,862	7,002	11,864
Iowa	14,242	18,922	33,164	11,193	16,206	27,399	95	34	129	77	60	137	11,365	16,300	27,665
Missouri	13,034	16,446	29,480	7,723	11,801	19,524	0	0	0	528	802	1,330	8,251	12,603	20,854
North Dakota	734	1,022	1,756	405	599	1,004	188	263	451	0	0	0	593	862	1,455
South Dakota	1,335	1,558	2,893	788	1,083	1,871	212	158	370	5	9	14	1,005	1,250	2,255
Nebraska	6,480	9,462	15,942	5,394	8,198	13,592	140	96	236	.....	.....	.....	5,534	8,294	13,828
Kansas	7,818	10,085	17,903	5,279	8,279	13,558	90	20	110	.....	.....	.....	5,369	8,299	13,668
Western Division:															
Montana	681	826	1,507	433	559	992	178	143	321	27	33	60	638	735	1,373
Wyoming	192	241	433	118	151	269	39	42	81	.....	.....	.....	157	193	350
Colorado	2,696	3,623	6,319	2,242	3,215	5,457	166	189	355	.....	.....	.....	2,408	3,404	5,812
New Mexico	292	298	590	60	116	176	176	99	275	25	31	56	261	246	507
Arizona	288	329	617	55	117	172	20	20	40	.....	.....	.....	75	137	212
Utah	1,773	1,819	3,592	366	575	941	459	377	836	.....	.....	.....	825	952	1,777
Nevada	243	370	613	160	263	423	63	87	150	.....	.....	.....	223	350	573
Idaho	281	347	628	129	225	354	62	42	104	0	0	0	191	267	458
Washington	1,671	2,419	4,090	1,114	1,874	2,988	100	70	170	0	0	0	1,214	1,944	3,158
Oregon	1,516	1,980	3,496	670	1,107	1,777	59	40	99	6	7	13	735	1,154	1,889
California	6,341	9,115	15,456	4,595	7,023	11,618	0	0	0	.....	.....	.....	4,595	7,023	11,618

TABLE 40.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1898–99.*

State or Territory.	In private institutions.															
	In private high schools.			In preparatory departments of private universities and colleges.			In preparatory departments of colleges for women.	Secondary students in private normal schools.			Secondary students in manual training schools.			Total private secondary students.		
	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	51,900	51,938	103,838	28,254	13,544	41,798	5,089	4,380	3,811	8,191	4,384	3,278	7,762	88,918	77,760	166,678
North Atlantic Division	20,797	18,528	39,325	5,360	1,091	6,451	1,203	285	275	560	2,397	1,739	4,136	28,839	22,836	51,675
South Atlantic Division	8,945	8,738	17,683	2,760	1,139	3,899	1,036	270	479	749	200	437	637	12,175	11,829	24,004
South Central Division	10,385	10,601	20,986	4,755	3,003	7,758	1,548	619	525	1,144	76	60	136	15,785	15,737	31,522
North Central Division	9,687	10,953	20,640	13,548	7,172	20,720	1,131	3,126	2,442	5,568	1,106	698	1,804	27,467	22,396	49,863
Western Division	2,136	3,118	5,254	1,831	1,139	2,970	171	80	90	170	605	444	1,049	4,652	4,962	9,614
North Atlantic Division:																
Maine	1,193	1,388	2,581	0	0	0	224	83	82	165	.....	.....	.....	1,276	1,694	2,970
New Hampshire	1,560	885	2,445	20	0	20	0	.....	.....	.....	.....	.....	.....	1,580	885	2,465
Vermont	670	676	1,346	0	0	0	0	.....	.....	.....	.....	.....	.....	670	676	1,346
Massachusetts	3,018	2,536	5,554	379	17	396	15	.....	.....	.....	.....	.....	.....	3,397	2,568	5,965
Rhode Island	234	280	514	0	0	0	0	.....	.....	.....	565	602	1,167	799	882	1,681
Connecticut	1,166	1,322	2,488	0	0	0	0	.....	.....	.....	.....	.....	.....	1,166	1,322	2,488
New York	5,040	5,842	10,882	2,962	616	3,578	519	83	92	180	1,616	1,058	2,674	9,706	8,127	17,833
New Jersey	1,936	1,550	3,486	427	39	466	33	.....	.....	.....	30	79	109	2,393	1,701	4,094
Pennsylvania	5,980	4,049	10,029	1,572	419	1,991	412	114	101	215	186	0	186	7,852	4,981	12,833
South Atlantic Division:																
Delaware	119	101	220	0	0	0	0	.....	.....	.....	35	0	35	154	101	255
Maryland	874	1,101	1,975	545	79	624	114	0	0	0	.....	.....	.....	1,419	1,294	2,713
District of Columbia	230	507	737	356	0	356	0	0	0	0	.....	.....	.....	586	507	1,093
Virginia	1,675	1,635	3,310	135	88	223	322	154	152	306	115	65	180	2,079	2,262	4,341
West Virginia	285	358	593	9	15	24	19	31	18	49	.....	.....	.....	275	410	685
North Carolina	3,187	2,462	5,649	651	347	998	255	0	143	143	50	372	422	3,888	3,579	7,467
South Carolina	779	575	1,354	442	302	744	112	31	102	136	.....	.....	.....	1,255	1,091	2,346
Georgia	1,828	1,867	3,695	470	187	657	214	8	6	14	.....	.....	.....	2,306	2,274	4,580
Florida	18	132	150	152	121	273	0	43	58	101	.....	.....	.....	213	311	524
South Central Division:																
Kentucky	1,565	1,512	3,077	970	743	1,713	238	96	116	212	.....	.....	.....	2,631	2,699	5,240
Tennessee	2,816	2,689	5,505	1,520	899	2,419	374	354	245	599	.....	.....	.....	4,690	4,207	8,897
Alabama	1,312	1,052	2,364	219	152	371	181	7	41	48	16	0	16	1,551	1,426	2,980
Mississippi	1,120	1,101	2,221	101	20	121	521	75	49	124	.....	.....	.....	1,296	1,691	2,987
Louisiana	531	679	1,210	289	182	462	62	.....	.....	.....	.....	.....	.....	811	923	1,734
Texas	1,986	2,633	4,619	1,211	647	1,861	122	20	21	41	.....	.....	.....	3,220	3,423	6,643
Arkansas	777	675	1,452	303	251	557	59	67	53	120	.....	.....	.....	1,147	1,032	2,179

TABLE 40.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1898–99*—Continued.

State or Territory.	In private institutions.															
	In private high schools.			In preparatory departments of private universities and colleges.			In preparatory departments of colleges for women.	Secondary students in private normal schools.			Secondary students in manual training schools.			Total private secondary students.		
	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
South Central Division—Cont'd.																
Oklahoma	21	34	55	0	0	0	0	.....	.....	.....	60	60	120	81	94	175
Indian Territory	207	226	433	148	106	254	0	.....	.....	.....	.....	.....	.....	355	332	687
North Central Division:																
Ohio	1,053	1,515	2,568	2,249	1,033	3,282	207	1,190	529	1,719	136	118	254	4,628	3,402	8,030
Indiana	922	1,212	2,134	978	241	1,219	0	929	619	1,548	.....	.....	.....	2,829	2,072	4,901
Illinois	1,467	1,964	3,431	2,466	1,341	3,807	324	154	211	365	640	245	885	4,727	4,085	8,812
Michigan	369	823	1,192	571	210	781	0	38	36	74	.....	.....	.....	978	1,069	2,047
Wisconsin	886	533	1,419	654	157	811	115	.....	.....	.....	.....	.....	.....	1,540	805	2,345
Minnesota	792	718	1,510	447	207	654	36	0	0	0	0	115	115	1,239	1,076	2,315
Iowa	908	990	1,898	1,662	1,278	2,940	0	307	354	661	.....	.....	.....	2,877	2,622	5,499
Missouri	2,484	2,185	4,669	2,042	1,078	3,130	360	257	220	477	.....	.....	.....	4,783	3,843	8,626
North Dakota	20	48	68	112	109	221	0	9	3	12	.....	.....	.....	141	160	301
South Dakota	101	146	247	229	162	391	0	.....	.....	.....	.....	.....	.....	330	308	638
Nebraska	262	415	677	624	461	1,085	0	60	292	352	.....	.....	.....	946	1,168	2,114
Kansas	423	404	827	1,514	895	2,409	89	182	178	360	330	229	550	2,449	1,786	4,235
Western Division:																
Montana	0	53	53	43	38	81	0	.....	.....	.....	.....	.....	.....	43	91	134
Wyoming	35	48	83	0	0	0	0	.....	.....	.....	.....	.....	.....	35	48	83
Colorado	53	87	140	230	99	329	0	5	33	38	.....	.....	.....	288	219	507
New Mexico	31	52	83	0	0	0	0	.....	.....	.....	.....	.....	.....	31	52	83
Arizona	0	10	10	0	0	0	0	.....	.....	.....	213	182	395	213	192	405
Utah	613	480	1,093	260	330	590	0	75	57	132	.....	.....	.....	948	867	1,815
Nevada	0	0	0	0	0	0	0	.....	.....	.....	20	20	40	20	20	40
Idaho	90	80	170	0	0	0	0	.....	.....	.....	.....	.....	.....	90	80	170
Washington	176	339	515	281	136	417	0	.....	.....	.....	.....	.....	.....	457	475	932
Oregon	393	535	928	388	291	679	0	.....	.....	.....	.....	.....	.....	781	826	1,607
California	745	1,434	2,179	629	245	874	171	0	0	0	372	242	614	1,746	2,092	3,838

TABLE 41.—*Number of secondary students to each 1,000 inhabitants in each State in 1899; also number of students in higher education to each 1,000 of population.*

State or Territory.	Estimated total population in 1899.	Total number secondary students in 1899.	Number secondary students to each 1,000 inhabitants.	Total number students in higher education in 1899.	Number students in higher education to each 1,000 inhabitants.
United States	73,960,220	655,227	8.86	147,164	1.99
North Atlantic Division	20,565,000	205,287	9.98	46,205	2.25
South Atlantic Division	10,001,400	51,408	5.14	19,692	1.96
South Central Division	13,324,400	68,673	5.15	19,344	1.45
North Central Division	25,993,500	292,518	11.25	53,297	2.05
Western Division	4,075,920	37,341	9.16	8,656	2.12
North Atlantic Division.					
Maine	656,800	11,813	17.99	1,295	1.97
New Hampshire	405,300	6,003	14.81	857	2.11
Vermont	329,100	4,515	13.72	666	2.02
Massachusetts	2,742,000	40,680	14.84	11,431	4.17
Rhode Island	419,700	5,229	12.46	1,082	2.58
Connecticut	889,100	9,463	10.64	3,012	3.39
New York	6,962,000	70,677	10.15	14,077	2.02
New Jersey	1,837,000	14,283	7.78	2,314	1.26
Pennsylvania	6,324,000	42,624	6.74	11,531	1.82
South Atlantic Division.					
Delaware	173,200	1,366	7.89	108	0.62
Maryland	1,221,000	6,821	5.59	4,114	3.37
District of Columbia	293,200	4,568	15.58	2,073	7.07
Virginia	1,718,000	8,479	4.99	3,784	2.20
West Virginia	866,000	3,088	3.57	592	0.68
North Carolina	1,771,000	8,515	4.88	2,976	1.68
South Carolina	1,312,000	6,496	4.95	2,345	1.79
Georgia	2,132,000	10,391	4.87	3,316	1.56
Florida	515,000	1,684	3.27	294	0.57
South Central Division.					
Kentucky	2,016,000	10,923	5.42	3,575	1.77
Tennessee	1,958,000	14,231	7.27	6,191	3.16
Alabama	1,798,000	6,158	3.42	2,246	1.25
Mississippi	1,448,000	7,255	5.01	1,741	1.20
Louisiana	1,421,000	3,657	2.57	1,499	1.05
Texas	3,014,000	19,664	6.52	3,129	1.04
Arkansas	1,314,000	5,251	4.00	800	0.61
Oklahoma	355,400	777	2.19	132	0.37
Indian Territory	.....	757	.....	31	.....
North Central Division.					
Ohio	3,953,000	51,437	13.01	8,219	2.08
Indiana	2,262,000	30,369	13.43	4,336	1.92
Illinois	5,062,000	46,267	9.14	12,335	2.44
Michigan	2,286,000	29,193	12.77	4,864	2.13
Wisconsin	2,107,000	19,935	9.46	3,160	1.05
Minnesota	1,834,000	14,179	7.73	3,419	1.86
Iowa	2,101,000	33,164	15.78	4,547	2.16
Missouri	3,063,000	29,480	9.62	6,445	2.10
North Dakota	352,300	1,756	4.98	236	0.67
South Dakota	456,200	2,893	6.34	547	1.20
Nebraska	1,188,000	15,942	13.42	2,071	1.74
Kansas	1,329,000	17,903	13.47	3,118	2.35
Western Division.					
Montana	245,900	1,507	6.13	144	0.59
Wyoming	112,300	433	3.86	59	0.53
Colorado	617,300	6,319	10.24	1,381	2.24
New Mexico	185,400	590	3.18	60	0.32
Arizona	91,740	617	6.73	93	1.01
Utah	268,800	3,592	13.36	312	1.16
Nevada	41,080	613	14.92	181	4.41
Idaho	157,200	628	3.99	79	0.50
Washington	472,100	4,090	8.66	756	1.60
Oregon	378,100	3,496	9.25	908	2.40
California	1,506,000	15,456	10.26	4,683	3.11

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99.*

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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	Abbeville	S. E. Alabama Agricultural School.	J. Vandiver Brown	Ind	7	4	60	47	15	94	10	4	2	0	4	2	3	2	4	48	250	$15,000
2	Anniston	Boys' High School *	Saml. Adams	Dept.	3	0	100	0	0	0					10	0	5	0	3		200	2,000
3	Bell	Shiloh High School	C. V. Thompson	Dept.	1	1	6	8	45	39	2	0			0	0	0	0	2			350
4	Birmingham	High School	J. B. Cunningham	Dept.	2	6	75	164	0	0			20	30	6	14	4	8	4		6,228	3,000
5	Brewton	Collegiate Institute	D. Gillis	Dept.	2	1	27	34	0	0					1	3	1	2	5		1,500	15,000
6	Butler	Academy	E. C. Moore	Ind	1	1	29	27	0	0												500
7	Dadeville	Training School	Jay D. Lane	Dept.	1	1	20	30	30	40									4		75	6,000
8	Decatur	High School	R. R. Harris	Dept.	1	1	17	25	3	15			0	1	2	5	0	1	3		100	4,000
9	Dothan	do	Marshall Morton	Dept.	2	4	39	52	81	82	4	5	1	0	0	0			3		200	2,600
10	Edwardsville	Cleburne Institute	P. P. Daugette	Dept.	1	1	45	30	40	35					0	0			4		25	2,500
11	Eufaula	High School	J. L. Davis	Dept.	2	0	20	11	0	0					4	1	2	0	3			12,000
12	Flint	do.*	Jas. Morris	Dept.	1	0	3	5	0	0												2,000
13	Fort Deposit	do	Bruce Allen	Ind	1	1	18	22	56	54	6	6	2	3					3			10,000
14	Gainesville	Male and Female Institute	T. R. Walker	Dept.	1	1	30	35	0	0									4			
15	Goodwater	High School	Prof. Braughton	Dept.	1	1	16	20	25	33												2,000
16	Greenville	do	C. B. Gamble	Dept.	2	0	10	25	0	0					1	2			3		500	15,000
17	Guin	do	J. W. McKenzie, B. S.	Dept.	1	1	48	33	0	0	4	3	8	10					4		80	1,000
18	Hamilton	West Alabama Agricultural School.	S. T. Slaton, B. S., Pres	Ind	4	0	90	35	68	38	2	1	1	0	4	2	1	0	4	50	400	8,000
19	Hillsboro	High School	L. E. Wood	Dept.	1	0	15	15	15	20	4	3	3	2							8	700
20	Holly Pond	do	W. E. Gill	Ind	2	0	28	20	36	36									2			600
21	Huntsville	do	L. R. Butler	Dept.	1	2	25	46	34	26	3	4	4	0	3	6	2	0	2		400	10,000
22	Jackson	Agricultural College	Rev. T. S. Clyce, A. B., B. D., Pres.	Ind	5	3	40	30	85	45					2	0			4	36	100	10,000

23	Kennedy	High School *	Cecil A. Beasley	Ind	1	0	11	9	42	18	6	4	3	0	....	....	....	....	3	....	.....	1,200
24	Mobile	Boys' High School	B. S. Woodcock	Dept	2	1	85	0	0	0	....	....	....	....	9	0	....	....	4	....	.....	.....
25	.....do	Broad Street Academy (colored).	Wm. A. Caldwell	Dept	1	2	21	49	0	0	....	....	....	....	2	13	....	....	4	....	.....	6,000
26	.....do	Girls' High School	Mrs. E. S. Colston	Dept	0	6	0	185	0	0	....	....	....	....	0	29	....	....	4	....	.....	.....
27	Montevallo	Girls' Industrial School of Alabama.	H. C. Reynolds	Ind	0	3	0	150	0	246	....	....	....	....	0	72	0	3	4	....	500	50,000
28	.....do	High School (boys) *	J. L. Ruffin	Dept	1	1	14	0	24	28	10	0	....	....	....	....	....	....	....	....	.....	.....
29	Montgomery	Boys' High School	W. M. Clyde	Dept	2	0	45	0	0	0	8	0	12	0	0	0	0	0	4	....	95	.....
30	.....do	Girls' High School	Miss E. M. Bullock	Dept	0	6	0	156	0	0	....	....	....	....	0	24	....	....	4	....	800	.....
31	Mount Hope	Wallace Institute	R. L. Quinn	Ind	1	1	25	21	55	24	3	2	4	3	0	0	0	0	4	....	20	1,000
32	New Decatur	Gordon School	W. B. Gibson	Dept	2	1	9	20	0	0	....	....	....	....	0	3	....	....	2	....	400	20,000
33	Oakman	Male and Female College.	E. L. Blalock	Ind	1	2	35	25	40	50	....	....	25	0	2	3	....	....	4	....	.....	2,500
34	Onconto	High School	Wm. F. Maynor	Ind	1	2	30	32	60	40	....	....	10	3	10	3	10	3	2	....	400	1,500
35	Opelika	Graded School	Robert W. Smallwood.	Dept	2	0	3	14	12	1	....	....	....	....	0	0	....	....	2	....	0	0
36	Pelham	Rutherford Institute	H. C. Cain	Dept	1	1	20	8	30	12	5	1	3	1	....	....	....	....	3	....	100	500
37	Phoenix	High School *	L. C. Biggers	Dept	1	1	17	23	33	37	....	....	....	....	0	2	....	....	3	....	0	2,000
38	Pine View	Academy	S. J. Hall	Ind	1	1	6	5	44	20	2	2	1	1	0	0	....	....	2	0	0	300
39	Pollard	High School	W. C. Carpenter	Dept	1	0	5	20	35	10	0	0	0	0	0	0	0	0	....	0	0	500
40	Pratt City	.....do	P. M. McNeil	Dept	3	0	10	20	0	0	3	0	2	7	3	4	2	4	3	....	100	6,000
41	Rock Mills	.....do	W. E. Randle	Ind	1	1	17	17	42	46	....	....	....	....	....	....	....	....	....	....	0	600
42	Salitpa	Academy	Frank H. Fielder, A. B.	Dept	1	0	10	15	15	25	7	15	....	....	0	0	....	....	5	....	0	785
43	Selma	Dallas Academy	R. E. Hardaway	Dept	1	4	31	81	0	0	....	....	....	....	1	8	0	2	4	....	1,500	20,000
44	Sheffield	High School	D. Harmon	Dept	1	0	10	25	0	0	....	....	....	....	0	0	0	0	4	....	200	10,000
45	Spring Garden	....do	Chas. M. Garrett, B. S	Dept	1	1	18	11	25	27	....	....	....	....	0	0	....	....	....	....	.....	500
46	Sulligent	Academy	Clifton Holliday	Dept	1	0	15	16	30	19	....	....	....	....	3	2	....	....	....	....	.....	.....
47	Talladega	High School *	Miss Ida Henderson	Dept	0	1	14	12	0	0	14	8	....	....	2	1	2	1	3	....	.....	12,000
48	Tuscaloosa	Graded School	Jas. H. Foster	Dept	1	0	1	9	0	0	0	5	0	0	0	0	....	....	1	0	.....	.....
49	Tuscumbia	High School	W. F. Trump, B. S	Dept	2	1	25	35	0	0	....	....	3	4	1	12	1	4	3	....	150	15,000
50	Uniontown	Academy *	A. M. Spessard	Dept	1	2	5	15	35	48	2	2	2	1	0	6	0	3	3	....	0	5,000
51	Warrior	High School	S. A. Ellis	Dept	1	1	26	41	30	20	....	....	....	....	....	....	....	....	3	....	266	1,000
52	Whistler	.....do	C. L. Garrison	Dept	1	1	10	20	0	0	....	....	....	....	4	8	....	....	4	....	400	2,000
53	Wofford	.....do. *	W. T. Morgan, M. S	Ind	2	1	5	4	25	40	....	....	....	....	....	....	....	....	4	....	115	.....
54	Woodlawn	.....do	J. M. Dewberry	Dept	1	2	10	20	0	0	....	....	....	....	0	4	0	3	3	....	300	13,000
	ARIZONA.																					
55	Phoenix	Union High School	Geo. Blount	Dept	4	2	50	87	0	0	3	5	3	0	5	9	5	9	4	....	550	33,000
56	Prescott	High School	A. J. Matthews	Dept	1	1	5	30	0	0	0	0	2	4	2	8	0	0	2	....	400	20,000
	ARKANSAS.																					
57	Augusta	Graded School *	E. C. McCants	Dept	1	0	25	7	0	0	1	2	4	1	0	1	0	0	2	0	200	3,000
58	Bellefonte	High School	J. C. Eaton	Ind	2	0	15	15	60	60	....	....	....	....	2	1	....	....	3	....	100	1,200
59	Benton	.....do	W. C. Parham	Dept	1	1	15	15	0	0	4	4	2	0	4	4	4	4	1	....	200	4,000
60	Booneville	.....do	G. W. Parks	Dept	1	0	14	17	0	0	....	....	....	....	....	....	....	....	3	....	100	1,000
61	Buckner	District High School	T. H. McGregor	Dept	1	0	5	15	59	51	0	7	....	....	....	....	....	....	....	....	.....	1,500
62	Charleston	High School	E. L. Spencer	Ind	1	1	6	8	54	34	3	0	2	0	0	0	0	0	2	0	100	4,000
63	Chickalah	.....do	Chas. Hunt	Dept	1	0	12	10	33	45	4	2	....	....	....	....	....	....	2	....	.....	.....
64	Clarendon	.....do	T. E. Helm	Dept	2	0	12	10	0	0	....	....	....	....	0	0	0	0	3	....	500	3,500
65	Clarksville	.....do	J. W. Sallis	Dept	2	1	60	70	0	0	8	10	11	12	19	18	4	2	3	....	35	10,500

*Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898-99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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
	ARKANSAS—cont'd.																					
66	Conway	High School	D. L. Paisley	Dept.	2	0	30	40	0	0	15	2	....	....	1	3	0	3	2	....	400	$3,400
67	Dardanelle	....do	John C. Bunch	Dept.	2	0	20	25	0	0	10	18	....	....	0	2	0	2	4	....	40	25,000
68	Dover	....do	Jas. A. Evans	Dept.	1	1	12	15	0	0	....	....	6	0	0	0	0	0	....	....	200	1,500
69	Fayetteville	....do	J. C. Massie	Dept.	2	3	60	54	0	0	....	....	....	....	....	....	....	....	2	....	200	11,000
70	Fordyce	....do	W. T. Blount	Dept.	1	0	8	10	0	0	0	0	0	0	0	2	0	0	2	....	.....	1,500
71	Fort Smith	....do	B. W. Torreyson	Dept.	5	1	95	136	0	0	....	....	....	....	8	12	....	....	4	48	1,000	75,000
72	....do	Howard High School (colored).	Edward O. Trent	Dept.	1	2	15	28	0	0	3	6	2	6	2	6	1	4	4	....	500	8,000
73	Greenwood	High School		Dept.	1	1	25	24	0	0	9	10	8	6	0	0	....	....	4	....	1,500	10,000
74	Hackett	....do	J. B. Williamson	Dept.	1	1	21	19	0	0	....	....	....	....	1	0	....	....	4	....	.....	2,000
75	Harrison	....do	C. F. Scott	Dept.	1	1	25	30	0	0	....	....	....	....	3	1	....	....	3	....	.....	.....
76	Heber	....do	A. F. Riley	Dept.	1	1	20	26	0	0	3	2	2	0	0	0	0	0	4	....	0	3,000
77	Helena	Jefferson High School	W. W. Rivers, A. M	Dept.	2	1	14	30	0	0	....	....	....	....	2	10	1	8	3	....	.....	45,000
78	Huntsville	High School*	W. D. Crawford	Ind.	1	1	20	19	92	88	....	....	....	....	....	....	....	....	3	....	0	2,000
79	Jonesboro	....do	D. T. Rogers	Dept.	1	1	17	26	0	0	....	....	....	....	1	3	0	0	3	....	200	20,000
80	Judsonia	....do	Geo. T. McNew	Dept.	1	1	12	28	0	0	2	5	1	0	0	0	....	....	2	....	.....	6,000
81	Lagrange	Lee High School	A. S. Rogers	Dept.	1	0	15	25	25	25	3	6	2	0	3	5	2	2	4	....	.....	.....
82	Leadhill	High School	W. D. Jeter	Dept.	1	1	20	23	0	0	0	2	....	....	1	2	1	0	4	....	54	2,000
83	Little Rock	Peabody High School	R. C. Hall	Dept.	2	3	40	91	0	0	....	....	....	....	6	12	....	....	3	....	.....	.....
84	....do	Union High School (colored).*	Thos. Mason, A. M	Dept.	2	1	23	48	0	0	....	....	....	....	5	7	....	....	3	....	.....	22,250
85	Lonoke	High School	W. N. Hamlet	Dept.	2	0	13	24	0	0	....	....	....	....	2	5	2	5	3	....	1,500	6,500
86	Magazine	....do	J. W. H. Dixon	Dept.	2	1	29	10	0	0	....	....	....	....	....	....	....	....	....	....	75	.....
87	Magnolia	Southwestern Academy*.	J. W. Cantwell	Dept.	2	0	30	25	0	0	....	....	....	....	5	3	3	0	3	32	300	20,000
88	Malvern	High School	W. D. Leiper, A. M	Dept.	2	0	14	17	0	0	0	2	2	3	0	0	....	....	3	....	.....	6,000

89	Marianna	Male and Female Institute.	Thos. A. Futrall, A. M.	Dept.	2	3	70	75	0	0	10	15	10	15	3	9	3	9	4	....	2,500	20,000
90	Melbourne	High School	C. J. Baker	Dept.	2	0	11	9	54	67	....	....	....	....	....	....	....	....	....	....	150	1,600
91	New Lewisville	do.*	Jos. E. Johnston	Dept.	1	0	6	20	39	45	4	15	2	4	....	....	....	....	....	....	.....	.....
92	Newport	do	J. P. W. Brouse	Dept.	2	0	33	34	0	0	....	....	5	14	0	5	....	....	3	....	800	25,000
93	Ozark	Graded and High School.	A. M. Parsons	Dept.	1	0	12	12	0	0	....	....	....	....	0	0	....	....	2	0	0	8,000
94	Paris	Academy	G. S. Minmier, A. B.	Ind.	2	0	50	54	0	0	7	2	1	0	1	2	1	1	2	....	0	12,000
95	Pine Bluff	High School	J. H. Witherspoon, A.B.	Dept.	2	2	87	96	0	0	....	....	....	....	10	6	....	....	4	....	750	16,000
96	do	Merrill High School (colored).	T. McMakin	Dept.	2	0	5	10	0	0	....	....	....	....	2	2	2	2	4	....	8	.....
97	Prescott	Tom Allen High School	P. L. Burrow	Dept.	1	0	6	16	0	0	....	....	....	....	0	1	0	1	3	....	100	5,300
98	Princeton	High School*	Miss Lottie C. Hampton	Dept.	0	1	6	10	10	25	....	....	....	....	....	....	....	....	....	....	.....	431
99	Rogers	do	R. G. Creekmoore	Dept.	1	2	24	23	0	0	....	....	....	....	....	....	....	....	....	0	0	12,000
100	Russellville	do	E. S. Hamilton	Dept.	1	1	14	22	0	0	2	6	....	....	....	....	....	....	3	....	50	5,000
101	Salem	do	W. R. Chesnut	Ind.	1	1	25	25	50	65	3	2	0	0	0	0	0	0	3	....	.....	3,000
102	Springdale	do	A. V. Smith	Dept.	1	0	18	18	0	0	3	2	....	....	0	0	0	0	3	....	24	4,500
103	Springfield	do	J. C. Floyd	Dept.	1	0	7	8	44	46	2	2	1	0	....	....	....	....	2	....	160	1,000
104	Stephens	Stephen A. Bemis Institute.	J. L. Dickson	Ind.	2	0	12	20	44	56	3	2	....	....	....	....	....	....	4	....	.....	3,000
105	Texarkana	High School	Miss Allie B. Deuprce	Dept.	1	2	31	38	0	0	1	3	....	....	1	10	1	3	4	....	100	25,000
106	Valley Springs	Academy*	Thomas F. Allbright	Dept.	3	0	34	30	0	0	....	....	....	....	....	....	....	....	4	....	100	2,500
107	Vanburen	High School	J. D. Kogy	Dept.	3		30	45	0	0	4	6	....	....	1	4	1	2	3	....	346	16,000
108	Waldron	do	C. Henderson	Dept.	1	1	30	30	0	0	....	....	....	....	0	0	....	....	4	....	.....	3,000
109	Wheatley	do	T. C. Nall	Dept.	1	1	10	14	30	42	....	....	....	....	0	0	....	....	3	....	.....	.....
	CALIFORNIA.																					
110	Alameda	High School	Arthur W. Scott, M. D.	Dept.	5	4	45	104	0	0	1	6	11	16	1	15	0	10	3	....	300	17,200
111	Arroyo Grande	do	A. F. Parsons	Ind.	1	1	13	31	0	0	....	....	3	4	1	2	0	0	4	....	312	600
112	Auburn	do	W. M. Mackay	Ind.	1	1	16	18	0	0	....	....	8	7	....	....	....	....	4	....	100	500
113	Azusa	Citrus Union High School	Floyd N. Loveland	Ind.	2	1	34	40	0	0	3	7	6	2	4	5	3	0	3	....	150	2,950
114	Bakersfield	Kern County High School	C. C. Childress	Ind.	1	2	25	50	0	25	....	....	2	0	4	5	0	0	3	....	300	35,000
115	Benicia	High School	Allyn O. Taylor, A. M., Ph. D.	Dept.	2	1	20	25	0	0	3	10	5	1	2	3	1	3	4	....	1,629	35,812
116	Berkeley	do	S. D. Waterman	Dept.	6	7	146	158	0	0	12	22	60	70	22	26	18	22	3	....	300	45,000
117	Bostonia	El Cajon Valley Union High School.	Robt. C. Root	Ind.	1	1	16	9	0	0	....	....	1	0	3	0	3	0	4	....	141	735
118	Centerville	Union High School*	Frederick Liddeke	Dept.	1	3	29	41	0	0	5	3	3	0	3	5	1	3	4	....	556	12,500
119	Cloverdale	do	E. E. Hollopeter	Ind.	1	1	4	23	0	0	....	....	....	....	....	....	....	....	4	....	140	125
120	Colton	High School	Albert M. Webster	Dept.	2	1	16	12	0	0	0	0	3	0	0	1	0	0	4	....	954	250
121	Colusa	do	Jno. E. Hayman	Dept.	1	1	27	25	0	0	0	0	5	4	10	7	....	....	4	....	256	1,000
122	Compton	Union High School	Burt O. Kinney	Ind.	1	1	16	20	0	0	6	7	....	....	2	3	2	2	3	....	100	250
123	Corona	High School	J. N. Keran	Dept.	2	1	19	30	0	0	10	12	8	5	2	5	2	5	4	....	365	15,000
124	Coronado	do	Henry G. Crocker	Dept.	1	2	13	17	0	0	0	0	1	0	1	1	1	0	4	....	.....	.....
125	Crescent City	Del Norte County High School.	W. M. Jones	Ind.	1	1	3	5	0	0	....	....	....	....	1	3	....	....	4	....	24	2,500
126	Dixon	Union High School	J. R. Grinstead	Ind.	1	1	18	14	0	0	....	....	....	....	....	....	....	....	4	....	200	4,000
127	Easton	Washington Union High School.	A. Sorensen	Ind.	1	1	15	13	9	7	....	....	1	4	0	2	0	2	3	....	181	2,000
128	Elkgrove	Union High School	Frank Tade	Ind.	1	1	11	11	0	0	1	0	....	....	4	2	1	0	3	....	150	2,500

*Statistics of 1897–98.

TABLE NO. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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–cont'd																					
129	Elmira	Union High School*	Clyde B. Cooper	Ind...	1	0	9	7	0	0	3	3	1	0	2	2	2	1	3	....	40	$2,000
130	Elsinore	....do	F. L. Osenburg	Ind...	1	1	16	9	0	0	....	....	8	0	2	0	0	0	4	....	262	200
131	Esparto	....do	Miss Mertie R. Thompson.	Ind...	0	2	13	17	0	0	3	12	10	1	4	1	3	1	3	....	457	6,100
132	Etna Mills	....do	C. D. Perry	Ind...	2	0	13	29	0	0	....	....	....	....	2	4	0	0	4	....	611	4,300
133	Eureka	High School	Geo. B. Albee	Dept..	2	2	46	81	0	0	....	....	....	....	6	16	4	12	4	....	100	1,000
134	Fallbrook	Union High School	I. C. Adams	Ind...	1	1	18	26	0	0	....	....	3	2	3	6	3	2	4	....	75	300
135	Fresno	High School	C. L. McLane	Dept..	5	5	101	143	0	0	1	1	25	40	14	12	7	5	4	....	711	90,000
136	Fullerton	Union High School	William R. Carpenter..	Ind...	3	1	21	28	0	0	0	4	8	0	4	3	3	1	4	....	300	9,000
137	Gilroy	High School	R. C. Storey	Dept..	2	1	18	42	0	0	0	3	0	0	1	6	0	0	3	....	2,000	20,000
138	Grass Valley	....do	M. W. Smith	Dept..	3	0	38	61	0	0	....	....	....	....	4	10	....	....	3	....	2,100	.....
139	Gridley	Union High School	J. T. Bevan	Ind...	1	0	12	7	0	0	....	....	....	....	....	....	....	....	4	....	120	2,000
140	Hanford	....do	E. H. Walker	Ind...	3	1	54	58	0	0	....	....	10	0	12	7	4	2	3	....	500	15,000
141	Hawards	....do	John Gamble	Ind...	2	2	27	33	0	0	4	5	1	2	0	0	....	....	4	....	675	8,775
142	Healdsburg	High School	H. R. Bull	Ind...	3	0	26	38	0	0	2	3	10	16	4	11	....	....	4	....	300	6,000
143	Hemet	Union High School	J. A. Rice	Ind...	1	1	10	23	0	1	2	8	....	....	1	5	1	5	4	....	350	7,500
144	Hollister	High School	T. D. M. Slaven	Ind...	2	0	23	25	0	0	....	....	3	0	7	4	3	2	3	0	100	300
145	Julian	Cuyamaca Union High School.	J. W. Keene, A. M., M. D.	Ind...	1	0	7	9	7	2	0	0	0	0	0	0	0	0	4	....	536	5,000
146	Livermore	Union High School, No. 1.	W. J. Connell	Ind...	2	1	26	39	0	0	....	....	....	....	3	8	3	4	4	....	357	15,000
147	Lodi	High School	Frank B. Wootten	Dept..	1	1	11	24	0	0	....	....	2	1	3	5	2	1	3	0	200	10,000
148	Lompoc	Union High School	Horace N. Caldwell....	Ind...	2	1	35	40	0	0	....	....	0	3	1	9	0	3	4	....	150	12,000
149	Los Angeles	High School	W. H. Housh	Dept..	8	11	259	418	0	0	4	6	40	40	59	68	15	18	4	....	1,200	110,000
150	Los Gatos	....do	Louis K. Webb	Dept..	1	2	21	33	0	0	....	....	9	10	2	8	2	2	3	....	35	6,500
151	Marysville	....do	G. H. Stokes	Ind...	1	1	33	47	0	0	....	....	....	....	5	8	1	4	3	....	300	7,500

152	Mendocino	do	R. Y. Glidden	Ind...	2	1	31	40	0	0	....	....	....	....	3	0	3	0	4	....	300	8,000
153	Merced	do	Frederick W. Koch	Dept..	3	1	35	52	0	0	4	10	5	0	1	8	1	5	4	....	425	20,000
154	Monrovia	do	T. H. Kirk	Dept..	2	2	23	25	0	0	1	2	2	3	1	5	....	....	4	....	582	7,000
155	Napa	do	F. O. Mower	Dept..	2	1	30	47	0	0	2	0	8	15	2	2	2	2	4	....	300	13,000
156	Nevada City	do	E. H. Barker	Dept..	2	1	60	31	0	0	0	0	6	6	5	4	....	....	4	....	.....	.....
157	Oakdale	Union High School	Joseph S. Denton	Ind...	1	1	21	20	0	0	....	....	12	10	2	7	1	2	3	....	452	18,000
158	Oakland	High School	J. B. McChesney	Dept..	6	12	219	363	0	0	....	....	....	....	38	55	15	18	4	0	500	300,000
159	Oroville	Union High School	J. B. Hughes	Ind...	1	1	20	21	0	0	....	....	6	4	4	6	4	2	4	....	100	15,000
160	Pasadena	High School	Jas. D. Graham	Dept..	5	7	97	156	0	0	6	20	28	15	14	15	12	12	4	....	600	45,000
161	Paso Robles	do	David S. Snedden	Dept..	1	2	26	21	0	0	....	....	5	1	5	4	5	4	4	0	400	500
162	Perris	Union High School	Otto F. Barth	Dept..	2	0	11	19	0	0	3	4	0	0	0	0	0	0	4	0	80	350
163	Petaluma	High School	W. Scott Thomas	Dept..	2	2	53	35	0	0	0	0	5	8	6	2	6	2	4	....	350	27,000
164	Placerville	Union High School (dist. No. 1).	S. B. Wilson	Ind...	1	0	16	22	0	0	0	3	6	8	4	2	1	2	3	....	200	2,700
165	Pomona	High School	Frank H. Hyatt	Dept..	2	4	60	85	0	0	10	20	30	70	8	17	8	17	4	50	500	.....
166	Red Bluff	Union High School	Charles C. Swafford	Dept..	2	1	19	37	0	0	10	16	4	10	0	1	0	1	4	....	250	300
167	Redlands	do	Lewis B. Avery	Ind...	4	4	63	120	0	0	....	....	....	....	5	17	4	15	4	....	764	38,300
168	Redwood	Sequoia Union High School.	David A. Curry	Ind...	3	2	22	23	0	0	9	4	6	5	5	4	5	1	3	....	450	800
169	Riverside	High School	Miss Eugenie Fuller	Dept..	4	3	82	117	0	0	....	....	....	....	8	9	6	3	4	....	506	.....
170	Sacramento	do	James H. Pond	Dept..	3	7	111	188	0	0	4	3	8	2	7	17	3	3	4	....	.....	13,225
171	Salinas	do	A. C. Barker	Dept..	3	1	51	63	0	0	....	....	4	0	7	4	2	0	4	....	500	11,360
172	San Bernardino	do	D. B. Sturges	Dept..	5	4	91	136	0	0	14	45	26	3	13	23	8	10	4	0	700	65,000
173	San Diego	do.*	F. P. Davidson	Dept..	4	9	168	265	0	0	....	....	4	7	15	39	7	12	4	....	.....	12,000
174	San Francisco	Girls' High School	Elisha Brooks	Dept..	4	12	0	538	0	0	0	15	0	20	0	79	0	79	3	....	740	185,000
175	do	Lowell High School	Frank Morton	Dept..	9	3	333	186	0	0	30	18	125	57	39	24	30	15	3	....	700	30,000
176	do	Mission High School	Joseph O'Connor	Dept..	4	7	81	197	0	0	3	14	20	29	2	20	1	6	3	....	.....	.....
177	do	Polytechnic High School.	Walter N. Bush	Dept..	8	17	234	423	0	0	....	....	40	110	16	80	4	11	3	0	1,000	.....
178	San Jose	High School	A. E. Shumate	Dept..	4	6	153	208	0	0	2	4	....	....	17	18	15	15	4	....	200	200,000
179	San Luis Obispo	do	Eugene Pitcher	Dept..	2	2	40	54	0	0	0	1	1	0	2	6	1	3	4	....	300	1,000
180	San Rafael	do	R. C. Bentley	Dept..	4	1	30	51	0	0	0	1	2	0	3	7	3	2	4	....	200	25,000
181	Santa Ana	do	Lyman Gregory	Dept..	4	4	89	136	0	0	4	10	20	30	9	10	7	7	4	50	2,800	4,000
182	Santa Barbara	do	W. A. Wilson	Dept..	3	3	75	100	0	0	....	....	....	....	....	....	....	....	4	....	500	3,500
183	Santa Clara	do	Leigh R. Smith	Dept..	2	6	96	97	0	0	....	....	....	....	25	32	14	17	4	....	.....	.....
184	Santa Cruz	do	D. C. Clark	Dept..	2	6	66	146	0	0	0	0	8	10	8	30	4	8	4	0	750	.....
185	Santa Maria	Union High School	Geo. C. Russell	Ind...	1	2	29	49	0	0	3	7	....	....	3	8	2	0	4	....	500	10,000
186	Santa Monica	High School	Nathan F. Smith	Dept..	3	1	21	36	0	0	0	10	8	5	8	3	2	3	4	....	275	1,000
187	Santa Paula	Union High School	J. B. Newell	Ind...	2	2	34	35	0	0	0	2	2	3	3	5	....	....	4	....	770	9,800
188	Santa Rosa	High School	E. M. Cox	Dept..	4	4	118	195	0	0	....	....	....	....	9	28	....	....	4	0	610	30,000
189	Selma	Union High School	C. S. Taylor, jr	Dept..	2	1	36	63	0	0	....	....	....	....	3	5	3	3	4	....	330	8,000
190	Sonoma	Sonoma Valley Union High School.*	Benjamin Weed	Dept..	2	0	6	15	0	0	....	....	2	0	1	2	1	0	3	....	1,000	3,000
191	Stockton	High School	D. A. Mobley	Dept..	5	5	100	159	0	0	....	....	....	....	13	25	5	9	4	....	1,053	.....
192	Suisun	Armijo Union High School.	Chester Wetmore	Ind...	1	2	24	26	0	0	....	....	5	3	2	0	0	0	4	0	.....	15,000
193	Sutter	Union High School	W. A. Wright	Ind...	1	1	20	18	0	0	....	....	6	4	1	9	....	....	3	....	200	5,000
194	Tulare	High School	C. J. Walker	Dept..	2	2	39	58	0	0	....	....	6	5	8	3	3	1	4	....	700	40,000
195	Ukiah	do	L. W. Babcock	Ind...	2	1	47	41	0	0	....	....	5	3	2	2	1	0	4	....	500	10,000
196	Vacaville	Union High School	R. H. Van Horn	Dept..	2	1	28	54	0	0	....	....	8	16	3	5	1	3	4	....	1,009	21,000
197	Vallejo	High School	J. J. Rippetoe, A. B.	Dept..	1	3	36	50	0	0	0	0	15	6	9	15	8	3	4	86	487	250
198	Ventura	do	P. W. Kauffman	Dept..	2	3	41	95	0	0	....	....	....	....	9	11	....	....	4	....	400	12,000

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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–cont'd																					
199	Visalia	High School	P. S. Woolsey	Dept.	4	1	53	58	0	0	0	8	20	16	19	19	8	6	4	....	300	$18,000
200	Watsonville	.....do	Irving Townsend	Ind.	3	2	47	52	13	15	....	....	....	....	6	10	3	7	3	....	900	25,000
201	Winters	Union High School	Mrs. Lydia Hebron Kniss.	Ind.	0	2	10	17	0	0	2	1	....	....	3	4	2	1	4	....	125	700
202	Woodland	High School	J. S. Stewart	Ind.	2	2	50	75	0	0	....	....	....	....	2	8	2	8	4	....	300	50,000
203	Yreka	Siskiyou County High School.	A. L. Cowell	Ind.	2	1	27	22	0	0	1	0	6	5	2	3	1	1	4	....	635	25,000
	COLORADO.																					
204	Akron	High School	Prof. J. S. Howe	Dept.	1	0	10	20	43	37	....	....	....	....	1	7	....	....	3	....	81	10,000
205	Alamosa	.....do	Chauncey F. Bell	Dept.	1	1	7	5	0	0	....	....	2	1	0	0	0	0	3	....	700	.....
206	Arvada	.....do	J. L. Donahue	Dept.	1	0	1	9	29	71	1	1	....	....	....	....	....	....	2	....	2	3,000
207	Aspen	.....do	F. J. Brownscombe	Dept.	2	1	68	33	0	0	3	14	6	0	3	8	2	4	4	30	1,242	350
208	Blackhawk	.....do.*	J. H. Matthews	Dept.	1	3	21	23	0	0	4	5	4	5	4	4	3	2	4	....	450	15,000
209	Boulder	State Preparatory School.	Henry W. Callahan, Ph. D.	Dept.	9	4	140	169	0	0	47	73	49	39	15	21	15	21	4	45	1,500	35,000
210	Canon City	High School	Miss M. B. Minor	Dept.	3	2	47	60	0	0	0	5	29	38	6	6	5	6	4	....	500	30,000
211	.....do	South Canon High School.	H. E. Smith	Ind.	1	1	22	18	30	28	....	....	5	3	....	....	....	....	4	....	150	7,500
212	Central City	High School	H. C. White	Dept.	1	2	19	39	0	0	....	....	7	11	1	7	0	1	4	....	1,500	20,000
213	Colorado Springs.	.....do	G. B. Turnbull	Dept.	5	6	165	224	0	0	6	18	8	20	13	22	....	....	4	120	700	130,000
214	Cripplecreek	.....do	E. C. Hickey	Dept.	2	2	40	72	0	0	....	....	3	5	3	5	3	5	4	....	84	46,000
215	Del Norte	.....do	Royal W. Bullock	Dept.	1	0	18	20	0	0	....	....	1	4	0	0	0	0	4	....	300	.....
216	Delta	.....do	W. G. Harris	Dept.	2	0	32	35	1	0	....	....	4	0	3	5	....	....	3	....	500	.....
217	Denver	High School (dist. No. 1)	Wm. H. Smiley	Dept.	15	10	333	575	0	0	59	64	26	8	43	100	12	15	4	333	1,900	700,000
218	.....do	High School (dist. No. 2)	Edward F. Hermanns	Dept.	8	8	166	283	0	0	12	15	82	88	15	30	8	10	4	80	2,669	110,000

219	.....do.....	Manual Training High School (dist. No. 1).	Chas. A. Bradley.....	Dept..	9	9	189	194	0	0	1	0	44	31	27	26	10	5	4	75	900	133,000
220	Denver (Highlands).	North Side High School (dist. No. 17).*	Edgar R. Downs.....	Dept..	6	7	157	257	0	0	....	....	....	....	17	26	....	....	4	....	1,500	75,000
221	Denver.....	South Side High School..	W. J. Wise.....	Dept..	1	2	21	23	0	0	2	6	6	4	4	5	2	4	3	0	376	125,000
222	Durango.....	High School.....	James R. Meek.....	Dept..	3	2	35	50	0	0	....	....	....	....	0	3	0	2	4	....	1,500	30,000
223	Florence.....	.....do.*	Miss Julia Taylor.....	Dept..	1	2	9	42	0	0	0	2	2	0	....	....	....	....	3	....	350	35,000
224	Fort Collins.....	.....do.*	A. H. Dunn.....	Dept..	3	2	19	64	0	0	....	....	....	....	1	16	....	....	4	....	1,000	50,000
225	Georgetown.....	.....do.....	D. R. Hateh.....	Dept..	2	1	37	26	0	0	10	8	....	....	2	2	1	1	4	0	600	10,000
226	Golden.....	Fremont High School....	W. F. Smith.....	Ind...	1	0	2	5	26	27	....	....	....	....	....	....	....	....	2	....	100	3,500
227	.....do.....	High School.....	William Triplet.....	Dept..	4	0	40	61	0	0	0	0	20	30	4	10	4	10	4	0	700	40,000
228	Grand Junction..	.....do.....	Albert S. Otto.....	Dept..	3	3	37	69	0	0	4	12	4	0	2	6	2	4	4	0	597	30,000
229	Greeley.....	.....do.....	A. B. Copeland.....	Dept..	3	4	83	134	0	0	....	....	....	....	17	13	....	....	4	....	400	60,000
230	Gunnison.....	.....do.....	Miss Beulah Pendleton	Dept..	1	1	13	21	0	0	1	4	3	0	0	0	0	0	4	....	.....	.....
231	Holyoke.....	.....do.....	J. R. Aleoek	Dept..	1	0	3	4	0	0	....	....	....	....	1	1	....	....	3	....	75	6,000
232	Idaho Springs....	.....do.....	Warren A. Haggott	Dept..	1	2	30	35	0	0	10	8	10	8	2	3	2	3	4	....	900	37,000
233	Lajunta.....	Union High School, No 1.	W. M. Shafer, A. B	Dept..	3	1	62	63	25	30	....	....	7	20	4	4	4	2	5	....	300	40,000
234	Leadville.....	High School.....	Miss Margaret Williams	Dept..	2	2	34	61	0	6	....	....	....	....	2	7	....	....	3	....	1,500	.....
235	Longmont.....	.....do.....	Miss Graee Ellen Shoe.	Dept..	2	3	35	65	0	0	0	3	5	0	3	5	2	1	4	....	500	15,000
236	Montevista.....	.....do.....	H. H. Wilson.....	Dept..	2	1	35	45	0	0	2	3	22	17	3	9	....	....	4	....	400	.....
237	Montrose.....	.....do.....	W. P. Rhodes	Dept..	1	0	11	25	0	0	....	....	....	....	....	....	....	....	3	....	400	20,000
238	Ouray.....	.....do.....	M. I. Ellis.....	Dept..	2	0	15	20	0	0	....	....	....	....	3	1	....	....	4	....	.....	.....
239	Pueblo.....	Central High School (dist. No. 20).	Miss Ida B. Haslup	Dept..	3	8	75	118	0	0	....	....	....	....	7	13	5	3	4	....	1,100	.....
240	.....do.....	High School (dist. No. 1).	Henry M. Hart	Dept..	3	7	68	123	0	0	3	19	14	0	4	12	2	7	4	55	1,528	.....
241	Roekyford.....	High School.....	C. E. Burbank	Dept..	2	0	8	25	0	0	....	....	....	....	1	5	0	0	3	....	200	.....
242	Saguaehe.....	.....do.....	John I. Palmer	Dept..	1	0	14	9	50	56	3	4	1	0	0	2	0	1	3	....	100	6,000
243	Salida.....	.....do.....	Wm. F. Cameron.....	Dept..	2	0	20	30	0	0	....	....	2	4	1	0	1	0	4	....	300	27,000
244	Trinidad.....	.....do.....	R. M. Rolfe	Dept..	2	3	101	61	0	0	....	....	....	....	4	17	0	5	3	....	.....	.....
	CONNECTICUT.																					
245	Ansonia.....	High School.....	M. E. Riehmond	Dept..	0	4	31	60	0	0	7	2	1	0	2	9	2	0	4	....	2,500	.....
246	Bethel.....	.....do.....	Ebenezer M. Crofoot...	Dept..	1	1	26	46	0	0	1	0	....	....	5	10	3	0	3	....	368	75
247	Branford.....	.....do.....	George F. Murdoek....	Dept..	1	2	26	23	0	0	2	2	4	0	0	0	0	0	4	0	800	22,000
248	Bridgeport.....	.....do.....	H. D. Simonds	Dept..	4	9	185	249	0	0	20	13	12	0	20	38	5	6	4	....	1,250	.....
249	Bristol.....	.....do.....	Elmer S. Hosmer.....	Dept..	1	5	41	61	0	0	5	4	3	4	3	5	2	0	4	....	1,200	37,000
250	Canaan.....	Graded School	Miss Sarah J. Roraback	Dept..	0	2	22	18	0	0	....	....	....	....	4	4	....	....	4	....	100	6,000
251	Cheshire	High School.....	Ernest L. Robinson....	Ind...	1	1	17	32	0	0	1	1	0	0	1	8	1	1	3	....	200	4,000
252	Colehester.....	Baeon Aeademy.....	Henry N. Dickinson...	Ind...	1	1	26	28	0	0	2	1	2	0	2	3	0	0	4	0	406	8,000
253	Collinsville.....	High School.....	F. H. Davis	Dept..	1	2	38	45	0	0	1	0	1	6	0	0	....	....	4	....	1,100	25,500
254	Danbury	.....do.....	Frank H. Bennett.....	Dept..	2	2	40	90	0	0	....	....	....	....	2	18	0	1	3	....	.....	2,000
255	Danielson	Killingly High School....	A. P. Somes	Dept..	1	2	27	39	0	0	4	2	2	0	5	13	2	6	4	0	850	30,000
256	Deepriver	Saybrook High School ...	F. N. Hanchett	Dept..	1	1	12	17	14	7	....	....	....	....	7	2	....	....	3	....	1,000	12,000
257	Derby.....	High School.....	J. W. Peck.....	Dept..	2	2	30	30	0	0	9	6	5	0	0	6	0	3	4	....	500	.....
258	East Hartford	.....do.....	James R. Tueker, A. B.	Dept..	1	2	30	45	16	24	3	6	2	0	3	2	0	0	4	0	50	.....
259	East Norwalk	.....do.....	Edward H. Gumbart...	Dept..	1	1	11	18	0	0	0	0	0	0	0	4	0	0	3	0	250	5,000
260	Gildersleeve.....	.....do.....	George H. Traey.....	Dept..	1	1	15	12	0	0	2	1	1	0	0	3	0	0	4	....	279	.....
261	Glastonbury.....	Free Academy	S. Arehibald Smith, A. B.	Ind...	2	1	31	49	12	14	5	6	2	0	0	8	0	8	4	....	.....	8,000
262	Greenwich	High School.....	Newton B. Hobart.....	Dept..	1	3	33	42	0	0	10	2	2	4	2	3	1	1	4	....	1,250	.....

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.										College preparatory students in the class that graduated in 1899.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.							
											Classical course.		Scientific courses.									
					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.																					
263	Guilford	Institute	Carll A. Lewis	Dept.	1	1	15	20	35	42	2	0	1	0	2	1	0	0	4	....	300	$12,000
264	Hartford	High School	Edward H. Smiley	Dept.	17	22	338	457	0	0	58	1	20	0	44	65	33	8	4	....	6,000	650,000
265	Hazardville	....do	Elmer E. E. Randall	Dept.	1	0	10	18	0	0	....	....	....	....	6	4	....	....	2	....	500	12,000
266	Lakeville	....do	Joseph E. Marvin	Dept.	1	0	12	18	0	0	2	4	2	0	0	0	0	0	3	....	800	2,000
267	Litchfield	Center High School	Robert L. Zink	Dept.	1	1	27	29	0	0	0	1	6	1	4	5	4	3	4	....	858	15,000
268	Madison	Hand High School	Miss Mary F. Campbell	Ind.	0	1	10	16	0	0	0	3	....	....	0	0	....	....	3	....	375	10,000
269	Meriden	High School	Simeon T. Frost, A. M.	Dept.	2	9	81	146	0	0	8	9	2	0	8	20	3	0	4	....	3,000	95,900
270	Middletown	....do	W. B. Ferguson	Dept.	2	7	117	123	0	0	....	....	....	....	15	21	4	2	4	....	400	75,000
271	Milford	....do	H. I. Mathewson	Dept.	1	2	40	43	0	0	....	....	....	....	3	4	0	0	3	....	400	15,000
272	Mystic	Broadway High School	Miss Harriet E. Park	Dept.	0	1	7	16	0	0	0	0	0	0	0	1	0	0	4	....	100	.....
273	....do	High School	Royal L. Cottrell	Dept.	1	1	17	23	0	0	3	2	1	2	2	4	0	1	4	....	110	2,500
274	Naugatuck	....do	Frank Warren Eaton	Dept.	2	3	42	45	0	0	4	0	....	....	2	3	1	0	4	....	200	300
275	New Britain	....do	Chas. F. Harper	Dept.	3	9	155	167	0	0	8	11	26	12	20	35	9	8	4	....	1,100	145,000
276	New Canaan	....do	Geo. W. Gamble	Dept.	1	0	8	9	0	0	1	0	....	....	3	2	....	....	4	....	.....	.....
277	New Hartford	....do	Edwin C. Howard	Dept.	1	0	7	10	0	0	0	0	3	0	1	2	0	0	2	0	125	12,000
278	New Haven	Boardman Manual Training High School.	Thos. W. Mather	Dept.	7	10	159	99	0	0	....	....	49	35	0	1	0	0	4	....	500	142,000
279	....do	Hillhouse High School	Myron T. Scudder	Dept.	14	17	349	459	0	0	100	40	75	0	40	70	28	14	4	0	4,000	154,000
280	New Milford	Center High School	Franklin S. Hoyt	Dept.	1	0	13	16	0	0	0	0	4	2	3	6	0	0	2	....	600	13,500
281	Niantic	East Lyme High School	Pierce D. Brown	Dept.	1	0	20	12	39	48	....	....	....	....	0	6	....	....	3	....	250	4,500
282	Norwalk	Center High School	Chas. A. Tucker	Dept.	1	1	11	17	0	0	....	....	....	....	2	4	0	0	3	....	350	.....
283	....do	Over River High School	Horace B. Wigham	Dept.	1	2	15	25	0	0	0	3	....	....	1	1	0	0	4	....	500	20,000
284	Orange	High School*	Miss Elvira Morrill	Ind.	0	1	5	10	6	9	....	....	2	0	0	3	....	....	4	....	32	2,200
285	Plainville	Graded School	Myron E. Powers	Dept.	1	1	13	23	0	0	0	0	0	0	0	0	0	0	4	....	.....	10,000

286	Plymouth	Plymouth Center High School.	Miss Mary L. Wright	Dept.	0	1	6	5	15	20	0	0	0	0	0	0	0	0	2	....	185	1,200
287	Portland	High School	Martin W. Griffin, A. M	Dept.	1	2	22	17	9	4	8	1	3	0	2	3	2	1	4	....	1,022	6,000
288	Putnam	....do	William H. Holmes, jr.	Dept.	2	2	43	67	0	0	1	5	....	....	6	13	2	3	4	....	260	.....
289	Rockville	....do	Isaac M. Agard	Dept.	3	6	82	105	0	0	....	....	....	....	9	13	2	2	4	....	1,500	50,000
290	Salisbury	Academy	A. M. Tibbetts	Dept.	1	0	15	14	0	0	1	0	0	0	0	0	0	0	6	....	50	8,000
291	Saybrook	High School	Frederiek A. Curtiss	Dept.	1	1	12	21	0	0	....	....	....	....	0	3	....	....	3	....	376	.....
292	Seymour	....do	Edwin C. Broome	Dept.	1	1	22	27	0	0	0	1	3	0	1	6	0	0	4	....	432	.....
293	Shelton	....do	Alton W. Peirce	Dept.	1	2	10	27	0	0	3	3	0	0	0	3	0	2	4	....	350	45,000
294	Southington	Lewis High School	E. L. Meritt	Ind.	1	4	56	75	0	0	4	8	0	0	7	8	0	0	4	....	750	29,000
295	South Manchester	High School	F. A. Verplanck	Dept.	2	4	49	41	0	0	9	2	0	0	8	10	1	1	4	....	500	.....
296	South Norwalk	....do	W. C. Foote	Dept.	0	2	30	42	0	0	....	....	1	0	3	6	....	....	3	....	200	.....
297	South Windsor	....do	James W. Scott	Dept.	1	0	18	15	0	0	4	2	0	1	0	3	0	1	4	....	125	.....
298	Stafford Springs	....do	S. A. Jacobs	Dept.	1	2	18	45	0	0	....	....	....	....	4	14	0	4	4	....	600	30,000
299	Stamford	....do	Wilmot R. Jones	Dept.	5	6	99	131	0	0	13	10	1	1	12	15	5	5	4	....	940	100,000
300	Stonington	High School (dist. No. 9)	Chas. T. Eaton	Dept.	1	1	24	35	0	0	0	1	....	....	0	5	0	1	4	....	150	38,000
301	Terryville	High School	Frederick D. Hayward	Dept.	1	0	17	13	0	0	....	....	....	....	2	3	....	....	3	....	700	10,000
302	Thomaston	....do	Geo. T. Cookingham	Dept.	1	2	14	26	0	0	1	2	0	0	1	4	0	0	4	....	250	20,000
303	Thompsonville	Enfield High School	E. H. Parkman	Dept.	2	3	40	60	0	0	5	1	3	2	8	2	2	1	4	....	1,400	25,000
304	Torrington	High School	Edwin H. Forbes	Dept.	5	7	95	107	0	0	1	4	3	0	7	6	3	0	6	....	3,000	40,000
305	Wallingford	....do	G. F. Fiske	Dept.	4	1	31	65	0	0	1	9	2	1	3	14	2	6	4	....	300	.....
306	Wapping	....do	Miss I. H. Smith	Dept.	0	1	8	14	5	4	....	....	....	....	2	3	1	1	4	....	200	.....
307	Waterbury	....do	Stephen W. Wilby	Dept.	6	9	131	157	0	0	15	8	4	0	16	26	5	1	4	....	400	100,000
308	Watertown	Center High School	F. J. Werking	Dept.	1	0	27	21	0	0	0	0	0	0	4	2	0	0	4	0	.....	.....
309	Westchester	Day High School	Miss Ida J. Williams	Ind.	0	1	4	2	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
310	West Hartford	High School	John H. Peck	Dept.	1	2	14	23	17	17	5	3	1	0	1	4	0	0	4	....	59	.....
311	West Haven	....do.*	A. M. Drummond, A. M	Dept.	1	2	19	34	0	0	....	....	....	....	2	4	....	....	3	....	850	40,000
312	Westville	....do	C. S. McLean	Dept.	1	1	3	7	0	0	0	2	2	0	3	7	....	....	1	....	850	.....
313	Windsor	....do	F. E. Swift	Dept.	1	1	18	23	0	0	....	....	1	2	0	6	....	....	4	....	300	20,800
	DELAWARE.																					
314	Delaware City	High School	Norris W. Wilkinson	Dept.	1	0	12	18	0	0	....	....	....	....	0	5	0	2	2	....	60	7,000
315	Felton	....do	H. V. Holloway	Dept.	1	0	6	12	0	0	....	....	1	0	0	2	....	....	3	....	100	2,500
316	Georgetown	....do	Roman Tammany	Dept.	1	0	7	12	0	0	2	0	....	....	1	0	1	0	2	....	.....	6,000
317	Laurel	....do	M. S. H. Unger	Dept.	1	2	17	34	0	0	5	6	....	....	3	4	2	4	4	....	100	5,000
318	Lewes	....do	George W. Mitchell, A.M	Dept.	1	0	7	11	0	0	....	....	....	....	0	0	0	0	3	....	30	15,000
319	Middletown	Academy and High School	Calvin L. Grimm	Dept.	1	0	10	12	0	0	....	....	1	0	2	1	1	0	2	....	.....	10,000
320	Milford	South Milford High School.*	C. B. Morris	Dept.	0	3	16	21	21	18	6	3	....	....	4	6	4	6	4	36	1,000	16,000
321	Milton	High School	John A. Collins	Dept.	1	0	4	14	0	0	....	....	....	....	....	....	....	....	....	....	.....	8,000
322	Newark	....do	A. Lee Ellis	Dept.	1	1	20	32	0	0	2	0	2	0	4	7	1	1	3	....	100	25,000
323	Newcastle	....do	W. W. Knowles	Dept.	1	2	30	40	0	0	....	....	....	....	3	4	3	4	4	....	50	45,000
324	Seaford	....do	Addison C. Brower	Dept.	1	1	24	36	0	0	....	....	13	4	10	4	4	2	4	....	150	6,000
325	Smyrna	....do	Charles H. Le Fevre	Dept.	2	1	33	60	0	0	1	2	1	0	2	11	0	1	5	0	200	20,000
326	Wilmington	....do	A. H. Berlin	Dept.	5	15	238	361	0	0	....	....	....	....	27	30	....	....	3	....	300	85,000

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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
	DISTRICT OF COLUMBIA.																					
327	Washington	Business High School	Allan Davis	Dept.	6	14	246	341	0	0	0	0	0	0	37	64	0	0	2	60	759	$6,000
328	do	Central High School	Percy M. Hughes	Dept.	14	29	443	669	0	0	66	60	39	18	41	66	18	13	4	427	6,000	.....
329	do	Eastern High School	Hosmer M. Johnson	Dept.	11	10	195	343	0	0	....	....	....	....	24	36	10	5	4	92	1,965	.....
330	do	High School (colored)	Robert H. Terrell	Dept.	18	10	199	478	0	0	10	4	1	1	27	68	3	2	4	85	1,200	135,800
331	do	Western High School	Miss Edith C. Westcott.	Dept.	4	12	171	231	0	0	15	4	51	70	9	25	6	7	4	60	965	138,000
	FLORIDA.																					
332	Bartow	Summerlin Institute*	Arthur Williams	Dept.	2	1	22	43	0	0	2	2	1	1	2	11	2	2	4	....	250	22,000
333	Brooksville	Hernando High School	J. B. Turnley	Ind.	1	1	9	8	78	67	....	....	....	....	2	1	....	....	3	....	150	4,000
334	Dade City	Paseo County High School	Robt. M. Ray	Dept.	1	1	13	24	0	0	3	2	....	....	0	0	....	....	4	....	100	4,000
335	Eustis	High School	Mrs. Jessie Perkins	Dept.	0	2	6	21	43	20	....	....	....	....	0	5	....	....	2	....	.....	.....
336	Fernandina	High School (colored), (dist. No. 1).	W. H. Peck	Dept.	1	1	2	8	0	0	....	....	....	....	0	0	....	....	....	....	0	3,000
337	Fort Meade	High School	O. M. Given	Dept.	1	0	5	7	32	31	....	....	....	....	....	....	....	....	....	....	.....	1,500
338	Gainesville	East Florida Seminary	Maj. W. L. Floyd	Dept.	4	2	51	40	0	0	....	....	....	....	4	3	....	....	4	51	1,200	35,000
339	Greeneove Springs	Green Cove High School*	Theo. J. McBeath	Dept.	0	3	4	17	0	0	....	....	....	....	....	....	....	....	3	....	0	2,500
340	Inverness	Citrus County High School	G. V. Anderson	Dept.	1	0	5	3	42	45	....	....	....	....	....	....	....	....	2	....	.....	.....
341	Jacksonville	Duval High School	Walter E. Knibloe	Dept.	4	4	56	129	0	0	4	6	4	1	13	16	....	....	4	....	150	5,200
342	Kissimmee	Oseeola High School	F. B. Shipp	Dept.	2	0	24	31	0	0	1	2	....	....	1	1	1	0	4	....	100	6,000
343	Leesburg	High School	W. H. Funk	Dept.	1	1	10	18	0	0	....	....	....	....	....	....	....	....	3	....	100	7,000
344	Liveoak	Suwannee High School*	J. H. Fulks	Dept.	1	1	9	16	0	0	....	....	....	....	1	1	....	....	2	....	34	4,000
345	Monticello	Jefferson Institute	Josiah Varn	Dept.	1	1	8	24	62	41	....	....	....	....	....	....	....	....	4	....	.....	5,000
346	Ocala	High School	John J. Earle	Dept.	2	1	30	35	0	0	1	2	10	15	3	10	3	10	3	....	250	12,000

347	Orlando	do	J. L. Boone	Dept..	1	1	20	25	0	0	....	....	....	....	4	0	....	....	4	....	200	6,000
348	Palatka	Putnam High School*	I. I. Himes	Dept..	1	1	5	8	5	16	....	....	....	....	....	....	....	....	4	....	.....	4,000
349	St. Augustine	High School	J. W. McClung	Dept..	3	0	14	25	0	0	0	0	0	0	1	2	....	....	4	....	325	14,000
350	Sanford	do.*	Samuel M. Tucker	Dept..	2	2	11	17	0	0	2	4	....	....	....	....	....	....	3	....	200	1,000
351	Spring Lake	do	E. B. O'Berry	Dept..	1	0	14	16	28	36	5	5	....	....	10	10	3	5	4	....	480	1,000
352	Starke	Bradford County High School.	A. Hereules	Dept..	2	0	25	35	0	0	1	3	2	0	2	0	2	0	4	....	100	3,000
353	Tampa	Hillsboro County High School.	B. C. Graham	Dept..	1	2	43	83	0	0	....	....	....	....	2	3	1	1	4	....	.....	.....
	GEORGIA.																					
354	Adairsville	High School	J. R. Conner	Ind...	1	1	15	19	50	56	5	5	....	....	....	....	....	....	3	....	.....	3,500
355	Adel	Institute	W. T. Daniel	Ind...	1	0	15	10	60	65	2	4	....	....	2	3	1	1	3	....	30	2,000
356	Albany	Academy	S. R. de Jarnette	Dept..	2	0	24	26	0	0	....	....	....	....	0	0	0	0	4	....	0	7,000
357	Alpharetta	High School	J. R. Trammell, L. I., A. B	Dept..	1	0	20	10	0	0	3	2	0	0	0	0	....	....	....	....	.....	.....
358	Amason	High School (Union)*	Miss Mary Lightfoot	Dept..	0	1	3	5	38	29	....	....	....	....	....	....	....	....	3	....	.....	.....
359	Americus	Furlow High School	N. C. Miller	Dept..	2	1	28	81	0	0	2	4	....	....	2	14	2	4	4	....	.....	.....
360	do	McKay Hill School (colored).*	C. A. Catledge	Dept..	1	0	5	10	0	0	....	....	....	....	5	10	....	....	4	....	72	3,500
361	Athens	West Broad High School (colored).	J. A. Bray, A. B	Dept..	1	1	7	27	0	0	5	20	....	....	2	2	2	2	3	....	350	3,500
362	Atlanta	Boys' High School*	W. M. Slaton	Dept..	6	0	200	0	0	0	....	....	....	....	36	0	....	....	3	....	.....	111,000
363	do	Girls' High School	Miss Nettie C. Sergeant	Dept..	0	13	0	400	0	0	....	....	....	....	0	46	....	....	4	....	4,000	60,000
364	Augusta	Tubman High School	John Neely	Dept..	2	7	0	204	0	0	0	21	....	....	0	36	0	21	4	....	600	20,000
365	Austell	High School*	G. T. McLarty	Dept..	1	1	6	11	44	51	0	0	0	0	0	2	0	0	4	....	1,300	3,500
366	Bainbridge	do.*	G. B. Toole	Dept..	1	2	5	15	0	0	....	....	....	....	3	3	2	3	3	....	.....	8,500
367	Baldwinville	Academy	Miss Rosa V. Caldwell	Dept..	0	1	12	10	22	16	....	....	....	....	0	0	....	....	5	....	.....	250
368	Ball Ground	High School	C. L. Gunnels, A. B	Dept..	1	0	3	3	47	49	....	....	....	....	....	....	....	....	....	....	.....	2,500
369	Bethlehem	do	John H. Breedlove	Dept..	1	0	5	4	0	0	....	....	....	....	1	1	....	....	....	....	.....	.....
370	Blakely	Military Institute	James E. Dunn, C. E	Dept..	1	2	25	30	0	0	....	....	....	....	2	3	....	....	4	40	1,000	10,000
371	Brooks Station	High School*	A. S. Hutchinson	Dept..	1	0	8	12	60	51	1	0	1	0	0	0	....	....	....	....	.....	700
372	Brunswiek	Glynn High School	Mrs. Minnie L. Parker	Dept..	1	2	47	60	0	0	....	....	....	....	1	8	....	....	5	....	300	20,000
373	Buford	High School*	Jas. M. Pitner, A. B	Ind...	0	2	40	40	50	50	5	4	....	....	0	0	0	0	....	....	.....	2,000
374	Carrollton	High School	Mrs. T. B. Slade	Dept..	1	2	61	56	0	0	8	0	6	0	4	3	....	....	4	....	350	16,000
375	Cartersville	do	Miss Lena Ford	Dept..	1	2	21	27	0	0	....	....	....	....	4	11	2	3	3	....	150	.....
376	Cedartown	do	H. L. Sewell	Dept..	2	0	30	42	0	0	4	8	0	2	2	13	2	3	4	....	.....	.....
377	Chauncey	do	Sam P. Aiken	Ind...	1	0	2	6	23	25	1	2	....	....	0	0	0	0	4	....	0	1,000
378	Clarkston	do	Miss Bessie Tuggle	Ind...	0	1	3	6	9	14	....	....	....	....	....	....	....	....	4	....	45	500
379	Coleman	do	L. O. Freeman	Ind...	1	0	14	16	26	24	6	1	0	0	0	0	....	....	3	....	200	2,500
380	Columbus	do	J. T. Alderman	Dept..	3	0	35	85	0	0	0	0	5	8	7	42	5	8	2	0	.....	20,000
381	Concord	Middle Georgia Institute	W. G. Brown	Ind...	1	2	40	25	32	23	8	7	4	3	....	....	....	....	....	0	0	1,500
382	Cordele	High School	R. J. Prentiss	Dept..	1	2	18	32	0	0	4	3	2	3	1	1	....	....	3	....	.....	7,000
383	Covington	do	W. C. Wright	Dept..	1	1	19	35	0	0	....	....	....	....	0	6	....	....	1	....	.....	15,000
384	Crawford	Academy*	Harry F. Pittard	Ind...	1	0	6	6	0	0	0	3	....	....	....	....	....	....	....	....	.....	750
385	Culloden	Institute*	C. G. Power	Dept..	0	2	7	10	34	29	2	2	....	....	....	....	....	....	3	....	.....	3,000
386	Duluth	Academy	H. L. Brock, A. B	Dept..	1	1	5	7	48	49	1	2	2	0	0	1	0	1	3	0	0	400
387	Dunn	Pleasant Valley Academy*	J. T. Lcamon, B. S	Dept..	1	1	24	35	0	0	....	....	6	2	0	0	....	....	3	....	.....	900
388	Ellaville	C. F. Crisp Institute	W. E. Nichols	Dept..	1	0	12	12	38	40	....	....	....	....	4	1	3	1	1	....	.....	3,000
389	Fairburn	Institute	John E. Pendergrast	Dept..	2	0	14	21	41	49	5	10	0	0	0	0	0	0	2	....	50	3,500
390	Flowery Branch	Academy	Allen Wilder	Ind...	1	1	6	18	36	52	0	5	0	5	0	0	0	0	6	....	.....	.....
391	Fort Gaines	High School	W. T. Keese	Ind...	1	0	20	23	45	52	1	3	....	....	0	0	0	0	1	....	100	4,000

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898-99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
392	Fort Valley	Grady Institute*	W. J. Scroggs	Dept.	1	1	22	20	0	0	6	6	4	8	7	2	4	1	3	....	400	$3,000
393	Girard	Academy	R. L. Oliver	Dept.	1	0	4	9	46	22	....	....	....	....	....	....	....	....	....	....	.....	.....
394	Gordon Springs	.....do.*	S. L. Jackson	Ind.	1	1	12	11	28	17	4	3	1	0	0	0	0	0	3	....	.....	380
395	Grantville	High School	J. H. Melson	Dept.	1	2	30	20	20	40	6	8	2	3	6	4	4	3	3	....	200	600
396	Griffin	.....do	Chas. M. Neel	Dept.	2	1	25	40	0	0	2	0	5	5	4	6	2	3	3	....	500	15,000
397	Guyton	.....do	F. D. Seekinger	Dept.	1	0	13	12	0	0	....	....	....	....	....	....	....	....	....	....	40	1,500
398	Haleyondale	Lee-Evans Institute*	Ralph Newton	Dept.	1	0	2	9	6	13	1	5	....	....	1	5	0	5	3	....	.....	2,300
399	Hampton	High School	H. H. Ezzard, B. S.	Ind.	1	0	20	24	25	28	8	6	....	....	1	0	1	0	3	....	.....	2,000
400	Harmony Grove	Academy	M. L. Parker	Ind.	1	2	50	43	0	0	12	10	....	....	6	4	5	2	4	....	300	10,000
401	Harrison	High School*	J. S. Mandeville	Ind.	1	0	6	8	28	45	....	....	....	....	....	....	....	....	3	....	.....	450
402	Hawkinsville	High School	N. E. Ware	Dept.	1	2	10	30	0	0	8	20	0	0	2	4	....	....	3	....	.....	15,000
403	Hillsboro	Ben Hill High School	Miss S. Jennie Heald	Ind.	0	1	3	5	16	10	2	5	0	0	0	0	0	0	3	....	0	600
404	Hollingsworth	High School	W. P. Palmer, A. B	Dept.	1	0	3	4	51	37	0	0	0	0	0	0	0	0	2	....	25	2,000
405	Hoschton	.....do	Mrs. L. A. Fields, Miss S. S. Candler.	Ind.	0	2	25	20	40	40	3	0	....	....	0	0	....	....	2	....	.....	400
406	Jenkinsburg	Academy	S. A. Seals	Ind.	1	0	5	7	16	22	0	0	0	0	0	0	0	0	3	....	.....	.....
407	Jonesboro	Middle Georgia College*	R. L. Paine	Dept.	2	2	68	84	0	0	41	27	20	40	3	3	3	3	....	....	50	5,000
408	Knoxville	High School*	J. H. Hall	Ind.	1	0	7	14	17	23	0	0	2	0	....	....	....	....	....	....	.....	800
409	Layfayette	Academy	W. D. Reid, A. B	Dept.	1	1	22	28	50	44	4	6	1	0	0	0	0	0	4	....	0	2,750
410	Lawrenceville	High School*	Jas. A. Bagwell	Dept.	1	2	40	46	0	0	....	....	....	....	0	3	0	3	1	....	.....	5,000
411	Lincolnton	Lincoln High School	Geo. A. Godard	Dept.	1	0	3	5	32	35	....	....	....	....	....	....	....	....	3	....	0	1,000
412	Lithonia	Institute	T. G. Callaway	Dept.	1	3	61	50	0	0	6	3	....	....	....	....	....	....	4	....	.....	5,000
413	Lizella	Warrior High School	W. B. Redding	Dept.	1	0	8	6	30	24	....	....	....	....	1	0	....	....	3	....	75	1,000
414	McDonough	High School	O. E. Ham	Ind.	1	1	28	24	26	24	5	1	5	1	0	0	0	0	4	26	0	1,500
415	McKibben	Beulah High School*	C. P. Thompson	Ind.	1	1	18	25	10	12	4	8	3	0	4	6	4	5	2	....	542	2,500

416	Maeon	Gresham High School*	C. B. Chapman	Dept.	1	9	150	200	0	0	....	....	....	....	21	30	....	....	3	....	400	50,000
417	Madison	High School	M. F. Ramsey	Dept.	1	1	20	26	0	0	....	....	4	4	3	2	3	1	1	....	.....	25,000
418	.....do	High School (colored)	T. J. Turner	Dept.	1	0	4	15	0	0	....	....	....	....	....	....	....	....	3	....	50	3,200
419	Marietta	High School	G. E. Nolan	Dept.	3	0	30	33	0	0	....	....	....	....	10	4	4	2	3	....	250	18,000
420	Marshallville	.....do	J. W. Frederick	Dept.	1	1	24	26	23	27	7	9	0	0	5	3	2	3	3	....	150	4,000
421	Milner	.....do	Rolfe Hunt	Dept.	1	0	15	15	30	25	2	2	....	....	....	....	....	....	....	....	75	2,000
422	Montezuma	Male and Female Institute.	R. B. Daniel	Dept.	1	1	18	22	0	0	10	12	2	1	1	2	1	2	3	....	300	8,000
423	Morgan	High School*	W. S. Short	Dept.	0	1	20	23	15	20	....	....	....	....	....	....	....	....	....	....	.....	560
424	Nashville	McPherson Academy	Prof. W. E. White	Dept.	1	0	6	4	29	36	3	2	....	....	0	2	0	2	....	....	.....	300
425	Newman	High School	H. J. Goertner	Dept.	2	2	23	33	0	0	....	....	....	....	1	6	....	....	3	....	600	25,000
426	Noreross	.....do.*	Ronald Johnston	Dept.	1	0	8	9	54	65	0	0	1	0	0	0	0	0	3	....	0	1,000
427	Palmetto	.....do	J. A. Richardson	Dept.	1	2	21	39	17	25	2	10	....	....	....	....	....	....	....	....	.....	3,000
428	Perry	.....do	E. H. Holland	Dept.	1	0	8	23	40	75	0	4	3	0	1	4	1	3	3	....	0	2,500
429	Phœnix	Academy	R. E. Hall	Dept.	1	0	8	8	10	12	3	4	2	2	0	0	0	0	3	....	.....	1,000
430	Point Peter	Glade Academy*	H. A. Lawrenee	Dept.	1	1	10	6	30	30	....	....	....	....	0	0	....	....	3	....	150	750
431	Rockville	Academy*	F. G. Braneh	Dept.	1	0	12	8	31	32	....	....	1	3	....	....	....	....	3	....	125	1,000
432	Rome	High School	E. M. Gammon	Dept.	1	2	48	59	0	0	....	....	....	....	....	....	....	....	2	....	.....	.....
433	Roseoe	Alex. Stephen's Academy*	Miss Witt Moseley	Dept.	0	1	7	6	33	38	4	1	....	....	....	....	....	....	....	....	.....	400
434	Roswell	High School	L. B. de Jarnette	Dept.	1	0	10	20	0	0	0	0	0	0	0	0	0	0	4	....	0	0
435	Sandersville	.....do	C. Whitehurst	Dept.	1	1	32	38	0	0	2	8	....	....	1	3	0	0	4	....	300	13,000
436	.....do	High School (colored)	T. J. Elder	Dept.	1	1	10	15	0	0	....	....	....	....	....	....	....	....	3	....	50	1,000
437	Sargents	Farmers High School*	F. G. Golden	Dept.	1	0	7	9	60	55	....	....	....	....	....	....	....	....	....	....	.....	1,000
438	Savannah	High School	H. F. Train	Dept.	6	3	96	211	0	0	4	10	....	....	12	35	4	10	3	....	.....	.....
439	Sharpsburg	.....do	G. W. St. John	Dept.	1	1	15	15	28	24	3	2	6	8	0	0	0	0	....	....	0	800
440	Siloam	.....do	Talfourd Smith	Ind.	1	0	20	20	30	30	4	1	....	....	....	....	....	....	4	....	30	200
441	Smithville	.....do	R. Powell Stephens	Ind.	1	0	4	8	43	36	0	3	....	....	....	....	....	....	3	....	75	800
442	Soque	Providence High School*	Chas. G. Byington	Ind.	1	0	6	3	44	31	....	....	0	0	0	0	0	0	....	....	.....	1,000
443	Sparta	High School	William T. Dumas	Dept.	1	1	27	35	0	0	5	5	2	0	5	5	3	5	3	....	300	18,000
444	Stellaville	.....do	D. B. Hodge, P. H. Gardner.	Ind.	2	0	4	10	46	52	1	6	....	....	0	0	....	....	3	....	0	2,000
445	Stilesboro	.....do.*	E. H. Holland	Ind.	1	0	0	7	54	27	0	1	0	0	0	0	0	0	2	....	150	2,000
446	Stone Mountain	Aeademy	F. A. Chesnut	Dept.	1	0	6	9	49	56	1	2	1	0	0	0	....	....	....	....	0	1,000
447	Tifton	Institute	W. L. Harman	Dept.	1	2	15	21	0	0	....	....	....	....	1	1	....	....	2	....	75	4,000
448	Tunnelhill	High School	A. R. Caton	Dept.	1	0	12	18	37	37	....	....	3	4	....	....	....	....	....	....	.....	1,500
449	Valdosta	Institute	Wm. B. Merritt	Dept.	2	1	26	53	0	0	6	14	5	0	2	4	2	2	3	....	800	20,000
450	Vaughn	High School*	A. W. Jackson	Dept.	1	1	11	9	65	32	1	1	....	....	0	0	....	....	4	....	112	150
451	Villa Rica	.....do	Eugene T. Steed	Dept.	1	1	50	27	0	0	5	4	2	5	1	6	1	4	1	....	750	5,000
452	Walden	.....do	Miss Bessie Napier	Dept.	1	0	4	6	18	18	0	0	0	0	0	2	0	0	3	....	.....	1,500
453	Walnutgrove	Aeademy	H. J. Blalock	Dept.	1	0	10	5	30	30	10	0	....	....	....	....	....	....	3	....	.....	1,500
454	Washington	High School	T. E. Hollingsworth	Dept.	2	2	29	56	0	0	15	10	3	0	0	0	....	....	4	....	20	30,000
455	Wayeross	.....do	E. A. Pound	Dept.	1	3	25	35	0	0	10	10	1	0	2	7	2	5	3	....	500	30,000
456	Westpoint	.....do	J. E. Purks	Dept.	2	1	25	35	0	0	....	....	....	....	0	6	0	4	4	....	1,050	14,000
457	Whigham	Connell Aeademy	C. E. Duggar	Ind.	2	0	10	15	15	20	1	2	1	2	0	0	0	0	....	....	.....	600
458	Whiteplains	Dawson Institute	A. G. Overton	Dept.	1	0	13	17	49	33	2	7	2	0	....	....	....	....	3	....	300	800
459	Willard	Salem Aeademy	A. M. Smith	Dept.	1	0	9	3	10	10	....	....	6	0	0	0	0	0	4	....	.....	1,000
460	Winder	High School	S. P. Orr	Dept.	2	0	20	40	0	0	....	....	....	....	1	7	....	....	1	....	250	6,000
461	Winterville	Academy	W. D. Candler	Dept.	0	1	16	18	31	23	2	0	....	....	....	....	....	....	....	....	.....	1,000
462	Woodbury	High School	Harvey L. Hieks, A. B.	Dept.	1	2	11	25	28	32	2	4	1	0	....	....	....	....	2	....	.....	600

*Statisties of 1897–98.

TABLE NO. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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
	IDAHO.																					
463	Boise City	High School *	E. J. Faust	Ind	2	1	33	75	0	0	0	2	3	0	5	9	2	1	4	33	800	$100,000
464	Caldwell	....do	Prof. Maybouch	Dept.	1	0	3	20	0	0	....	....	....	....	0	3	....	....	3	....	.....	7,160
465	Genesee	....do	Hartzell Cobbs	Dept.	1	0	15	12	0	0	....	....	....	....	1	2	0	1	4	....	100	3,500
466	Hailey	....do	H. H. Barton	Dept.	1	0	9	27	0	0	0	2	0	0	0	5	0	5	4	....	1,400	.....
467	Hendrick	....do	A. B. Towne	Dept.	1	0	3	4	0	0	2	3	0	0	....	....	....	....	2	....	.....	2,000
468	Lewiston	....do	H. D. Wilcox	Dept.	2	1	15	35	0	0	15	20	....	....	1	4	1	3	2	....	2	30,000
469	Moscow	....do	J. C. Muerman	Dept.	2	1	51	52	0	0	15	10	20	10	7	12	2	3	3	....	700	.....
	ILLINOIS.																					
470	Abington	North High School	Geo. Bloomer	Dept.	2	1	27	36	0	0	....	....	....	....	4	12	4	10	3	....	238	20,000
471	Albion	High School	J. G. Eimers	Dept.	2	0	14	30	0	0	....	....	....	....	0	4	....	....	3	....	500	8,000
472	Aledo	....do	P. J. Kuntz	Dept.	2	2	60	93	0	0	2	2	1	3	10	15	3	5	4	....	1,200	30,000
473	Alexis	....do.*	E. F. Sanders	Dept.	1	1	6	30	0	0	2	10	1	0	1	7	0	0	3	....	250	5,000
474	Altamont	....do	J. A. Reed	Dept.	2	0	23	27	0	0	....	....	....	....	3	4	0	0	3	0	175	8,500
475	Alton	....do	J. E. Turner	Dept.	3	2	67	125	0	0	2	3	5	0	6	14	0	3	4	....	1,500	25,000
476	Altona	....do	Chas. C. Miller	Dept.	1	0	11	15	0	0	1	3	....	....	1	8	1	3	3	....	300	4,000
477	Amboy	....do	F. W. Dunlap	Dept.	2	0	26	36	0	0	4	3	....	....	7	8	4	3	4	....	300	16,000
478	Arcola	....do	Miss Nelle B. Wright	Dept.	1	2	28	48	0	0	....	....	....	....	1	10	....	....	4	....	525	15,000
479	Arenzville	....do	C. W. Chapman	Dept.	1	0	14	12	20	30	1	0	....	....	2	1	2	0	3	....	150	8,000
480	Arlington Heights	....do	W. D. Smith	Dept.	1	0	2	3	0	0	....	....	....	....	....	....	....	....	1	....	100	10,000
481	Arthur	....do	Joseph O'Neal	Dept.	1	0	20	11	0	0	0	0	0	0	0	1	0	0	3	....	150	3,000
482	Ashland	....do	Morgan Le Mastees	Dept.	1	1	19	19	0	0	5	4	....	....	3	2	2	1	3	....	325	20,500
483	Ashton	....do	M. L. Lyon	Dept.	1	0	12	13	0	0	....	....	....	....	1	2	0	1	4	....	65	25,000
484	Assumption	....do	Robert Brown	Dept.	1	1	21	26	0	0	....	....	....	....	2	0	....	....	3	....	135	12,000

485	Astoria	....do	U. S. Collins	Dept..	1	2	31	40	0	0	2	3	1	0	0	0	....	....	4	0	450	12,000
486	Atlanta	....do	A. S. Patterson	Dept..	2	1	39	40	0	0	4	5	3	4	7	6	3	3	5	....	150	25,000
487	Atwood	....do	T. J. Haney	Dept..	1	0	10	20	0	0	0	1	1	0	1	2	....	....	3	....	200	5,000
488	Augusta	....do	Prof W. W. Wirt	Dept..	2	0	18	39	0	0	....	....	....	....	4	7	....	....	4	....	300	12,000
489	Aurora	East Aurora High School.	W. C. Hazzard	Dept..	4	6	151	187	0	0	....	....	....	....	11	30	4	10	4	....	2,000	46,000
490	....do	West Aurora High School.	Miss Katharine Reynolds	Dept..	2	3	76	105	0	0	....	....	....	....	15	22	7	17	4	....	300	20,000
491	Austin	High School	B. F. Buek	Dept..	4	9	124	200	0	0	....	....	....	....	14	12	14	12	4	....	1,200	105,000
492	Avon	....do	John R. Rowland	Dept..	2	1	27	30	0	0	....	....	....	....	1	0	1	0	4	....	720	14,500
493	Barry	....do	C. W. Hogg	Ind...	2	0	20	18	0	0	....	....	....	....	....	....	....	....	4	....	100	15,000
494	Batavia	East High School	Miss Fannie Felver	Dept..	1	1	20	48	0	0	3	10	5	10	2	11	2	5	4	....	200	1,000
495	....do	West High School	Irving B. Hunter	Dept..	2	0	13	20	0	0	3	6	2	1	0	4	0	2	4	....	75	6,000
496	Beardstown	Central High School	Harry J. Jokiseh	Dept..	2	3	61	88	0	0	....	....	....	....	1	5	....	....	4	....	1,500	.....
497	Beecher City	High School	P. E. Fletcher	Dept..	1	0	4	12	26	16	....	....	....	....	1	7	....	....	3	....	100	3,000
498	Belleville	....do	H. W. Brua	Dept..	6	0	101	118	0	0	....	....	....	....	14	17	6	2	3	....	100	1,200
499	Belvidere	North High School	Arthur J. Snyder	Dept..	2	1	24	46	0	0	....	....	....	....	2	6	2	2	4	....	250	300
500	....do	South High School	Miss Mary Porteous	Dept..	1	4	57	68	0	0	3	4	2	3	5	9	2	3	4	....	500	40,000
501	Bement	High School	E. L. McDuffee	Dept..	2	0	24	26	0	0	....	....	1	0	6	2	1	0	4	....	.....	.....
502	Blandinsville	....do	Benj. E. Deeker	Dept..	1	1	28	32	0	0	....	....	....	....	10	13	....	....	3	....	130	5,000
503	Bloomington	....do	Edwin L. Boyer	Dept..	5	5	175	224	0	0	9	13	37	22	13	19	9	7	4	....	800	90,000
504	Blue Island	North Township High School.	J. E. Lemon	Ind...	2	3	42	65	0	0	....	....	19	36	4	5	3	3	4	....	145	1,000
505	Brimfield	High School	W. W. Yates	Dept..	1	0	15	26	0	0	2	3	5	1	0	0	0	0	3	....	193	15,000
506	Bunkerhill	....do.*	P. F. Weber	Dept..	2	0	15	19	30	20	....	....	....	....	5	1	5	1	3	....	50	.....
507	Bushnell	....do	Miss Flora A. Culp	Dept..	1	2	35	45	0	0	....	....	12	25	9	12	2	10	3	....	200	25,000
508	Cairo	Douglas High School	John Snyder	Dept..	1	5	79	131	0	0	5	7	4	6	19	24	9	13	4	35	890	36,000
509	....do	Sumner High School (colored).	J. C. Lewis	Dept..	1	1	18	35	0	0	1	0	0	0	6	2	1	0	4	0	250	2,800
510	Cambridge	High School*	Elmer E. Jones	Dept..	1	1	28	40	30	32	2	5	4	4	6	8	2	4	4	....	200	20,000
511	Camppoint	Maplewood High School	C. P. Beale	Dept..	1	2	20	30	0	0	....	....	....	....	6	5	....	....	4	....	400	.....
512	Canton	High School	H. M. Anderson	Dept..	4	9	103	193	0	0	5	3	9	5	8	22	3	5	5	....	575	25,000
513	Carlinville	....do	E. H. Owen	Dept..	1	2	24	38	0	0	6	12	5	8	3	10	2	7	3	....	308	25,000
514	Carlyle	....do	E. E. VanCleve	Dept..	2	1	28	36	0	0	....	....	....	....	2	4	....	....	4	0	550	10,000
515	Carmi	....do	A. M. Reedy	Dept..	2	1	49	43	0	0	....	....	5	2	6	3	3	0	4	....	600	12,000
516	Carrollton	....do	Clyde Slone	Dept..	3	1	47	60	0	0	....	....	....	....	3	9	....	....	4	....	953	38,100
517	Carthage	....do	Miss Rose Kirkpatrick	Dept..	1	2	29	65	0	0	....	....	9	15	1	12	1	0	4	....	125	.....
518	Centralia	....do	Miss Ellen Sherman	Ind...	0	4	55	62	0	0	5	3	8	4	4	7	1	0	4	....	250	9,500
519	Cerrogordo	....do	Geo. S. Morris	Dept..	1	1	28	28	0	0	2	6	....	....	2	5	1	3	3	....	521	10,000
520	Champaign	....do	Miss Lottie Switzer	Dept..	4	4	112	130	0	0	0	0	0	0	17	22	17	22	4	....	.....	30,000
521	Chandlerville	....do	Heywood Coffield	Dept..	2	0	24	36	0	0	....	....	3	9	4	10	....	....	4	....	100	10,000
522	Charleston	Union High School*	William Wallis	Dept..	4	1	52	76	0	0	....	....	....	....	9	9	2	4	4	....	1,050	.....
523	Chatsworth	High School	E. L. Mills	Dept..	1	1	12	18	0	0	....	....	....	....	0	4	....	....	3	....	320	.....
524	Chebanse	....do	J. J. Ferguson	Dept..	1	0	13	22	0	0	0	0	0	0	0	2	0	0	4	....	400	3,000
525	Chenoa	....do	A. Middleton	Dept..	1	2	15	25	0	0	....	....	4	3	0	4	0	2	4	....	500	20,000
526	Chester	....do	James M. Diekson	Dept..	1	1	25	34	0	0	5	6	8	5	9	11	....	....	3	....	25	20,000
527	Chicago	Calumet High School	Avon S. Hall	Dept..	5	9	106	226	0	0	12	3	....	....	4	19	4	3	4	0	805	.....
528	Chicago (Station O).	Englewood High School	James E. Armstrong	Dept..	15	18	341	702	0	0	....	....	....	....	34	80	....	....	4	....	3,000	140,000
529	Chicago	English High and Manual Training School.	Albert R. Robinson	Dept..	19	0	515	0	0	0	....	....	....	....	75	0	....	....	3	....	1,000	30,000

*Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
530	Chicago (Hyde Park).	High School	Charles W. French, A. M.	Dept..	19	29	442	1,063	0	0	100	200	75	50	40	150	20	40	4	....	2,500	$140,000
531	Chicago (Mayfair).	Jefferson High School	Charles A. Cook	Dept..	8	4	86	174	0	0	20	31	31	52	6	26	6	7	4	0	680	75,000
532	Chicago	John Marshall High School.	Louis J. Block	Dept..	9	10	133	449	0	0	5	4	7	20	10	45	4	3	4	....	800	.....
533	.....do	Joseph Medill High School.	Stewart B. Sabin	Dept..	5	7	201	392	0	0	18	41	22	0	10	47	3	7	4	....	1,851	225,000
534	Chicago (Station K).	Lake High School	Edward F. Stearns	Dept..	7	8	98	266	0	0	3	3	....	....	7	31	....	....	4	....	1,050	.....
535	Chicago (Station X).	Lakeview High School	James H. Norton	Dept..	15	20	301	788	0	0	40	80	....	....	35	85	10	20	4	....	2,900	250,000
536	Chicago	North Division High School.	Oliver S. Westcott	Dept..	10	9	140	409	0	0	....	....	....	....	14	61	10	5	4	....	500	.....
537	.....do	South Division High School.	Jeremiah Slocum	Dept..	8	17	247	577	0	0	32	43	16	4	23	83	3	5	4	....	2,500	.....
538	.....do	West Division High School.	George M. Clayberg	Dept..	15	18	243	913	0	0	20	13	50	75	22	127	18	12	4	....	1,500	.....
539	Chicago Heights	High School	F. W. Schacht	Dept..	2	2	26	42	0	0	3	3	13	22	3	3	3	3	4	....	400	15,000
540	Chillicothe	.....do	G. B. Coffman	Dept..	2	1	24	35	0	0	....	....	....	....	0	5	0	2	4	....	400	20,000
541	Chrisman	.....do	J. H. Gardner	Dept..	1	1	18	20	0	0	1	0	1	0	4	3	2	0	4	0	100	15,000
542	Clayton	.....do	S. H. Trego, M. E.	Dept..	1	1	26	30	0	0	6	4	5	8	3	4	1	2	4	0	300	1,000
543	Clinton	.....do	Miss Bertha Wilcox	Dept..	1	3	20	38	0	0	....	....	....	....	2	6	1	1	4	0	1,692	45,000
544	Clyde	.....do	H. V. Church	Dept..	2	2	21	29	0	0	6	4	....	....	3	5	0	0	4	....	200	20,000
545	Coffeen	.....do	W. H. Edwards	Dept..	1	0	15	18	0	0	....	....	....	....	7	3	....	....	2	0	16	3,500

546	Colchester	do	W. E. Downey	Dept.	1	0	15	20	0	0	....	....	1	4	0	0	0	0	3	....	300	5,000
547	Colfax	do	F. C. Prowdley	Dept.	1	1	18	20	0	0	....	....	5	7	3	3	2	0	4	....	500	12,000
548	Collinsville	do	Miss Caroly Greene	Dept.	1	1	8	28	0	0	....	....	....	....	0	5	....	....	3	....	.....	50,000
549	Coulterville	do	R. V. Blaek	Dept.	1	1	30	20	0	0	....	....	....	....	4	4	4	4	4	....	400	3,000
550	Creston	do	H. A. Cross	Dept.	1	0	5	4	34	45	0	0	0	0	0	0	0	0	3	....	85	8,000
551	Cuba	do	W. D. Peck	Dept.	1	2	37	50	0	0	2	3	3	4	4	8	4	8	4	....	400	12,000
552	Danvers	do	Jacob Brown	Dept.	1	0	19	18	48	43	4	3	....	....	0	0	....	....	4	....	75	4,000
553	Danville	do	B. D. Billinghurst	Dept.	3	5	122	179	0	0	....	....	....	....	9	21	3	1	4	....	1,200	2,800
554	Davis	Union School	Franeis Thompson	Dept.	1	0	13	15	61	43	....	....	....	....	3	4	....	....	3	....	200	7,500
555	Decatur	High School	Frank Hamsher	Dept.	8	13	327	417	0	0	....	....	....	....	17	38	....	....	4	....	.....	.....
556	Dekalb	do. *	S. F. Parson	Dept.	1	2	33	45	0	0	....	....	5	0	2	7	0	0	4	....	2,021	15,566
557	Deland	do	H. S. Davis	Dept.	1	0	13	11	0	0	0	0	2	0	7	4	0	0	3	0	100	6,000
558	Delavan	do	Miss Stella I. Hoghton	Dept.	1	2	51	59	0	0	0	0	0	0	3	8	1	3	4	0	1,000	.....
559	Dixon	do	B. F. Bullard	Dept.	3	1	23	61	0	0	....	....	....	....	4	9	3	3	4	....	200	2,000
560	Downers Grove	do	O. M. Searles	Dept.	1	2	15	32	0	0	0	7	4	0	1	4	....	....	4	....	500	20,000
561	Dundee	do	C. H. Watt	Dept.	1	3	28	42	0	0	1	0	0	0	2	8	....	....	4	....	700	.....
562	Duquoin	do	Charles E. Knapp	Dept.	2	2	53	65	0	0	....	....	6	5	5	5	2	2	4	....	200	700
563	Durand	do	H. L. Dyar	Ind.	1	0	18	18	51	58	....	....	....	....	2	5	....	....	3	....	201	8,250
564	Dwight	do	Jno. W. Lockhart	Dept.	2	1	42	48	0	0*	....	....	....	....	4	6	4	6	4	....	500	30,000
565	Earlville	do	G. V. Clum	Dept.	2	0	29	20	0	0	3	1	1	0	5	6	4	1	4	....	200	4,000
566	East Dubuque	do	M. F. Moine	Dept.	1	0	4	13	0	0	....	....	....	....	0	2	....	....	3	....	150	18,350
567	East St. Louis	High School (dist. No. 1)	John Richeson	Dept.	2	3	48	102	0	0	....	....	....	....	3	12	0	1	4	....	100	.....
568	do	Monroe High School (dist. No. 2).	D. Walter Potts	Dept.	1	1	14	25	0	0	0	2	....	....	4	4	....	....	3	....	35	.....
569	Edinburg	High School	G. E. Reiss	Ind.	2	0	16	17	0	0	....	....	....	....	3	1	3	1	3	....	240	100
570	Edwardsville	do. *	M. D. Cox	Dept.	2	1	41	45	0	0	....	....	....	....	14	18	....	....	4	....	1,260	40,000
571	Effingham	do	J. D. Foucht	Dept.	2	0	23	31	0	0	0	5	3	0	7	4	1	1	3	....	25	.....
572	Elgin	do	Eugene C. Peirce	Dept.	7	11	164	251	0	0	5	6	20	75	12	23	10	20	4	....	1,000	45,200
573	Elizabeth	do	Fred H. Coombs	Dept.	1	0	13	17	0	0	....	....	7	10	6	4	2	1	2	....	100	9,000
574	Elkhart	do	Uriah Kissinger	Ind.	1	0	8	3	57	48	....	....	....	....	0	0	....	....	3	....	40	5,000
575	Elmwood	do	L. E. Flanegin	Dept.	1	2	39	52	0	0	....	....	....	....	6	16	2	1	3	....	900	35,000
576	Elpaso	East High Sehool	Miss Stella Straight	Dept.	0	2	21	32	0	0	2	1	....	....	2	6	0	2	4	....	350	18,000
577	do	Jefferson Park High School.	H. E. Waits	Dept.	1	2	25	40	0	0	....	....	2	3	....	....	....	....	4	....	.....	1,400
578	Eureka	High School	Carl Johann	Dept.	1	1	25	25	0	0	....	....	....	....	3	3	1	1	3	....	500	20,000
579	Evanston	Township High Sehool	Henry L. Boltwood	Dept.	4	14	185	331	0	0	19	15	....	....	21	33	16	25	4	....	1,400	125,000
580	Fairbury	High School	C. E. De Butts	Dept.	1	2	38	49	0	0	....	....	....	....	1	4	0	2	4	....	1,000	25,000
581	Fairfield	do	O. E. Gilpin	Ind.	3	0	35	65	0	0	10	20	....	....	0	8	0	2	4	....	1,000	15,000
582	Farmer City	do	C. C. Covey	Dept.	2	2	37	64	0	0	20	40	....	....	3	6	3	6	4	....	200	15,000
583	Farmington	do. *	H. L. Roberts	Dept.	1	1	27	45	0	0	0	0	5	3	1	7	....	....	4	....	600	.....
584	Flora	do	Miss Amy Mullikin	Dept.	1	2	30	50	0	0	1	2	2	3	2	7	2	2	4	....	1,350	35,000
585	Forrest	do	Edward H. Miller	Dept.	1	1	28	22	0	0	8	4	7	1	3	4	1	2	4	....	600	20,000
586	Forreston	do	I. D. Phillips	Dept.	1	1	16	25	0	0	....	....	....	....	3	3	....	....	4	....	200	10,000
587	Freeport	do	S. E. Raines	Dept.	2	7	86	150	0	0	9	17	10	6	9	22	3	6	4	....	636	.....
588	Fulton	do. *	Miss Mary O. Conrath	Dept.	1	2	15	16	0	0	5	7	....	....	3	2	2	1	4	....	150	20,000
589	Galena	do	J. W. Cupples	Dept.	2	3	46	75	0	0	0	0	18	3	1	5	1	5	4	0	2,000	20,000
590	Galesburg	do	Frank D. Thomson	Dept.	7	8	219	308	0	0	....	....	....	....	27	58	19	25	3	....	839	75,000
591	Galva	do	Miss Hedwig M. Maul	Dept.	1	3	38	61	0	0	....	....	....	....	4	14	....	....	4	....	1,165	37,500
592	Gardner	do	T. M. Burgess	Dept.	2	0	29	33	0	0	....	....	....	....	6	6	2	0	4	....	200	15,000
593	Geneseo	do	Frank H. Haller	Dept.	2	2	39	59	0	0	0	0	7	7	6	15	1	12	4	....	404	.....
594	Geneva	do	John E. Nelson	Dept.	1	2	20	22	0	0	2	0	1	0	3	1	2	0	3	0	.....	.....

* Statisties of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
595	Genoa	High School	S. S. Gabriel	Dept.	1	1	26	23	0	0	0	1	....	....	4	1	0	1	4	....	400	$10,000
596	Georgetown	....do	W. T. Crow	Dept.	1	0	10	15	0	0	....	....	2	2	3	2	0	2	3	....	85	2,500
597	Gibson City	....do	R. G. Jones	Dept.	2	2	53	57	0	0	3	2	....	....	2	8	0	0	4	....	400	27,750
598	Gilman	....do	L. W. Haviland	Dept.	1	1	15	25	0	0	....	....	....	....	4	3	1	0	4	....	150	20,000
599	Glenellyn	....do	W. S. Pierce	Dept.	1	0	3	9	0	0	....	....	....	....	....	....	....	....	....	....	....	....
600	Golconda	....do	Arthur Roberts	Dept.	2	0	15	20	0	0	....	....	....	....	1	4	0	0	3	....	500	5,000
601	Goodhope	....do	W. E. Turner	Dept.	1	0	2	8	8	12	....	....	....	....	0	2	0	2	2	....	290	....
602	Grayville	....do	A. L. Shellenberger	Dept.	2	0	16	23	0	0	0	0	0	0	0	4	0	2	4	....	200	17,420
603	Greenfield	....do	H. G. Russell	Dept.	1	2	48	51	0	0	4	1	1	0	....	....	....	....	4	....	275	10,000
604	Greenup	....do	W. C. Brandenburgs	Dept.	1	0	15	30	0	0	2	0	....	....	5	3	....	....	3	....	....	10,000
605	Greenview	....do	Theodore H. Haney	Dept.	1	1	11	17	0	0	....	....	....	....	0	0	....	....	4	....	500	7,000
606	Greenville	....do	R. E. Holmes	Dept.	2	2	41	43	15	21	....	....	....	....	4	6	4	6	4	....	467	30,000
607	Griggsville	....do	H. C. McCarrel	Dept.	1	1	22	39	0	0	....	....	4	10	1	6	1	3	4	....	200	20,500
608	Hamilton	....do	Geo. C. Baker	Dept.	2	1	18	46	0	0	....	....	....	....	2	4	....	....	4	....	160	10,000
609	Hampshire	....do	M. M. Alden	Dept.	1	1	28	30	0	0	....	....	....	....	2	9	....	....	3	....	300	12,000
610	Harvard	....do	Miss Jennie McCampbell.	Dept.	1	2	30	51	0	0	....	....	....	....	4	4	4	1	4	....	1,016	50,500
611	Harvey	Thurston Township High School.	J. Elmer Cable	Ind.	2	2	46	62	0	0	12	5	13	2	6	7	4	2	4	....	358	70,000
612	Havana	High School	Mrs. S. E. Pierce	Dept.	1	2	21	23	0	0	....	....	....	....	2	2	0	0	4	....	300	29,500
613	Hebron	....do	C. M. Manley	Dept.	1	1	28	36	0	0	2	4	1	2	4	11	....	....	3	....	200	....
614	Heyworth	....do	Chas. A. Ryburn	Dept.	1	0	13	15	0	0	0	0	1	0	0	0	0	0	4	....	34	15,000
615	Highland	....do	C. L. Dietz	Dept.	1	1	18	17	0	0	1	1	2	2	....	....	....	....	3	....	300	40,000
616	Highland Park	Township High School	W. A. Wilson	Ind.	1	2	31	37	0	0	0	0	5	0	2	1	1	0	4	0	100	400
617	Hillsboro	High School	Miss Mattie Hunt	Dept.	1	2	25	35	0	0	5	6	7	4	1	4	1	2	4	....	250	1,500

618	Hinsdale	do	Miss Mary MacNair	Dept.	1	3	29	36	0	0	0	0	20	15	0	3	0	2	4	....	456	.....
619	Hoopeston	do	F. V. Clements	Dept.	1	2	28	42	0	0	....	....	....	....	2	4	....	....	4	....	357	1,200
620	Huntley	do	A. A. Crawford	Dept.	1	0	10	16	0	0	....	....	....	....	3	3	2	0	3	....	75	2,000
621	Illiopolis	do	G. E. Clendenen	Dept.	1	1	34	29	0	0	5	8	2	3	....	....	....	....	3	....	.....	.....
622	Ipava	do	William Meier	Dept.	1	0	29	11	0	0	....	....	4	4	4	5	3	2	3	....	327	.....
623	Jacksonville	do	Hugh S. Weston	Dept.	3	4	90	170	0	0	....	....	....	....	5	28	2	4	4	....	400	19,000
624	Joliet	do	J. Stanley Brown	Dept.	4	8	180	270	0	0	10	15	15	6	22	36	6	4	4	....	420	62,000
625	Jonesboro	do	Wm. L. Toler	Dept.	1	1	12	28	0	0	....	....	....	....	2	2	2	0	4	....	100	2,500
626	Kankakee	do	Eugene C. Crosby	Dept.	1	4	61	93	0	0	0	1	2	3	5	11	2	3	4	....	610	25,000
627	Kansas	do	J. C. Arnold	Dept.	1	1	28	17	0	0	....	....	....	....	2	0	....	....	3	....	125	.....
628	Kewanee	do.*	H. S. Latham	Dept.	2	4	88	119	0	0	....	....	....	....	7	8	....	....	4	....	1,200	4,000
629	Kingston	do	C. O. Fife	Dept.	1	0	9	14	45	48	1	4	....	....	1	4	....	....	3	....	50	14,000
630	Kinmundy	do	W. M. Morgan	Dept.	2	0	26	20	0	0	0	0	0	0	0	0	0	0	2	....	75	7,000
631	Kirkwood	do	H. P. Wettengel	Dept.	1	0	26	16	0	0	0	0	0	0	0	0	0	0	3	....	.....	.....
632	Knoxville	do	C. H. Andrews	Dept.	1	1	31	32	0	0	....	....	....	....	10	13	....	....	3	....	475	18,000
633	Lacon	Union High School	Miss Margery Morrison	Dept.	1	2	27	32	8	15	2	0	1	0	3	2	2	1	4	0	700	5,000
634	Lagrange	Lyons Township High School.	E. G. Cooley	Ind.	4	3	66	81	0	0	....	....	....	....	7	6	7	6	4	....	1,200	.....
635	Lake Forest	High School	Frank R. Page	Dept.	1	1	0	10	0	0	....	....	....	....	....	....	....	....	....	....	400	.....
636	Lanark	do	E. S. Hady	Dept.	1	2	24	36	0	0	....	....	....	....	4	4	1	1	4	....	450	25,000
637	Lasalle	do	Stratton D. Brooks	Dept.	6	4	206	200	0	0	10	14	13	20	7	17	2	5	4	....	387	67,000
638	Leaf River	do	W. T. Tuttle	Dept.	1	0	7	9	13	14	....	....	....	....	4	4	2	0	3	....	75	.....
639	Lena	do	Geo. N. Snapp	Dept.	1	1	25	30	0	0	2	3	....	....	3	9	2	3	4	....	300	10,000
640	Leroy	do	B. C. Moore	Dept.	2	1	26	34	0	0	3	4	2	3	3	5	1	1	4	....	400	2,000
641	Lewistown	do	Miss Georgia T. First	Dept.	1	2	43	57	0	0	16	21	7	6	5	6	3	4	4	....	210	22,000
642	Lexington	do	Jesse L. Smith	Dept.	1	2	37	45	0	0	....	....	5	5	1	6	1	4	4	....	250	25,000
643	Lincoln	do	.....	Dept.	1	2	28	34	0	0	....	....	....	....	3	2	....	....	....	....	.....	.....
644	Litchfield	do	J. E. Wooters	Dept.	2	2	36	89	0	0	5	23	7	30	2	16	1	5	4	....	100	25,000
645	Lockport	do	J. E. Hooton	Dept.	2	0	30	45	0	0	....	....	10	15	2	2	0	1	4	....	700	40,000
646	McLean	do	S. K. McDowell	Dept.	1	1	14	24	0	0	....	....	....	....	2	7	2	2	3	0	296	14,000
647	Mansfield	do	C. C. Faust	Dept.	1	0	17	25	0	0	....	....	....	....	4	1	....	....	3	....	135	10,000
648	Marengo	do	Miss Eleanor Johnston	Dept.	1	2	23	36	0	0	....	....	....	....	2	15	2	5	4	....	800	.....
649	Marva	do	William Fry	Dept.	2	0	19	36	0	0	1	3	1	0	8	2	2	0	4	....	250	12,500
650	Marseilles	do	Fred. M. Kline	Dept.	2	1	28	50	0	0	3	8	3	0	6	14	5	5	4	....	350	20,000
651	Marshall	do	L. A. Wallace	Dept.	2	1	40	51	0	0	1	4	1	1	0	7	....	....	4	....	200	.....
652	Martinsville	do	J. H. Brewer	Dept.	1	1	10	20	0	0	....	....	....	....	0	3	....	....	3	....	150	6,000
653	Mascoutah	do	Otto P. Klopsch	Dept.	2	1	33	27	0	0	0	0	....	....	5	4	3	1	3	0	750	22,000
654	Mason City	do	Mrs. E. A. Naylor	Dept.	2	1	30	46	0	0	....	....	0	1	0	4	0	1	4	....	150	200
655	Mattoon	do	Selden F. Smyser	Dept.	2	4	66	116	0	0	....	....	....	....	6	18	....	....	4	0	1,300	20,000
656	Maywood	do.*	Hugh A. Owen	Dept.	2	2	30	36	0	0	0	0	0	0	3	7	....	....	4	....	105	1,000
657	Mazon	do	Joseph E. Swink	Dept.	1	0	8	15	0	0	0	0	1	0	0	0	0	0	3	....	114	6,500
658	Medora	do	W. J. Chapman	Dept.	1	0	2	10	68	40	....	....	....	....	2	3	....	....	2	....	200	2,000
659	Mendon	do	Harry W. Collins	Dept.	1	4	28	37	0	0	2	0	3	0	5	3	1	0	4	....	.....	25,000
660	Mendota	Blackstone High School (West Side).	H. H. Robinson	Dept.	2	4	30	28	0	0	....	....	....	....	1	2	....	....	4	....	65	10,000
661	do	East Side High School	W. R. Foster	Dept.	1	3	25	33	0	0	2	1	1	0	5	5	2	1	3	....	240	30,000
662	Mcredosia	High School	R. Linder	Dept.	2	0	20	15	0	0	....	....	....	....	....	....	....	....	3	....	200	6,000
663	Metamora	do	Jas. R. Forden	Dept.	1	0	17	13	0	0	2	0	1	0	1	0	0	0	3	....	100	8,500
664	Metropolis City	do.*	Wesley N. Speckmann, A. B.	Dept.	2	2	42	68	0	0	....	....	....	....	3	2	....	....	4	....	106	50,000
665	Milford	do	A. Leachman	Dept.	1	1	20	30	0	0	....	....	5	3	3	5	3	1	4	....	200	15,000

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1899.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.									
											Classical course.		Scientific courses.											
					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.																							
666	Milledgeville	High School	J. H. Shirk	Dept.	1	1	45	37	0	0	7	5	3	0	15	9	8	5	3	....	456	$8,000		
667	Minier	....do	Geo. N. Bradley	Dept.	1	0	16	19	0	0	....	....	....	....	2	2	....	....	3	....	200	10,000		
668	Minonk	....do	Prof. R. A. Beebe	Dept.	1	1	26	31	0	0	5	5	0	0	5	9	1	1	4	....	100	5,000		
669	Minooka	....do	Chas. B. Jackson	Dept.	1	0	5	15	30	50	....	....	....	....	0	4	0	1	3	....	108	3,300		
670	Moline	....do	Albert R. Crittenden	Dept.	6	6	107	177	0	0	5	18	17	4	16	33	5	6	4	....	1,560	75,000		
671	Momence	....do	H. C. Drayer	Dept.	2	1	20	55	0	0	10	16	6	8	3	3	2	3	4	....	149	5,000		
672	Monmouth	....do	Edmond R. Sturtevant.	Dept.	1	4	92	134	0	0	2	0	4	6	8	17	7	6	4	....	125	.....		
673	Monticello	....do	W. C. Hobson	Dept.	2	0	27	51	0	0	....	....	2	2	5	9	2	2	4	....	125	.....		
674	Morris	....do	P. K. Cross	Dept.	2	3	45	80	0	0	....	....	8	20	0	10	0	3	4	....	250	.....		
675	Morrison	....do	Mrs. P. F. Burteh	Dept.	1	3	35	68	0	0	....	....	3	5	7	14	....	....	4	....	552	46,900		
676	Morrisonville	....do	G. W. Courts	Dept.	2	0	22	13	0	0	0	0	0	0	2	2	0	0	2	....	180	6,000		
677	Mount Carmel	....do	Miss Kate Marsh	Dept.	3	1	35	76	0	0	....	....	....	....	6	10	3	5	4	....	253	.....		
678	Mount Carroll	....do	Miss Ada M. Griggs	Dept.	1	3	22	41	0	0	3	0	....	....	3	5	3	0	4	....	1,000	25,000		
679	Mount Morris	....do	S. A. Long	Dept.	1	0	18	17	0	0	....	....	....	....	0	0	....	....	2	....	200	18,000		
680	Mount Olive	....do	E. D. Bitner	Dept.	2	0	1	5	0	0	0	0	0	0	1	0	0	0	2	0	150	7,000		
681	Mount Pulaski	....do.*	Miss Lucile Brown	Dept.	1	2	22	22	0	0	....	....	....	....	4	4	4	4	4	....	150	28,000		
682	Mount Sterling	....do	Albert Cohagan	Dept.	2	1	47	53	0	0	....	....	....	....	3	4	1	1	4	....	600	.....		
683	Mount Vernon	....do	Miss Inez I. Green	Dept.	4	2	87	150	0	0	....	....	....	....	3	11	2	7	4	35	500	20,000		
684	Moweaqua	....do	M. M. Rodenberger	Dept.	1	0	17	18	0	0	2	1	....	....	2	0	1	0	3	....	50	15,000		
685	Murphysboro	....do	Ellis H. Rogers	Dept.	1	2	26	45	0	0	6	13	5	10	1	3	1	1	4	....	500	25,000		
686	Naperville	Ellsworth School	F. A. Kendall	Dept.	1	1	12	12	0	0	....	....	....	....	2	2	2	2	3	....	338	.....		
687	....do	Graded School	J. W. Gibson	Dept.	1	0	14	17	0	0	....	....	....	....	6	5	....	....	2	....	200	.....		
688	Nashville	High School	Lyle W. Brookings, Ph. B.	Dept.	3	1	55	60	0	0	....	....	20	20	3	5	3	4	4	....	500	30,000		
689	Nauvoo	....do	S. D. Weiser	Ind.	1	0	26	15	8	10	1	0	0	1	1	1	1	1	4	....	200	300		

690	Neoga	do	E. C. Cavins	Dept.	1	1	29	30	0	0	....	....	....	....	5	5	....	....	4	....	25	12,000
691	Newman	do	W. H. H. Miller	Dept.	2	0	27	40	0	0	10	7	0	2	2	5	1	2	4	....	625	25,000
692	Newton	do.*	E. B. Brooks	Dept.	1	2	24	36	0	0	11	3	10	15	1	3	1	0	4	....	450	22,000
693	Nokomis	do	R. H. Perrott	Dept.	2	0	28	32	0	0	....	....	....	....	1	8	1	4	3	0	.....	.....
694	Normal	do	Thomas M. Birney	Dept.	3	1	59	60	0	0	3	10	8	4	10	11	4	5	4	....	600	25,000
695	Nunda	Nunda and Crystal Lake Union School.	W. C. Smith	Dept.	1	1	17	29	0	0	8	12	2	1	3	5	2	5	3	0	600	30,000
696	Oakland	High School	O. L. Minter	Dept.	1	1	13	32	0	0	2	2	4	3	3	5	1	3	4	....	350	7,000
697	Oakpark	do	John C. Hanna	Dept.	5	7	127	187	0	0	....	....	....	....	16	26	....	....	4	....	1,200	.....
698	Odell	do	G. N. Maxwell	Dept.	1	2	27	26	0	0	2	1	1	0	3	5	3	1	4	....	122	13,000
699	Odin	do.*	S. J. Curlee	Dept.	1	1	8	17	0	0	2	0	....	....	3	4	2	0	2	....	150	5,000
700	Omaha	do	A. McCormick	Dept.	2	0	25	15	0	0	....	....	3	0	4	2	....	....	3	....	100	10,000
701	Onarga	do	G. E. Marker	Dept.	2	1	40	46	0	0	....	....	....	....	1	8	....	....	4	....	75	10,000
702	Oneida	do	R. V. Field	Dept.	1	2	36	39	0	0	0	0	0	0	....	....	....	....	3	....	200	10,000
703	Oregon	do	Miss Adelaide M. Steele	Dept.	1	3	40	35	0	0	4	5	3	4	5	7	3	2	4	....	250	25,000
704	Orion	do	J. A. Warrick	Dept.	1	0	10	13	0	0	0	0	1	0	4	1	1	0	3	....	225	8,000
705	Oswego	do	C. H. Newman	Dept.	1	0	2	11	13	7	0	0	0	0	1	1	1	0	3	....	150	11,000
706	Ottawa	Township High School	J. O. Leslie	Dept.	6	4	88	166	0	0	4	3	22	18	13	21	4	2	4	....	1,000	30,000
707	Palmyra	High School	Robt. C. Moore	Dept.	1	0	12	26	0	0	0	0	0	0	0	0	0	0	2	....	50	3,000
708	Paris	do	W. L. Goble	Dept.	2	3	63	115	0	0	10	20	5	10	6	16	3	8	4	25	400	39,000
709	Patterson	Wilmington Village School.	Lucian K. Jones	Dept.	1	0	5	7	50	48	0	0	0	0	0	0	0	0	2	0	15	1,500
710	Pawpaw	High School	A. B. Cowing	Dept.	1	1	13	18	0	0	....	....	....	....	2	6	1	0	3	....	350	15,000
711	Paxton	do	J. E. McKown	Dept.	2	2	26	35	17	21	3	5	1	0	4	9	4	4	4	....	1,200	35,000
712	Payson	do	Geo. Gabriel	Dept.	1	1	30	34	54	22	4	5	....	....	4	1	1	1	4	....	425	8,000
713	Pecatonica	do	C. H. Ferguson	Dept.	1	1	26	24	0	0	....	....	....	....	6	5	3	1	3	....	250	30,000
714	Pekin	do	Miss Elizabeth K. Chapman.	Dept.	2	3	56	96	0	0	....	....	10	12	10	17	5	3	4	....	700	.....
715	Peoria	do. *	A. W. Beasley	Dept.	8	9	219	386	0	0	15	20	21	37	14	32	8	10	4	....	1,500	10,000
716	Perry	do	H. J. Moomaw	Dept.	1	0	25	26	0	0	4	2	....	....	2	7	....	....	3	....	0	15,000
717	Peru	do	John Wylie	Dept.	3	0	25	25	0	0	....	....	....	....	0	2	....	....	3	....	300	24,000
718	Petersburg	do	L. A. Fulwider	Dept.	2	0	28	41	0	0	....	....	....	....	4	8	1	3	3	....	600	.....
719	Pinckneyville	do	Miss Laura M. Truscott.	Dept.	2	1	30	30	0	0	....	....	....	....	0	8	....	....	3	....	1,000	15,000
720	Piper City	do	Miss Marie Hotsenpiller.	Dept.	0	1	17	23	0	0	....	....	4	6	....	....	....	....	3	....	150	5,000
721	Pittsfield	do	Miss Bertha Cann	Dept.	1	4	38	49	0	0	....	....	....	....	1	5	0	0	4	....	175	625
722	Plainfield	do	J. P. Browne	Dept.	1	1	25	24	0	0	....	....	....	....	4	7	....	....	3	....	150	12,000
723	Plano	do.*	P. K. Cross	Dept.	1	2	42	38	0	0	....	....	10	8	8	4	4	3	4	....	75	35,000
724	Pleasantplains	do	V. S. Domer	Dept.	1	0	4	20	51	56	0	3	....	....	....	....	....	....	3	....	150	4,000
725	Polo	do	Miss Julia M. Gay	Dept.	2	2	40	44	0	0	....	....	....	....	13	10	....	....	4	....	300	45,000
726	Prairie City	do	J. R. Kenneday	Dept.	1	0	15	18	20	25	....	....	....	....	3	6	....	....	3	....	318	1,000
727	Princeton	do	D. O. Barto	Ind.	5	5	72	112	30	49	....	....	....	....	7	10	2	3	4	....	2,250	.....
728	Prophetstown	do	W. S. Ellison	Dept.	1	2	15	36	0	0	....	....	2	1	5	6	2	1	4	....	348	15,000
729	Quincy	do	Wm. F. Geiger	Dept.	4	5	90	145	0	0	10	15	20	20	12	15	6	12	4	....	600	50,000
730	Ramsey	do.*	E. D. Hart	Dept.	1	1	24	20	0	0	....	....	....	....	0	0	0	0	....	....	8	5,000
731	Rankin	do	W. E. Davis	Dept.	1	0	11	14	0	0	....	....	....	....	3	2	2	1	3	....	200	8,000
732	Rantoul	do	A. P. Johnson	Dept.	2	0	13	18	0	0	3	3	3	2	4	6	2	3	3	....	144	16,000
733	Raymond	do	J. H. Grigg	Dept.	1	1	18	23	0	0	....	....	....	....	4	1	4	1	3	....	50	8,000
734	Ridgefarm	do	H. H. Kidd	Dept.	2	0	21	20	0	0	....	....	....	....	2	4	0	3	3	....	.....	10,000
735	Riverside	do	Willard C. Gore	Ind.	2	2	10	27	0	0	2	4	1	0	2	3	2	2	4	....	1,000	10,000
736	Robinson	do	C. H. Neilson	Dept.	2	1	40	50	0	0	0	2	2	0	6	6	4	1	4	....	350	30,150

* Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
737	Rochelle	High School	Miss Georgia E. Bennett.	Dept.	1	2	37	47	0	0	....	....	2	2	8	10	2	2	3	....	700	$40,000
738	Rockfalls	do	B. F. Hendricks, supt.	Dept.	1	2	24	48	0	0	....	....	....	....	3	11	....	....	4	....	500	.....
739	Rockford	do	B. D. Parker	Dept.	4	9	162	309	0	0	....	....	....	....	17	38	6	10	4	....	1,465	51,500
740	Rock Island	do	Dr. Edward Van Dyke Robinson, Ph.D.	Dept.	5	5	105	216	0	0	....	....	....	....	10	30	5	4	4	....	1,457	.....
741	Rockton	do	Clark Jones	Dept.	1	0	15	15	0	0	....	....	....	....	0	1	....	....	4	....	.....	.....
742	Roodhouse	do	W. H. Skinner	Dept.	2	1	45	55	0	0	2	2	....	....	2	15	2	15	4	....	600	20,000
743	Rossville	do	C. N. Boord	Dept.	2	1	26	30	0	0	....	....	....	....	3	11	....	....	4	....	400	20,000
744	Rushville	do	Nathan T. Veatch	Dept.	2	2	37	67	0	0	....	....	6	14	4	8	3	4	4	....	300	45,500
745	St. Charles	do	Miss Anne S. Young	Dept.	1	2	27	30	17	9	....	....	....	....	0	0	....	....	4	....	200	33,000
746	Salem	do	Miss Laura E. Meyers	Dept.	1	1	20	40	0	0	....	....	....	....	3	4	2	0	4	....	200	12,000
747	Sandoval	do	W. P. Thacker	Dept.	2	0	30	35	0	0	....	....	....	....	0	0	0	0	3	....	100	.....
748	Sandwich	do	Miss Emma J. Bell	Dept.	2	1	27	50	0	0	....	....	....	....	0	8	0	1	4	....	350	5,375
749	San Jose	do	Miss Mary H. Glasheen	Ind.	0	1	22	7	68	70	3	1	1	0	2	1	1	1	3	....	98	.....
750	Savanna	do	Chas. N. Jenks	Dept.	2	2	46	70	0	0	....	....	....	....	2	6	....	....	4	....	300	40,000
751	Saybrook	do	J. R. Simer	Dept.	2	0	21	23	0	0	4	5	....	....	2	1	1	1	3	....	25	20,000
752	Scales Mound	do	W. R. Tippett	Dept.	1	0	5	5	50	70	....	....	....	....	....	....	....	....	2	....	50	1,000
753	Seneca	do	M. E. Lumbar	Dept.	2	0	7	11	57	70	....	....	....	....	0	0	....	....	3	....	192	15,000
754	Shabbona	do	R. B. Kleinsmid	Dept.	1	0	6	21	45	55	....	....	....	....	0	4	....	....	3	....	200	.....
755	Shannon	do	W. J. Cook	Dept.	1	1	28	28	0	0	....	....	....	....	7	8	1	3	3	....	519	6,234
756	Shawneetown	do	Martin T. Van Cleve	Dept.	1	1	5	17	0	0	2	2	....	....	3	2	1	0	3	....	150	10,000
757	Shelbyville	do	H. C. Miller	Dept.	2	2	60	74	0	0	0	1	3	0	4	14	3	1	4	....	600	.....
758	Sheldon	do	R. A. Bayne	Dept.	1	1	30	40	0	0	1	3	2	1	8	4	2	1	4	....	584	12,000
759	Sibley	do	Albert F. Lyle	Dept.	1	0	7	9	63	61	....	....	1	0	2	3	1	0	3	....	500	3,000

760	Sidell	do	C. F. Gaumer	Dept..	1	0	6	7	0	0	1	1	1	0	....	....	....	....	3	....	50	8,500
761	Sorento	do	T. E. Savage	Dept..	1	1	8	10	0	0	....	....	....	....	1	2	0	0	3	....	133	.....
762	Sparland	do	Jesse R. Bouton	Dept..	1	0	10	14	0	0	....	....	1	4	2	7	1	4	3	0	200	16,000
763	Sparta	do.*	J. M. Nickles	Dept..	2	2	51	48	19	18	....	....	....	....	3	4	1	0	4	....	800	1,000
764	Springfield	do	William Helmle	Dept..	6	6	223	306	0	0	....	....	....	....	25	44	....	....	4	....	800	150,000
765	Spring Valley	do	R. V. De Groff	Dept..	1	1	14	22	0	0	0	2	1	0	0	0	0	0	3	....	175	25,000
766	Sterling	Township High School	O. L. Miller	Dept..	3	6	76	141	0	0	0	0	21	15	7	22	6	6	4	....	173	50,000
767	Stockton	High School	O. S. Lindsay	Dept..	1	0	5	20	0	0	0	0	0	0	0	0	0	0	4	....	19	4,000
768	Streator	Township High School	S. B. Hursh	Dept..	3	7	102	167	0	0	9	14	15	3	9	23	5	0	4	....	1,400	50,000
769	Sugargrove	High School	Miss Graee Reynolds	Dept..	0	2	9	11	26	29	0	0	0	0	3	6	0	0	3	0	300	3,200
770	Sullivan	do	E. A. Cross	Dept..	3	1	60	66	0	0	2	2	....	....	4	4	0	0	4	....	1,200	1,200
771	Sumner	do	L. B. Mansell	Dept..	3	0	23	27	0	0	....	....	....	....	2	5	....	....	3	....	100	.....
772	Sycamore	do	Miss Sarah E. Robinson	Dept..	2	1	22	33	0	0	....	....	2	2	0	0	....	....	4	....	1,012	40,000
773	Tablegrove	do	Robt. D. Hill	Dept..	1	0	10	14	0	0	....	....	....	....	1	6	....	....	3	0	450	10,000
774	Tallula	do	Jas. A. Merryman	Ind...	1	0	8	11	62	74	2	3	....	....	3	2	1	0	3	....	90	.....
775	Taylorville	Township High School	William E. Andrews, A. M.	Ind...	3	2	75	75	0	0	....	....	....	....	4	6	2	2	4	....	500	38,000
776	Thomson	High School	W. H. Plymire	Dept..	1	0	17	19	0	0	....	....	....	....	0	0	....	....	3	0	140	.....
777	Toledo	do	N. B. Bonham	Ind...	1	1	13	49	0	0	....	....	4	1	0	0	....	....	3	....	187	3,000
778	Toulon	do	J. H. Stickney	Dept..	1	1	25	34	0	0	1	2	....	....	1	4	....	....	4	....	450	25,000
779	Tremont	do	A. B. Hiett	Dept..	1	0	16	13	0	0	....	....	....	....	0	3	0	1	3	....	210	10,000
780	Tuscola	do	Miss Jessie Ellars	Dept..	1	3	30	50	0	0	....	....	....	....	0	6	....	....	4	....	.....	50,000
781	Union	do	R. P. Andrews	Dept..	1	0	6	3	49	39	1	0	1	0	4	1	0	0	2	....	40	4,500
782	Upper Alton	do	Miss Elizabeth Coulter	Dept..	1	2	12	43	0	0	0	1	....	....	0	6	0	1	4	....	39	25,000
783	Urbana	Thornburn High School	H. T. Willson	Dept..	4	6	56	72	34	37	....	....	10	20	4	7	0	3	4	....	800	24,000
784	Utica	High School*	John Wylie	Dept..	1	0	8	10	0	0	....	....	....	....	3	5	....	....	2	....	.....	10,500
785	Vandalia	do	J. G. Burnside	Dept..	3	0	30	34	0	0	4	6	5	4	6	1	3	1	4	....	1,200	30,000
786	Vermillion	do	W. R. Stone	Dept..	1	0	12	18	32	38	0	0	0	0	0	0	0	0	2	0	0	3,000
787	Vermont	North High School	B. F. Sehisler	Dept..	1	0	14	23	37	23	0	0	0	0	2	1	0	0	2	....	190	7,000
788	Virden	High School	E. A. MacMillan	Dept..	2	1	40	45	0	0	....	....	....	....	3	8	....	....	4	....	300	25,000
789	Virginia	do	B. H. Scudder	Dept..	1	2	31	44	0	0	3	3	2	1	7	10	....	....	3	....	500	20,000
790	Warren	do	M. C. Ladd	Dept..	1	3	18	21	0	0	....	....	....	....	....	....	....	....	4	....	170	15,000
791	Warsaw	do.*	John S. Anderson	Dept..	2	1	23	33	0	0	....	....	....	....	3	2	....	....	4	....	100	5,000
792	Washington	do	H. W. Veaeh	Dept..	1	1	13	39	0	0	....	....	0	6	2	10	2	6	3	....	700	20,000
793	Waterloo	do	J. W. Jaekson	Dept..	1	1	33	9	0	0	....	....	2	1	2	2	1	1	3	....	400	.....
794	Watseka	do	S. P. White	Dept..	2	1	45	50	0	0	1	2	1	0	4	8	2	2	4	....	300	25,000
795	Waukegan	do	Miss Miriam Besley	Dept..	2	5	80	151	0	0	0	0	6	10	10	22	2	1	4	....	1,600	.....
796	Waverly	do	A. F. Rohret	Dept..	2	0	39	40	0	0	....	....	10	12	6	6	2	3	4	....	180	15,000
797	Wellington	do.*	I. H. Yoder	Dept..	1	0	12	14	50	54	2	1	1	0	3	3	2	0	3	....	113	2,500
798	Wenona	do	Geo. W. Reed	Dept..	1	1	12	25	11	24	0	5	3	0	3	2	2	1	4	....	500	20,000
799	West Chicago	do.*	Marcellus Madison	Dept..	1	0	11	16	0	0	....	....	....	....	0	5	0	0	2	....	500	25,000
800	Westfield	do	Norman Bennett	Dept..	1	0	12	18	0	0	3	6	1	8	4	6	3	4	2	....	200	5,000
801	West Salem	do	G. H. Yeleh	Ind...	2	0	12	10	0	0	....	....	....	....	7	3	....	....	2	....	158	6,050
802	Wheaton	do	J. B. Russell	Dept..	2	2	37	61	0	0	0	0	10	42	4	10	2	8	4	0	660	40,000
803	Whitehall	do	A. B. Wolfe	Dept..	2	2	30	45	0	0	1	1	7	4	5	5	0	0	4	....	900	30,000
804	Wilmington	do	F. M. Crosby	Dept..	1	1	12	24	0	0	0	1	1	0	0	11	0	0	4	....	600	15,000
805	Winchester	do	I. M. Jeffords	Dept..	1	2	28	31	11	18	1	0	3	0	4	0	3	0	4	0	350	18,000
806	Windsor	do	E. C. Graybill	Dept..	1	0	12	12	0	0	....	....	....	....	2	5	1	0	2	....	100	5,000
807	Winnebago	do	Geo. A. Chase	Dept..	1	1	22	23	0	0	0	0	1	2	2	4	1	2	4	....	225	8,000
808	Winnetka	do	Miss Mary Gillespie	Dept..	0	1	13	17	0	0	....	....	....	....	0	5	....	....	4	....	250	.....
809	Woodhull	do	Wm. S. Bowers	Dept..	1	1	19	21	0	0	....	....	....	....	3	5	1	2	4	....	200	20,000

*Statisties of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1889.					
											Classical course.		Scientific courses.									
					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.																					
810	Woodstock	High School	Miss Retta Peet	Dept.	1	2	22	33	0	0	4	6	....	....	3	8	3	3	4	....	400	$35,000
811	Wyoming	South Side High School	J. M. Hutchinson	Dept.	1	2	32	31	0	0	....	....	....	....	6	10	....	....	4	....	869	12,000
812	Yorkville	High School	Herbert Bassett	Dept.	1	1	32	30	0	0	5	2	....	....	2	4	0	1	4	....	200	12,000
	INDIANA.																					
813	Abington	High School	W. D. Cook	Dept.	1	0	11	8	17	21	5	2	....	....	4	1	3	0	2	....	48	1,200
814	Albany	....do	J. E. Orr	Dept.	2	0	16	23	0	0	0	2	....	....	3	4	1	1	4	....	250	15,000
815	Albian	....do	W. T. Knox	Dept.	2	0	29	28	0	0	1	9	11	2	4	6	2	5	4	....	684	15,000
816	Alexandria	....do	Joe T. Giles	Dept.	3	2	21	38	0	0	....	....	4	4	4	7	4	4	4	....	146	25,000
817	Alton	....do	Emmett Taylor	Dept.	1	0	12	28	38	52	0	0	0	0	3	2	....	....	3	....	.....	2,000
818	Ambia	....do	W. F. Morgan	Dept.	1	0	5	10	0	0	....	....	....	....	0	4	....	....	3	....	.....	.....
819	Amboy	....do	P. M. Hoke	Dept.	2	0	30	32	0	0	....	....	....	....	6	5	4	3	3	....	30	10,000
820	Anderson	....do	J. B. Pearcy	Dept.	7	7	165	244	0	0	0	3	0	0	11	23	0	0	4	....	1,000	50,000
821	Andrews	....do	C. E. Shimps, B. S	Dept.	1	2	12	18	0	0	....	....	3	5	2	8	0	4	4	....	500	8,000
822	Angola	....do	C. J. Sharp	Dept.	3	1	26	44	0	0	2	3	3	4	6	5	4	2	4	....	325	30,000
823	Arcadia	....do	N. C. Randall	Dept.	3	0	25	30	0	0	....	....	....	....	3	6	....	....	3	....	100	6,000
824	Argos	....do	L. Q. Martin	Dept.	2	0	30	25	0	0	....	....	....	....	2	7	....	....	3	....	450	16,000
825	Ashley	....do	J. Walter Johnson	Dept.	1	1	16	18	0	0	8	5	....	....	1	1	1	1	3	....	186	10,400
826	Atlanta	....do	J. S. Hussey	Dept.	2	0	8	10	0	0	....	....	2	0	....	....	....	....	3	....	50	5,000
827	Attica	....do	William F. Mullinnix	Dept.	3	3	43	48	0	0	....	....	....	....	3	3	....	....	4	0	1,200	35,000
828	Auburn	....do	H. G. Brown	Dept.	2	1	37	43	0	0	....	....	....	....	3	7	....	....	4	....	776	50,000
829	Aurora	....do	Miss Anna Suter	Dept.	2	3	27	57	0	0	2	4	3	3	5	5	2	3	4	....	406	30,000
830	Avilla	....do	W. E. Harsh	Dept.	1	0	15	9	0	0	1	0	....	....	3	2	....	....	3	....	250	4,000
831	Bainbridge	....do	Francis L. Moore	Dept.	1	0	7	9	0	0	....	....	....	....	1	3	....	....	3	....	75	7,000

832	Battleground	Tippecanoe Township High School.	F. L. Cowger	Dept.	2	0	10	23	0	0	....	....	....	....	2	2	....	....	....	....	50	.....
833	Bedford	High School	A. B. Guthrie	Dept.	2	1	32	68	0	0	0	0	0	0	4	8	1	0	4	....	250	12,000
834	Ben Davis	Wayne Township High School.	Elmer E. Tyner	Dept.	2	0	25	24	0	0	....	....	1	0	8	1	1	0	4	....	550	6,000
835	Bentonville	Posey Township High School.	J. W. Walker	Dept.	1	0	12	13	26	29	7	8	....	....	2	3	2	1	3	....	500	3,000
836	Berne	High School	Franklin G. Haeeker	Dept.	1	0	8	7	0	0	0	0	0	0	0	0	0	0	4	....	380	12,000
837	Bicknell	do	Chas. A. Phillippe	Ind.	1	1	20	23	0	0	....	....	....	....	....	....	....	....	4	....	200	.....
838	Bippus	do	A. W. Colclesser	Dept.	1	0	7	2	38	33	....	....	....	....	1	1	1	1	4	....	100	6,000
839	Birdseye	do.*	R. J. Dearborn	Dept.	1	0	1	6	60	80	1	0	1	0	0	0	0	0	3	....	20	5,000
840	Bloomfield	do	E. R. Mason	Dept.	3	0	32	33	0	0	3	1	2	0	5	2	1	0	4	....	600	15,000
841	Bloomington	do	James K. Beck, A. M.	Dept.	4	4	90	119	0	0	....	....	....	....	9	12	9	12	4	....	2,000	75,000
842	Bluffton	do	Will H. Kelly	Dept.	3	3	27	64	16	22	2	2	3	7	0	7	0	7	4	....	2,500	50,000
843	Boonville	do	M. W. Rothert	Dept.	3	0	22	35	0	0	....	....	....	....	2	5	2	0	4	0	50	250
844	Boswell	do	C. H. Kellogg	Dept.	2	0	11	22	0	0	....	....	....	....	0	0	....	....	3	....	125	10,000
845	Bourbon	do	B. McAlpine	Dept.	2	0	17	29	0	0	....	....	....	....	2	8	....	....	4	....	350	15,000
846	Boxley	do	S. A. Hinshaw	Dept.	2	0	27	29	0	0	....	....	....	....	0	0	0	0	3	....	200	.....
847	Brazil	do	T. N. James	Dept.	3	0	43	86	0	0	....	....	....	....	7	17	....	....	3	....	500	12,000
848	Bremen	do	Milo F. Hale	Dept.	2	0	21	18	7	12	....	....	....	....	4	2	....	....	3	....	700	.....
849	Bristol	do	M. D. Cummins	Dept.	1	1	26	15	46	48	3	4	2	0	0	0	0	0	3	0	40	1,500
850	Brook	do	W. L. Kellenberger	Dept.	1	0	5	11	0	0	....	....	....	....	....	....	....	....	2	....	100	8,000
851	Brookston	do	S. W. Convoy	Dept.	1	1	27	37	0	0	....	....	....	....	2	6	....	....	4	....	200	6,000
852	Brownsburg	do.*	Chas. Leckrone	Ind.	1	0	25	15	70	100	....	....	....	....	1	1	0	1	3	....	145	1,000
853	Brownstown	do	Will Hackendorf	Dept.	2	0	16	25	0	0	0	2	3	0	0	1	....	....	4	....	200	.....
854	Bunkerhill	do	C. L. Stubbs, B. L	Dept.	2	0	16	14	0	0	2	1	....	....	6	2	2	1	3	....	100	8,000
855	Burnett's Creek	do	C. M. Plank	Dept.	2	0	19	10	0	0	5	2	5	2	5	2	....	....	2	....	100	3,000
856	Butler	do	C. H. Kimmel, supt	Dept.	2	0	33	34	0	0	2	2	....	....	8	6	2	2	4	....	100	5,000
857	Butlerville	do	J. E. Graham	Ind.	1	2	40	35	0	0	10	18	....	....	2	3	....	....	3	....	250	4,000
858	Cadiz	do	N. Guy Jones	Dept.	1	0	6	4	4	5	....	....	....	....	....	....	....	....	3	....	30	1,500
859	Cambridge City	do	John C. Dodson	Dept.	2	1	32	42	0	0	....	....	....	....	9	1	....	....	4	....	325	15,000
860	Campbellsburg	do	W. C. Smyder	Dept.	2	0	7	8	58	73	....	....	....	....	....	....	....	....	4	....	0	1,000
861	Cannelton	do	S. H. Bohn	Dept.	3	0	11	14	0	0	0	1	1	0	....	....	....	....	4	....	300	.....
862	Carlisle	do	Edward Conradi	Dept.	1	0	14	16	0	0	....	....	5	2	2	0	2	0	3	....	100	.....
863	Carmel	do	C. L. Mendenhall, Ph. B.	Dept.	2	1	30	31	0	0	2	5	3	1	2	4	1	3	3	....	362	8,000
864	Carthage	do	J. F. Evans	Dept.	2	1	32	48	0	0	4	8	1	0	0	11	0	3	4	....	50	20,000
865	Cayuga	do	Edwin C. Dodson	Dept.	2	0	12	28	0	0	....	....	2	4	2	3	....	....	4	....	300	3,000
866	Centerville	do	Daniel L. Peacock	Dept.	2	0	19	19	0	0	3	2	1	0	2	2	1	1	4	....	225	13,500
867	Charlestown	do	E. E. Olcott	Dept.	1	1	12	19	0	0	....	....	....	....	2	2	....	....	3	....	100	10,000
868	Chesterton	do	S. H. Roe	Dept.	2	0	8	18	0	0	0	0	1	0	2	1	1	0	4	....	150	5,000
869	Cherubusco	do	Geo. H. Mingle	Dept.	2	0	15	17	0	0	....	....	....	....	3	4	....	....	3	....	200	2,000
870	Cicero	do	Frank A. Gause	Dept.	3	0	25	35	0	0	10	10	3	0	0	8	0	5	4	....	350	25,000
871	Clarksburg	do	H. C. Doles	Dept.	1	0	8	6	62	69	....	....	....	....	0	2	0	0	3	....	400	6,000
872	Clarkshill	do.*	Walter S. King	Dept.	1	0	16	17	0	0	....	....	2	2	4	4	2	0	3	....	130	3,000
873	Clay City	do	F. H. Huntwork	Dept.	2	0	20	28	0	0	0	0	1	0	0	0	0	0	2	....	250	6,000
874	Claypool	do	H. F. Aduddell	Dept.	1	0	15	9	45	51	0	0	0	0	....	....	....	....	3	....	20	8,000
875	Clinton	do	Wm. F. Clarke	Dept.	3	0	32	43	0	0	....	....	....	....	3	3	1	2	4	....	100	50,000
876	Cloverdale	do	W. Reese Allee	Dept.	1	0	12	16	40	60	....	....	....	....	4	4	4	3	3	....	200	5,000
877	Colburn	do	C. E. Leffler	Ind.	1	1	15	20	24	30	4	8	3	9	4	1	1	0	3	....	75	1,000
878	Colfax	do	Miss Belle G. Eldred	Dept.	1	1	31	26	0	0	1	4	10	8	2	3	1	0	4	....	250	15,000
879	Columbia	Township High School	Oscar Chanee	Dept.	1	0	10	11	5	15	....	....	....	....	....	....	....	....	2	....	200	.....

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1899.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.									
											Classical course.		Scientific courses.											
					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.																							
880	Columbia City	High School	W. A. Beane	Dept.	2	1	20	40	0	0	....	....	....	....	0	7	....	....			4	....	500	.....
881	Columbus	do	Samuel Wertz	Dept.	3	1	71	110	0	0	3	3	....	....	5	9	....	....			4	....	645	.....
882	Connersville	do	Walter R. Houghton	Dept.	3	0	38	69	0	0	....	....	....	....	2	12	1	1			4	....	200	$30,000
883	Converse	do	C. C. Marshall	Dept.	2	1	21	19	0	0	....	....	....	....	4	1	3	0			4	....	200	6,000
884	Cortland	do	D. Hayden Richards	Dept.	1	0	14	10	32	27	....	....	....	....	0	0	0	0			3	....	100	3,500
885	Corydon	do	Jesse W. Riddle	Dept.	2	1	21	31	0	0	1	0	....	....	1	4	1	0			4	....	700	10,000
886	Covington	do	James F. Mills	Dept.	3	2	34	58	0	0	0	1	15	13	2	17	2	8			4	....	378	30,500
887	Crawfordsville	do.*	Miss Anna Willson	Dept.	2	8	59	90	0	0	10	19	4	3	5	21	5	7			4	....	800	100,000
888	Crothersville	do	A. H. Beldon	Dept.	1	0	13	13	0	0	3	2	1	0	0	3	0	2			3	....	224	12,000
889	Crownpoint	do	Miss Elizabeth L. Horney.	Dept.	1	2	35	43	0	0	....	....	3	4	5	4	1	3			4	....	2,000	30,000
890	Culver	do	I. S. Hahn	Dept.	1	0	7	7	0	0	2	3	....	....	1	4	0	1			3	....	250	2,000
891	Cynthiana	do	W. V. Mangrum	Dept.	1	0	18	22	0	0	2	3	....	....	3	3	1	1			3	0	100	9,000
892	Dana	do	James M. Large	Dept.	2	0	24	34	0	0	2	2	0	0	2	5	0	0			4	....	200	12,600
893	Danville	do	Mrs. Anna Sherer	Dept.	2	1	20	40	0	0	....	....	....	....	0	0	....	....			4	....	50	.....
894	Darlington	do	O. H. Greist	Dept.	2	0	25	37	0	0	....	....	6	4	2	6	2	1			4	....	0	7,000
895	Decatur	do	Miss Lell M. Segur	Dept.	2	3	30	40	0	0	....	....	....	....	6	8	6	8			4	....	1,465	.....
896	Delphi	do	John A. Shafer	Dept.	2	2	34	46	0	0	10	14	8	12	4	7	4	4			4	....	2,000	20,000
897	Dillsboro	do	I. A. Scripture	Dept.	1	0	5	4	49	65	....	....	....	....	0	0	0	0			2	....	85	8,000
898	Dublin	do	John P. Spooner	Dept.	2	0	23	22	0	0	4	2	2	2	5	3	3	2			4	....	1,600	7,000
899	Dunkirk	do	Frank C Sehofield	Dept.	2	2	22	35	0	0	1	1	....	....	2	5	1	1			4	....	325	30,000
900	Earlpark	do	Louis Lambert	Dept.	1	0	15	13	0	0	0	2	....	....	8	11	0	2			4	....	150	7,000
901	Edinburg	do	Leva H. Foster	Dept.	1	1	30	35	0	0	....	....	....	....	5	0	5	0			4	....	800	15,000
902	Edwardsport	do	Frank Carroon	Dept.	1	0	10	15	0	0	5	5	....	....	1	1	1	1			3	....	196	.....
903	Elizabethtown	do	H. H. Jeffers	Dept.	1	0	9	15	44	60	....	....	....	....	2	4	....	....			3	....	100	2,000

904	Elkhart	....do	S. B. McCracken	Dept..	3	6	134	165	0	0	....	....	....	....	11	27	....	....	4	....	3,000	50,000
905	Elettsville	....do	W. V. Payne	Dept..	1	0	2	7	0	0	....	....	....	....	0	2	....	....	3	....	178	.....
906	Elnora	....do	A. O. Fulkerson	Dept..	1	0	8	3	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
907	Elwood	....do	L. D. Owens	Dept..	3	2	42	76	0	0	....	....	....	....	3	17	2	2	4	....	500	45,000
908	English	....do.*	G. B. Hammond	Dept..	1	0	8	7	46	55	....	....	....	....	2	0	....	....	2	....	37	.....
909	Eugene	....do.*	L. E. Stutsman	Dept..	1	0	3	7	63	67	....	....	....	....	....	....	....	....	3	....	50	.....
910	Evansville	Clark High School (colored).	John R. Blaekburn, sr.	Dept..	3	1	34	50	0	0	0	0	....	....	3	7	0	0	4	....	.....	.....
911	....do	High School	Robert Spear	Dept..	11	9	278	410	0	0	19	9	2	1	25	37	0	1	4	....	2,500	200,000
912	Fairmount	....do	W. S. Jay	Dept..	3	1	39	40	0	0	....	....	....	....	....	....	....	....	4	....	225	9,000
913	Farmersburg	....do	A. E. Bond	Dept..	1	0	2	9	0	0	....	....	....	....	....	....	....	....	2	....	50	3,000
914	Farmland	....do	G. C. Powers	Dept..	1	0	8	8	0	0	0	0	0	0	0	2	0	0	3	....	200	6,600
915	Fisher's Switch	Fisher's High School	E. J. Llewelyn	Ind...	2	0	15	8	45	47	1	0	11	5	4	3	3	1	3	....	250	2,000
916	Flora	High School	Elmer J. Todd	Dept..	3	0	26	37	0	0	....	....	....	....	5	7	3	1	3	....	431	10,000
917	Fort Branch	....do	William Smith	Ind...	2	0	20	18	0	0	1	0	....	....	1	2	1	0	3	....	300	8,000
918	Fortville	....do	W. A. Bowman	Dept..	2	3	37	44	0	0	....	....	....	....	4	10	....	....	4	....	350	8,000
919	Fort Wayne	....do	Chester T. Lane	Dept..	4	7	151	246	0	0	4	13	18	8	7	21	4	3	4	....	3,000	50,000
920	Fountain City	....do	C. A. Thornburgh	Dept..	1	0	16	14	56	40	....	....	....	....	0	2	....	....	3	....	100	.....
921	Fowler	....do	.....	Dept..	3	0	33	62	0	0	....	....	....	....	8	12	....	....	4	....	450	35,000
922	Franeiseo	....do	H. C. Heldt	Dept..	1	0	6	8	57	64	1	0	1	3	2	2	....	....	....	....	140	2,500
923	Frankfort	....do	John A, Hill	Dept..	3	3	96	162	0	0	....	....	....	....	10	23	....	....	4	....	.....	75,000
924	Franklin	....do	Miss Kittie E. Palmer	Dept..	1	3	54	111	0	0	....	....	....	....	3	6	2	3	4	....	850	.....
925	....do	Hopewell High School	Chas. M. Carson	Dept..	1	0	10	12	36	27	3	2	2	0	0	1	0	1	4	....	200	.....
926	Frankton	High School	C. E. Greene	Dept..	2	1	23	32	0	0	3	4	....	....	2	2	2	2	4	....	300	12,000
927	Freedom	Franklin Township Graded School.	F. B. Williams	Dept..	1	0	4	6	0	0	....	....	....	....	4	4	....	....	....	....	40	.....
928	Freelandville	High Sehool*	Wm. H. Johnson	Dept..	1	0	5	5	0	0	....	....	....	....	....	....	....	....	....	....	150	.....
929	Fremont	....do	Miss Nellie Ball	Dept..	1	1	20	25	0	0	0	0	0	0	4	10	....	....	3	....	138	4,000
930	Garrett	....do	E. E. Lollar	Dept..	2	1	34	53	0	0	5	6	1	3	0	3	0	1	4	0	450	20,000
931	Gas City	....do	Miss Edith E. Warriek	Dept..	1	1	24	29	0	0	2	1	2	9	4	2	4	2	4	....	532	28,500
932	Geneva	....do	G. A. Christen	Dept..	2	0	18	39	0	0	2	1	5	7	0	1	0	1	4	40	500	8,000
933	Goodland	....do	Henry C. Deist	Dept..	2	1	31	49	0	0	....	....	....	....	2	6	....	....	4	....	400	13,500
934	Goshen	....do	Miss Lillian E. Miehael	Dept..	3	6	105	122	0	0	....	....	....	....	10	12	8	2	4	....	4,000	.....
935	Gosport	....do	R. E. Newland	Dept..	1	1	30	15	0	0	0	0	0	0	2	0	1	0	4	....	600	4,000
936	Greencastle	....do	Miss Martha J. Ridpath	Dept..	2	3	45	92	0	0	4	10	....	....	11	25	4	10	4	45	6,000	25,000
937	Greenfield	....do	Miss Bessie R. Herrick	Dept..	2	3	67	84	0	0	....	....	....	....	7	13	....	....	4	....	.....	.....
938	Greensboro	....do	Pliny H. Wolfard	Dept..	1	1	4	5	0	0	....	....	3	2	0	0	0	0	3	....	102	.....
939	Greensburg	....do	Edgar N. Mendenhall	Dept..	3	1	76	89	0	0	....	....	....	....	9	13	5	2	4	....	500	18,000
940	Greens Fork	Graded School	W. C. Reynolds	Dept..	1	1	30	23	0	0	3	11	....	....	....	....	....	....	4	0	.....	9,100
941	Greenwood	High Sehool	James A. Robison	Dept..	2	0	21	36	0	0	....	....	....	....	3	11	0	0	4	....	400	12,000
942	Hagerstown	....do	O. L. Voris	Dept..	2	0	28	28	0	0	4	3	....	....	1	2	1	2	4	....	800	7,000
943	Hammond	....do	W. A. Hill	Dept..	1	4	37	65	0	0	....	....	....	....	2	6	....	....	4	....	1,000	70,000
944	Hanna	....do	E. G. Bunnell	Dept..	1	0	8	10	44	54	....	....	....	....	3	9	1	1	2	....	475	5,000
945	Hardinsburg	....do	Miss Marion Mahan	Dept..	1	1	4	1	41	40	2	0	....	....	0	0	0	0	3	....	5	2,000
946	Harlan	Maysville High Sehool	S. W. Ward	Dept..	1	0	5	7	10	10	0	0	0	0	5	2	0	0	3	....	60	5,000
947	Hartford City	High Sehool	C. H. Drybread	Dept..	3	1	49	64	0	0	6	21	10	0	2	5	1	1	4	....	1,000	15,000
948	Hartsville	....do	Orrin W. Pentzer	Dept..	1	0	3	6	0	0	....	....	....	....	....	....	....	....	2	....	50	.....
949	Haubstadt	....do	John Gwaltney	Dept..	1	0	10	6	30	44	0	0	3	0	2	0	2	0	2	....	175	10,000
950	Hayden	....do	William Abel	Dept..	2	0	11	17	0	0	....	....	....	....	2	6	....	....	4	....	100	5,000
951	Hazleton	....do	Sanford Trippett	Dept..	1	0	12	8	0	0	0	0	2	0	3	2	....	....	3	....	55	12,000
952	Hebron	....do	G. A. Lovett	Dept..	2	0	22	25	0	0	....	....	....	....	3	1	1	0	4	....	400	.....

* Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1899.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.									
											Classical course.		Scientific courses.											
					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.																							
953	Hobart	Township High School	G. H. Thompson	Dept.	3	0	28	30	0	0	...	...	...	...	1	3	...	...	4	...	300	$20,000		
954	Hope	High School	C. E. Talkington	Dept.	2	0	12	16	0	0	0	2	1	0	1	2	1	0	4	...	120	6,000		
955	Huntingburg	do	Miss Genevieve Williams.	Dept.	2	1	33	27	0	0	10	6	4	1	4	4	2	2	4	...	600	.....		
956	Huntington	Clear Creek Township High School.	James B. DeArmitt	Dept.	1	0	6	15	15	8	0	0	6	15	1	7	1	7	4	...	325	5,000		
957	do	High School	A. U. Crull	Dept.	3	3	74	130	0	0	...	...	...	...	9	13	...	...	4	...	13,000	.....		
958	do	Union Township High School.	Milo Feightner	Dept.	1	0	12	3	9	8	...	...	...	...	4	0	...	...	4	...	80	4,000		
959	Indianapolis	High School No. 1	George W. Hufford	Dept.	13	15	388	776	0	0	...	...	...	...	26	91	11	12	4	...	.....	6,000		
960	do	Manual Training High School.	Charles E. Emmerieh	Dept.	18	16	524	536	0	0	29	16	51	9	...	...	...	...	4	...	2,253	230,357		
961	Ingalls	High School	J. Otis Lamb	Dept.	1	0	8	15	0	0	0	0	1	2	2	1	...	...	3	...	150	3,400		
962	Irvington	do	Edgar T. Forsyth	Dept.	1	1	16	33	0	0	...	...	...	...	...	...	...	...	3	...	.....	.....		
963	Jamestown	do	Jesse C. Smith	Dept.	1	0	7	3	68	66	...	...	...	...	0	0	0	0	3	...	.....	.....		
964	Jasper	do	E. F. Sutherland	Dept.	2	1	15	18	0	0	4	2	3	1	2	0	1	0	4	...	250	6,400		
965	Jeffersonville	do	C. M. Marble	Dept.	4	4	48	121	0	0	...	...	...	...	5	9	2	1	4	...	500	10,000		
966	do	Port Fulton High School (colored).	R. F. Taylor	Dept.	2	0	5	16	0	0	2	1	1	0	4	3	2	1	4	...	34	.....		
967	Jonesboro	High School	Miss Abbie Monee	Dept.	1	1	17	31	0	0	...	...	2	0	2	2	2	0	4	...	300	30,000		
968	Kendallville	do	F. A. Thomas	Dept.	4	1	29	24	0	0	...	...	2	0	3	4	2	0	4	...	1,200	.....		
969	Kennard	do	B. F. Deardorff	Dept.	1	0	9	4	0	0	0	0	0	0	9	4	0	0	3	...	128	.....		
970	Kentland	do	E. H. Drake	Dept.	2	1	28	36	0	0	1	2	2	2	3	4	3	3	4	...	150	15,000		
971	Kewanna	do.*	J. B. Lemasters	Dept.	2	0	19	14	0	0	...	...	...	...	0	0	...	...	4	...	150	8,200		
972	Kirklin	do	J. W. Lydy	Dept.	2	0	10	20	0	0	...	...	4	2	2	3	...	...	3	...	175	9,000		

973	Knightstown	do	Homer H. Cooper	Dept.	3	2	38	39	0	0	5	14	3	0	5	7	2	4	4		600	
974	Knightsville	do	J. A. Rawley	Dept.	1	0	2	8	0	0			2	3	2	8	2	8	3		500	2,000
975	Knox	do	J. Walter Dunn	Dept.	2	1	13	28	0	0	0	4	5	5	0	1	0	0	4	0	300	15,000
976	Kokomo	do	J. Z. A. McCaughan	Dept.	4	4	159	163	0	0	3	12	7	0	14	28	10	12	4		200	35,000
977	Kouts	do	A. C. Moore	Dept.	1	1	9	5	0	0	2	1	1	0					3		256	10,000
978	Laconia	do	John A. Reising	Dept.	1	0	20	16	25	28	3	4	10	8	7	1	2	0	4		50	1,500
979	Ladoga	do	Mrs. E. G. Wilson	Dept.	1	2	30	38	0	0	3	5	4	0	5	7	3	2	4		580	25,000
980	Lafayette	do	Russell K. Bedgood	Dept.	5	4	151	264	0	0					8	26	4	5	4		15,000	45,000
981	do	West Lafayette High School.	Horace Ellis	Dept.	2	2	60	68	0	0	1	0	12	10	0	0			4		300	30,000
982	Lafontaine	High School	W. M. Hubbard	Dept.	2	0	21	15	0	0	3	0	1	0	7	2	4	0	4		192	10,000
983	Lagrange	do	Miss Etta H. De Lay	Dept.	2	2	52	63	0	0					6	10			4		450	25,000
984	Lagro	do	Geo. E. Long (supt)	Dept.	2	0	13	27	41	35			1	2	3	5	1	2	4		250	5,000
985	Laketon	Pleasant Township High School.	Mrs. C. I. Kerr	Dept.	2	1	20	30	0	0					0	1			5		650	15,000
986	Laporte	High School	Isaac N. Warren	Dept.	6	3	65	111	0	0	7	21	18	1	11	18	4	8	4		2,500	40,000
987	Laurel	do	N. V. Patterson	Dept.	2	0	8	11	23	27					3	3	0	0	3	0	100	2,000
988	Lawrenceburg	do	Geo. C. Cole	Dept.	3	1	20	36	0	0					0	2	0	0	4	0	1,701	30,000
989	Leavenworth	do	John H. Carroll	Dept.	1	0	13	17	0	0					2	2			3		50	10,000
990	Lebanon	do.*	Miss Elizabeth Grimsley.	Dept.	3	2	75	79	0	0	20	15			7	8			4		680	70,000
991	Leesburg	do	J. H. Armington	Dept.	1	0	12	13	0	0					1	6	1	2	3		106	4,500
992	Lewisville	Rich Square High School.	Charles Julian	Dept.	2	0	6	8	14	14					2	3			3			
993	Liberty	High School	P. B. Nye	Dept.	3	0	26	39	0	0					3	9	1	2	4		731	15,400
994	Ligonier	do	Miss Minnie C. Flinn	Dept.	0	2	24	31	0	0					4	7			4		560	10,000
995	Lima	Township High School	F. G. Smeltzly	Dept.	2	1	25	37	0	0	2	0	5	5	3	12	3	12	4		500	25,000
996	Lincolnville	High School	J. C. Reynolds	Dept.	1	0	6	9	29	31									4		175	
997	Linden	do	Herbert West	Dept.	1	0	7	7	0	0					0	0			3		400	8,000
998	Linton	do	Miss Laura M. Moore	Dept.	1	1	19	18	0	0					0	2			4			
999	Livonia	do	B. M. Holliday	Ind.	1	0	10	11	0	0					0	0			4		50	
1000	Logansport	do	David C. Arthur	Dept.	5	4	111	194	0	0	36	50	10	0	15	17	10	12	4			50,000
1001	Lowell	do	Wm. M. Sheets	Dept.	2	1	18	27	0	0	1	2			3	5	1	2	4		300	20,000
1002	Lynn	do	Frank. E. Addleman	Dept.	1	0	20	25	0	0					2	2			3		400	5,000
1003	McCordsville	do	C. F. Brown	Ind.	2	0	25	20	0	0			2	0	4	8	2	2	4		200	8,000
1004	McCutchanville	Center Township High School.		Dept.	1	0	6	9	0	0	1	0	1	0					3			
1005	Macy	High School	A. M. Arnold	Dept.	1	1	12	20	30	40	10	8	0	0	4	5	0	0	3		18	4,500
1006	Madison	do	M. J. Bowman, jr	Dept.	2	4	68	99	0	0	6	4							4		360	
1007	Marengo	do	J. W. Hawkins	Dept.	1	0	5	5	0	0	0	0	0	0	0	0			3			800
1008	Marion	do	Virgil R. McKnight	Dept.	5	5	134	200	0	0	40	25			6	23	4	12	4		300	75,000
1009	Markle	do	C. C. Ohmart	Dept.	1	0	17	26	0	0					0	0			3		400	8,000
1010	Martinsville	do	J. E. Robinson	Dept.	3	1	60	65	0	0					5	9	3	4	4		1,000	75,000
1011	Medaryville	do	J. H. Long	Dept.	1	0	2	10	0	0					2	3			3	0	100	3,000
1012	Mentone	do	Orange H. Bowman	Dept.	1	0	7	14	0	0			2	4	1	7	0	3	3		100	12,000
1013	Michigantown	do	L. L. Beeman	Dept.	1	0	5	1	0	0	0	0	0	0	0	0	0	0	2		35	2,000
1014	Middlebury	do.*	L. H. Kreke	Dept.	1	0	24	14	0	0			8	2	1	0	0	0	3		200	8,000
1015	Middletown	do	Chas. E. Stewart	Dept.	3	0	18	38	0	0					0	3	0	1	4		660	20,000
1016	Milford	do.*	Richard Vanderveer	Dept.	2	0	35	21	0	0			3	2	1	1	1	0	4		153	9,000
1017	Millersburg	do	Timothy D. Firestone	Dept.	1	0	4	9	48	48	0	0	0	0			0	0	2	0	0	
1018	Milroy	do	John L. Shauck	Dept.	1	0	20	20	0	0					2	9			3		250	5,000

* Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
1019	Milton	High School	Paul B. Wilson	Dept..	2	0	15	20	0	0	....	....	....	....	5	5	1	1	4	....	350	$10,000
1020	Mishawaka	.....do	Miss Mary D. Welch	Dept..	1	2	24	48	0	0	4	2	....	....	9	6	3	2	4	....	3,000	50,000
1021	Mitchell	.....do	Mrs. Nora L. Williams	Dept..	1	2	21	44	0	0	....	....	....	....	1	7	....	....	4	....	120	12,400
1022	Monon	.....do.*	Mrs. Nora Kent	Dept..	1	1	28	30	0	0	10	15	....	....	3	4	1	1	3	....	300	2,000
1023	Monroe City	.....do	Albert Wheeler	Dept..	1	0	12	10	0	0	4	1	1	0	....	....	....	....	2	....	100	2,500
1024	Monroeville	.....do	S. K. Ganiard	Dept..	1	0	15	15	0	0	....	....	....	....	3	3	....	....	3	....	300	.....
1025	Monterey	.....do	J. C. Root	Dept..	1	0	7	3	7	7	1	0	....	....	0	0	0	0	3	....	125	1,000
1026	Monticello	.....do.*	L. E. Wheeler	Dept..	3	2	59	74	0	0	0	3	....	....	6	11	0	3	4	....	600	25,000
1027	Montpelier	.....do	W. S. Bull	Dept..	3	0	6	24	0	0	1	6	1	0	1	1	0	1	4	....	500	13,000
1028	Monument City	Polk Township High School.	J. E. First	Dept..	1	0	20	15	0	0	....	....	2	1	1	1	....	....	4	....	315	.....
1029	Moorefield	High School	Prof. Emory Smith	Ind...	1	1	9	9	38	48	....	....	....	....	1	2	0	0	3	....	130	2,200
1030	Mooreland	.....do	L. M. Conn	Dept..	1	0	14	9	55	52	2	1	1	1	2	1	1	1	3	....	200	3,000
1031	Mooresville	.....do	T. W. Garrison	Dept..	3	0	25	30	0	0	....	....	....	....	1	5	1	4	4	....	675	10,000
1032	Morristown	.....do	Hiram B. Patten	Dept..	1	0	10	8	0	0	....	....	....	....	1	5	....	....	2	....	160	6,000
1033	Mount Etna	.....do	James A. Moody	Ind...	1	1	10	7	20	25	....	....	1	0	....	....	....	....	3	....	40	1,500
1034	Mount Sterling	Jefferson Township High School.	Wm. E. Curry	Dept..	1	0	15	16	9	10	10	9	....	....	3	0	3	0	3	....	45	2,500
1035	Mount Vernon	High School	Edward G. Bauman	Dept..	3	1	26	52	0	0	4	2	3	3	4	7	....	....	4	....	200	25,000
1036	Mulberry	.....do	Geo. E. Long	Dept..	2	0	20	17	0	0	....	....	12	8	10	8	10	8	4	....	50	.....
1037	Muncie	.....do.*	William H. Masters	Dept..	3	4	120	184	0	0	....	....	....	....	12	22	....	....	4	75	.....	.....
1038	Nappanee	.....do	S. W. Baer	Dept..	3	0	35	30	0	0	0	0	0	0	9	5	....	....	4	....	150	25,000
1039	New Albany	.....do	Joseph P. Funk	Dept..	2	4	87	159	0	0	....	....	....	....	9	30	....	....	4	....	.....	15,000
1040	.....do	Scribner High School (colored).	William O. Vance	Dept..	1	1	15	30	16	24	2	0	1	1	3	5	2	1	4	....	425	5,000

1041	Newburg	do	S. D. Purdue	Dept..	1	0	10	7	0	0	0	2	3	0	1	1	....	....	3	....	125	7,500
1042	New Carlisle	do	D. A. Sharp	Dept..	1	1	10	24	0	0	....	....	....	....	1	4	....	....	3	....	100	10,000
1043	Newcastle	do	Mrs. Rose R. Mikels	Dept..	2	2	44	56	0	0	....	....	2	5	4	13	1	3	4	....	500	.....
1044	New Harmony	do	H. W. Monieal	Dept..	2	1	20	27	0	0	7	3	5	2	3	1	3	1	4	....	.....	12,500
1045	New London	do	V. E. Baldwin	Dept..	1	1	41	20	0	0	5	5	....	....	5	5	1	1	4	....	450	8,000
1046	New Palestine	do.*	Frank Larrabee	Dept..	1	0	5	14	0	0	....	....	....	....	2	4	....	....	....	....	50	4,000
1047	Newport	do	Clyde La Salle Wagner.	Dept..	1	1	18	12	0	0	7	5	2	0	3	2	3	0	4	....	100	10,000
1048	Nineveh	do	M. J. Searle, A. M	Ind...	1	1	16	9	44	56	....	....	....	....	2	1	2	1	4	....	300	500
1049	Noah	do	Elmer Bassett	Dept..	1	0	3	2	8	9	....	....	....	....	....	....	....	....	4	....	.....	2,000
1050	Noblesville	do	Milton Gantz	Dept..	4	1	96	94	0	0	....	....	....	....	4	18	0	0	4	....	.....	.....
1051	North Judson	do	A. E. Murphy	Dept..	2	1	14	14	0	0	0	0	0	0	0	3	0	0	4	0	200	15,000
1052	North Liberty	do	O. O. Whitenack	Dept..	1	0	8	13	0	0	....	....	....	....	0	0	0	0	3	0	50	6,000
1053	North Manchester	do	J. Howard Wagner	Dept..	2	2	31	66	0	0	0	1	2	1	6	14	2	1	4	....	400	.....
1054	North Vernon	do	Miss Caroline Gautier.	Dept..	1	2	29	41	0	0	1	0	1	0	3	2	2	0	4	....	400	8,000
1055	Oaktown	do	Geo. Haughton	Dept..	1	0	11	14	0	0	....	....	....	....	0	0	0	0	2	0	200	9,000
1056	Odon	do	S. W. Satterfield	Ind...	2	0	7	18	0	0	....	....	....	....	0	5	0	0	3	....	125	.....
1057	Orange	Township High School	Cyrus W. Coffin	Dept..	1	0	6	3	35	29	1	1	3	0	3	0	2	0	2	0	325	.....
1058	Orestes	High School	Chas. F. Plackard	Dept..	1	0	1	5	6	10	....	....	....	....	....	....	....	....	....	....	65	.....
1059	Orland	Graded and Normal School.*	A. J. Collins	Ind...	2	0	22	28	43	42	....	....	....	....	0	2	....	....	4	....	.....	.....
1060	Orleans	High School	Will A. Reed	Dept..	2	0	27	31	0	0	4	5	....	....	6	6	1	0	4	....	30	12,150
1061	Osgood	do	C. B. Wilson	Dept..	1	0	5	7	0	0	3	5	....	....	1	1	1	0	2	....	100	10,000
1062	Ossian	do	Ira C. Hamilton	Dept..	3	1	17	29	0	0	....	....	....	....	6	8	....	....	3	....	366	.....
1063	Owensville	do	Carl Minton	Dept..	2	0	28	32	0	0	3	0	0	0	4	3	2	0	4	....	500	18,000
1064	Oxford	do	M. F. Orear	Dept..	2	1	37	36	0	0	0	0	4	2	7	6	2	0	4	....	300	55,000
1065	Paoli	do	J. J. Copeland	Dept..	2	0	5	26	0	0	1	14	....	....	0	4	0	4	4	....	400	18,000
1066	Parker	do	W. G. Moulton	Dept..	1	0	1	9	0	0	0	0	1	3	0	0	0	0	3	....	80	3,500
1067	Patoka	do	R. N. Chappelle	Dept..	1	0	19	11	0	0	4	2	....	....	2	0	1	0	3	....	100	4,000
1068	Patriot	do	O. A. Rowe	Dept..	2	0	9	14	49	53	....	....	....	....	2	1	....	....	4	....	124	15,000
1069	Pendleton	do	H. F. Hunt	Dept..	2	1	36	41	0	0	....	....	....	....	2	5	2	1	4	....	500	15,000
1070	Pennville	do	Daniel Boyd	Dept..	2	0	22	27	0	0	....	....	....	....	....	....	....	....	4	....	150	.....
1071	Peru	do	Victor Hedgepeth	Dept..	5	3	88	231	0	0	....	....	....	....	7	19	....	....	4	....	500	.....
1072	Petersburg	do	W. H. Foreman	Dept..	3	0	30	38	0	0	....	....	....	....	7	1	....	....	4	....	300	5,000
1073	Pine Village	do	Clinton G. Beekett	Dept..	1	0	9	13	0	0	....	....	....	....	1	4	1	4	3	....	210	900
1074	Pittsboro	Middle Township High School.	A. L. H. Miller	Dept..	1	0	13	13	0	0	....	....	....	....	2	4	2	4	3	....	150	.....
1075	Pleasant Lake	High School.	J. F. Roose	Ind...	2	0	24	26	0	0	2	1	0	0	1	1	1	1	4	....	700	3,000
1076	Plymouth	do	N. A. Chase	Dept..	2	1	20	41	0	0	....	....	....	....	6	12	....	....	3	....	5,980	.....
1077	Portland	do	Theo. L. Tyler	Dept..	3	2	59	85	0	0	11	7	....	....	11	7	....	....	4	....	400	50,000
1078	Poseyville	do	M. S. Woods	Dept..	1	0	18	9	0	0	....	....	1	0	0	0	0	0	3	0	.....	7,000
1079	Prineeton	do	H. H. Ruston	Dept..	3	2	30	98	0	0	3	0	5	7	6	8	5	5	4	....	250	2,500
1080	Providence	Union Township High School.	W. B. Owens	Ind...	2	0	12	11	0	0	....	....	....	....	1	0	....	....	1	0	.....	.....
1081	Pulaski	High School	C. A. King	Dept..	1	1	14	6	7	10	5	2	6	3	....	....	....	....	4	....	60	2,500
1082	Redkey	do	Clyde E. Wilson	Dept..	3	0	17	25	0	0	....	....	....	....	2	2	....	....	4	25	700	25,000
1083	Remington	do	Martin R. Marshall	Dept..	3	0	28	56	0	0	....	....	3	0	4	9	....	....	4	....	350	10,000
1084	Rensselaer	do	Wm. T. McCoy	Dept..	4	2	48	66	0	0	....	....	....	....	4	8	1	5	4	....	1,812	35,500
1085	Richland	do.*	Frank I. Walker	Ind...	0	1	5	5	20	30	....	....	1	2	1	2	1	1	2	....	80	.....
1086	Richmond	do	Daniel R. Ellabarger	Dept..	7	8	164	218	0	0	....	....	....	....	13	20	....	....	4	....	1,000	50,000
1087	Ridgeville	do	Miss W. C. Westrater	Dept..	1	1	7	20	0	0	....	....	....	....	0	3	....	....	4	....	200	20,000
1088	Ripple	Broad Ripple High School	R. E. Harris	Dept..	2	0	28	22	0	0	....	....	1	0	4	2	2	0	4	....	490	9,000

* Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
1089	Risingsun	High School	R. L. Thiebaud	Dept..	3	0	29	25	0	0	....	....	....	....	3	4	....	....	4	....	76	$27,500
1090	Roachdale	....do	J. C. Croy	Dept..	1	0	4	26	0	0	....	....	....	....	0	3	....	....	....	....	150	12,000
1091	Roann	....do	U. R. Young	Dept..	2	0	24	30	0	0	....	....	....	....	1	8	....	....	4	....	200	6,000
1092	Roanoke	Jackson Township High School.*	C. D. Brock	Ind...	2	0	18	11	14	6	1	1	1	0	5	1	....	....	4	....	175	.....
1093	Rochester	High School*	Brainard Hooker	Dept..	2	3	31	43	0	0	....	....	....	....	2	6	....	....	4	....	500	50,000
1094	Roekport	....do	Geo. P. Weedman	Dept..	2	2	25	52	0	0	....	....	....	....	4	8	3	5	4	....	1,000	30,000
1095	Rockville	....do	Miss Georgetta Bowman.	Dept..	1	3	35	45	0	0	3	0	1	0	5	3	4	0	4	....	1,227	20,000
1096	Rolling Prairie	....do	J. W. Rittinger	Ind...	1	0	15	10	33	30	....	....	2	0	6	2	2	0	2	....	600	4,000
1097	Rome City	Orange Township High School.	W. D. Carver	Dept..	2	0	8	12	0	0	....	....	....	....	1	1	....	....	3	....	125	6,000
1098	Royal Center	High School	E. E. Rogers	Dept..	1	0	5	4	0	0	2	0	1	0	....	....	....	....	4	....	100	6,000
1099	Rushville	....do	W. C. Barnhart	Dept..	2	1	48	82	0	0	....	....	....	....	11	11	4	1	3	....	500	.....
1100	Russellville	....do	Miss Emma R. Herbert.	Dept..	0	1	5	5	40	40	....	....	....	....	....	....	....	....	3	....	100	4,000
1101	Russiaville	....do	G. G. Bruer	Dept..	2	0	16	9	0	0	2	2	....	....	2	2	....	....	4	....	125	1,200
1102	St. Joe Station	....do	Harris G. Provines	Dept..	1	0	12	28	0	0	6	8	....	....	2	0	2	0	3	....	100	6,000
1103	St. Paul	....do.*	John W. Rhodes	Dept..	1	0	14	10	0	0	....	....	....	....	....	....	....	....	3	....	250	.....
1104	Scipio	....do.*	H. H. Jeffers	Ind...	1	0	13	7	47	59	....	....	....	....	3	0	0	0	3	....	150	4,000
1105	Scottsburg	....do	S. W. Murphy	Ind...	2	1	11	8	0	0	1	1	....	....	0	0	....	....	3	....	100	14,000
1106	Sellersburg	....do	William L. Beck	Dept..	1	0	7	5	0	0	0	1	0	0	0	0	0	0	3	....	100	3,500
1107	Servia	Chester Township High School.	Charles O. Sigus	Dept..	1	0	10	8	46	39	....	....	....	....	0	0	0	0	4	....	40	.....
1108	Scymour	High School	Thomas E. Sanders	Dept..	1	3	62	74	0	0	2	2	1	0	10	8	3	2	4	....	.....	.....
1109	Shelbyville	....do	D. O. Coote	Dept..	2	3	56	105	0	0	0	5	5	0	3	9	....	....	4	....	2,382	.....

1110	Sheridan	do.*	W. L. Cory	Dept..	3	0	40	45	0	0	....	....	....	....	6	4	1	1	4	....	1,300	15,000
1111	Shipshewana	do.*	C. M. Leib	Dept..	2	1	21	9	0	0	....	....	....	....	....	....	....	....	4	....	300	10,000
1112	Shoals	do	Miss Mabel Yenne	Dept..	1	2	8	19	0	0	2	1	1	0	4	2	3	1	4	0	203	12,000
1113	Smithland	do	J. H. Phillipi	Dept..	1	0	4	7	26	28	0	2	....	....	0	2	....	....	3	....	130	3,000
1114	Somerset	do	John W. Lewis	Dept..	1	2	9	15	47	43	1	2	....	....	1	1	....	....	4	....	300	5,000
1115	Somerville	do.*	Wm. Strickland	Ind...	1	0	9	3	41	53	0	0	0	0	0	0	0	0	3	....	30	1,000
1116	South Bend	do.*	John M. Culver	Dept..	2	7	128	171	0	0	6	8	12	2	12	16	2	2	4	....	2,500	.....
1117	South Milford	Graded School	A. M. Appleman	Dept..	1	0	15	16	0	0	....	....	....	....	2	3	....	....	3	....	300	.....
1118	South Whitley	High School	George H. Tapy (supt.)	Dept..	2	1	25	35	0	0	3	0	1	8	0	5	0	2	4	....	175	19,000
1119	Speneer	do	W. F. Hughes	Dept..	2	0	50	35	0	0	20	8	....	....	7	5	5	2	4	....	509	4,000
1120	Springport	do	E. J. Davis	Dept..	1	0	6	7	40	44	0	1	0	0	2	2	0	1	3	....	130	4,000
1121	Stillwell	do	W. Bert Siders	Dept..	1	0	15	16	19	15	1	2	1	0	3	5	....	....	2	....	200	3,000
1122	Straughn	do	J. W. Shockley	Dept..	1	0	15	7	59	30	....	....	....	....	3	2	....	....	3	0	200	3,000
1123	Sullivan	do	F. M. Walker	Dept..	3	1	36	47	0	0	....	....	....	....	0	0	....	....	4	....	200	15,000
1124	Summitville	do	A. C. Woolley	Dept..	2	0	19	20	0	0	5	4	3	0	2	1	2	1	4	....	400	15,000
1125	Swayzee	do	O. D. Clawson	Dept..	2	0	15	10	0	0	....	....	5	3	4	7	....	....	4	....	0	12,000
1126	Sycamore	do	Robb Woodmansee	Dept..	1	0	10	15	55	60	....	....	....	....	....	....	....	....	2	....	110	5,000
1127	Syracuse	do	Allen A. Norris	Dept..	1	0	9	13	0	0	2	3	....	....	2	2	0	0	3	....	400	.....
1128	Terre Haute	do	Charles S. Meek	Dept..	6	16	301	709	0	0	....	....	....	....	25	38	3	5	4	....	1,000	100,000
1129	Thorntown	do	Miss Laura J. Walker	Dept..	1	2	30	35	0	0	11	9	8	6	3	1	3	1	4	....	300	25,000
1130	Tipton	do	Fred. C. Whitcomb	Dept..	4	3	38	45	0	0	6	7	5	7	4	7	4	2	4	....	600	40,000
1131	Topeka	do	R. F. Miller	Ind...	1	1	14	13	50	60	0	0	4	2	2	1	2	0	3	....	100	.....
1132	Trafalgar	do	J. U. Jones	Dept..	1	0	16	14	56	54	2	0	....	....	4	0	2	0	4	....	40	2,000
1133	Union City	do	Miss Eleanora F. Deem	Dept..	2	2	30	60	0	0	....	....	....	....	0	10	....	....	4	....	1,100	.....
1134	do	Ohio-Side High School	S. Wilkin	Dept..	3	0	20	35	0	0	5	7	....	....	3	15	2	1	4	....	300	8,000
1135	Union Mills	High School	A. C. McGerigor	Ind...	1	0	9	10	0	0	....	....	....	....	5	10	....	....	2	....	500	10
1136	Urbana	do	H. F. Black	Dept..	2	0	12	15	0	0	....	....	....	....	....	....	....	....	3	....	75	.....
1137	Utica	do	Orlando Ross	Ind...	1	0	2	7	71	85	....	....	....	....	....	....	....	....	3	....	400	6,000
1138	Valparaiso	do	C. H. Wood	Dept..	3	4	74	71	0	0	....	....	8	4	8	11	4	3	4	....	1,821	.....
1139	Vanburen	do	Wm. Huff	Dept..	1	0	4	5	0	0	....	....	....	....	2	2	....	....	3	....	.....	6,000
1140	Veedersburg	do	W. E. Carroon	Dept..	2	1	15	20	0	0	....	....	3	5	0	0	....	....	4	....	200	1,800
1141	Vernon	do	J. C. Faris	Dept..	1	0	11	16	0	0	....	....	....	....	3	2	....	....	3	....	112	4,000
1142	Versailles	do	W. D. Robinson	Dept..	1	0	5	5	0	0	0	0	0	0	0	0	0	0	2	....	100	1,000
1143	Vevay	do	Ernest Danglade	Dept..	2	2	29	46	0	0	....	....	....	....	9	7	....	....	4	....	300	10,000
1144	Vincennes	do	C. P. Foreman	Dept..	3	3	89	108	0	0	4	4	2	8	9	9	2	4	4	....	200	40,000
1145	do	High School (colored)	W. H. Langford	Dept..	1	0	1	8	50	54	....	....	0	2	0	1	....	....	4	....	.....	3,000
1146	Wabash	High School	Miss Adelaide S. Baylor.	Dept..	2	4	89	143	0	0	3	4	2	2	5	9	3	4	4	....	2,500	150,000
1147	Walkerton	do	B. E. Steele	Dept..	2	0	12	16	0	0	....	....	....	....	2	4	....	....	3	....	50	19,000
1148	Wanatah	do	C. Bunnell	Dept..	1	0	19	15	0	0	....	....	....	....	7	6	....	....	2	....	475	6,500
1149	Warren	do	P. H. Beck	Dept..	2	0	20	26	0	0	0	1	2	0	0	0	0	0	4	....	459	12,250
1150	Warsaw	do	Miss Tillie C. Felbaum	Dept..	2	2	40	59	0	0	....	....	....	....	2	7	....	....	4	....	.....	.....
1151	Washington	do	Hamlet Allen	Dept..	6	0	80	108	0	0	1	2	2	1	9	19	....	....	4	....	.....	.....
1152	Waterloo	do	H. H. Keep	Ind...	2	0	22	31	0	0	....	....	....	....	4	5	....	....	4	....	300	25,000
1153	Waveland	do	Miss Katherine Kinerk	Dept..	1	1	20	24	0	0	8	10	3	0	0	9	0	4	3	....	575	14,800
1154	Wawaka	do	J. W. Earle	Dept..	1	3	28	27	0	0	....	....	....	....	3	5	....	....	4	....	250	10,000
1155	Waynetown	do	George B. Welty	Dept..	1	0	8	15	0	0	....	....	....	....	0	0	0	0	2	....	185	.....
1156	Webster	do	J. W. Outland	Dept..	2	0	13	12	54	56	....	....	....	....	0	3	....	....	4	....	200	4,000
1157	West Lebanon	do	Harry Evans	Dept..	1	0	10	11	0	0	....	....	....	....	1	2	....	....	3	....	150	20,000
1158	Westpoint	do	Miss Margaret J. Erisman.	Dept..	0	1	9	6	38	33	....	....	2	1	3	3	1	1	3	....	216	500

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
1159	Westport	High School	J. H. Bobbitt	Dept.	1	0	5	10	0	0	0	0	0	0	0	0	....	....	....	....	.....	.....
1160	Westville	....do	A. L. Whitmer	Dept.	1	0	6	12	47	64	....	....	....	....	0	4	....	....	2	....	200	$8,000
1161	Wheatfield	....do	A. C. Beeman	Dept.	1	0	5	6	59	43	....	....	1	1	0	0	....	....	3	....	253	700
1162	Wheatland	....do	C. M. George	Dept.	1	0	10	10	0	0	....	....	....	....	2	2	0	0	3	....	50	3,500
1163	Whitestown	Township High School	F. A. Stark	Dept.	1	0	9	11	0	0	....	....	....	....	0	0	....	....	....	....	125	7,000
1164	Whitewater	High School	Charles W. Jordan	Dept.	1	0	14	6	45	30	2	1	0	0	2	1	....	....	3	....	200	5,000
1165	Whiting	....do	Eugene Gates	Dept.	2	1	17	21	0	0	....	....	....	....	0	0	0	0	4	....	800	20,000
1166	Williamsburg	....do	William Parker	Dept.	2	0	10	20	40	50	....	....	....	....	1	3	....	....	4	....	.....	.....
1167	Williamsport	....do	S. C. Hanson (supt.)	Dept.	2	1	19	30	0	0	4	1	....	....	1	7	2	0	4	....	290	20,000
1168	Winamac	....do	J. E. Layton	Dept.	3	0	28	44	0	0	8	1	3	1	3	6	2	1	4	....	500	20,250
1169	Winchester	....do	Amos C. Maple	Dept.	3	1	49	62	0	0	....	....	....	....	3	4	3	2	4	....	.....	25,000
1170	Windfall	....do	L. D. Summers	Dept.	1	0	12	19	0	0	....	....	....	....	1	1	....	....	3	....	300	9,000
1171	Winslow	....do	E. W. Rust	Dept.	1	0	5	3	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
1172	Wolcott	....do	E. B. Rizer	Dept.	2	0	16	23	0	0	2	0	....	....	4	4	0	0	3	....	150	6,000
1173	Wolcottville	....do	F. W. Baxter	Dept.	1	1	10	18	0	0	1	0	....	....	2	1	1	0	4	....	100	8,000
1174	Zionsville	....do	Miss Flora A. Menninger.	Dept.	2	1	26	21	0	0	1	1	3	0	3	4	2	1	4	....	.....	.....
	INDIAN TERRITORY.																					
1175	Eufaula	High School*	W. B. Emery	Ind...	1	2	4	4	54	49	....	....	....	....	....	....	....	....	....	....	200	.....
1176	Nelson	Spencer Academy	C. H. Berry	Ind...	2	1	20	0	100	0	6	0	....	....	0	0	0	0	5	100	.....	18,000
1177	Salina	Cherokee Orphan Asylum	Robert L. Mitchell	Ind...	3	0	6	4	64	69	....	....	....	....	....	....	....	....	4	70	.....	67,000
1178	Tahlequah	Cherokee National Male Seminary.	W. S. Duggar	Ind...	2	0	32	0	56	2	....	....	....	....	5	0	5	0	4	88	683	75,000

	IOWA.																					
1179	Aekley	High School	O. W. Maxwell	Dept..	1	2	22	21	0	0	4	2	3	0	6	3	5	1	4	....	725	20,000
1180	Adair	.....do	E. R. Neptune	Dept..	2	0	17	21	0	0	0	0	0	0	0	3	0	0	4	....	50	9,000
1181	Adel	.....do	C. Ray Aurner	Dept..	1	3	54	68	0	0	1	1	....	....	4	11	1	3	4	....	225	20,200
1182	Afton	.....do	Miss Katharine Marley	Dept..	1	2	20	25	0	0	....	....	....	....	0	7	....	....	4	....	206	16,000
1183	Ageney	.....do	W. C. Hieks	Dept..	2	0	23	18	0	0	....	....	....	....	3	2	....	....	4	....	250	8,000
1184	Ainsworth	.....do	E. F. Pierce	Ind...	1	1	15	25	75	86	....	....	....	....	1	4	0	2	4	....	300	10,000
1185	Akron	.....do	J. H. Schroeder	Dept..	1	1	17	39	0	0	2	6	1	0	1	5	1	3	3	....	200	50
1186	Albia	.....do	Miss Maisy Schreiner..	Dept..	1	3	65	79	0	0	20	30	....	....	10	16	....	....	4	....	750	50,000
1187	Alden	.....do	Cassius E. Tool	Dept..	1	1	27	36	0	0	....	....	....	....	2	2	1	1	4	....	300	11,700
1188	Algona	.....do	Miss Minnie J. Coate...	Dept..	1	2	27	32	0	0	....	....	....	....	0	2	0	2	4	....	100	.....
1189	Allerton	Normal and Graded High School.	J. F. Holiday	Dept..	1	1	25	34	0	0	....	....	5	4	7	7	2	1	3	....	600	14,800
1190	Alta	High School*	H. E. Crosby	Dept..	1	1	30	36	0	0	....	....	2	2	2	9	2	2	4	32	300	10,000
1191	Alton	.....do	C. I. Lambert	Ind...	1	2	9	16	0	0	2	2	4	1	0	0	....	....	4	....	650	10,000
1192	Ames	.....do	E. D. Y. Culbertson	Dept..	1	3	36	56	0	0	....	....	....	....	3	2	....	....	4	....	282	26,170
1193	Anamosa	.....do	Miss Maude Humphrey	Dept..	1	2	45	82	0	0	3	1	....	....	8	4	3	1	4	....	150	40,000
1194	Andrew	.....do.*	A. M. Gray	Dept..	1	0	10	20	35	40	....	....	....	....	0	0	0	0	4	....	200	4,000
1195	Anita	.....do	L. B. Lawrenee	Dept..	1	1	28	44	0	0	8	18	12	13	1	12	1	6	4	....	70	9,000
1196	Areadia	.....do	E. E. Perry	Dept..	1	0	7	6	53	44	....	....	....	....	3	1	2	0	2	....	150	3,000
1197	Atlantic	.....do	William Wilcox (supt.)	Dept..	2	3	67	114	0	0	8	14	....	....	4	15	....	....	4	....	800	.....
1198	Audubon	.....do	F. P. Hocker	Dept..	1	2	35	45	0	0	3	0	....	....	7	3	3	1	4	....	560	25,000
1199	Aurelia	.....do	S. W. Myers	Dept..	1	1	16	27	0	0	....	....	....	....	1	5	....	....	3	....	325	10,000
1200	Avoca	.....do	J. Peasley	Dept..	1	2	31	31	0	0	8	0	....	....	1	5	0	2	4	....	105	25,400
1201	Baneroft	.....do	E. E. Bailey	Dept..	1	1	24	33	0	0	5	7	....	....	2	1	0	1	3	....	700	5,000
1202	Battlecreek	.....do	Charles H. King	Dept..	1	0	14	21	0	0	0	0	2	1	0	0	....	....	4	....	36	5,000
1203	Baxter	.....do	C. H. MeLean	Ind...	1	1	21	33	56	42	1	0	....	....	5	7	....	....	4	....	132	4,500
1204	Bayard	.....do	I. M. Boggs	Dept..	1	1	20	20	0	0	0	3	2	0	2	6	2	4	4	....	100	3,000
1205	Beacon	.....do	J. P. McMurray	Dept..	1	0	3	13	0	0	0	0	0	0	2	11	....	....	2	....	281	8,500
1206	Bedford	.....do	Miss Evelyn Miller....	Dept..	1	3	58	62	0	0	....	....	....	....	3	4	1	2	4	....	350	27,000
1207	Belle Plaine	.....do	Miss Luella Albrook ..	Dept..	1	3	45	100	0	0	....	....	0	10	3	20	....	....	4	....	300	30,000
1208	Bellevue	.....do	M. Jaynes, M. Di	Dept..	1	1	16	28	0	0	....	....	....	....	7	8	....	....	3	....	407	15,000
1209	Belmond	.....do	Angus MaeDonald	Dept..	1	1	32	45	0	0	....	....	....	....	4	5	4	5	4	....	389	15,840
1210	Birmingham	.....do	William L. Barrett	Dept..	1	2	20	45	0	0	6	11	1	0	1	3	1	3	2	....	125	1,500
1211	Bloomfield	.....do	Will Fortune	Dept..	1	1	27	47	0	0	....	....	....	....	4	8	....	....	4	....	276	23,000
1212	Bonaparte	.....do	W. T. Dick	Dept..	1	1	31	43	0	0	....	....	2	3	6	10	2	3	3	....	150	12,000
1213	Boone	.....do	George I. Miller	Dept..	2	6	95	100	0	0	1	4	1	2	7	15	....	....	4	....	2,200	.....
1214	Breda	.....do	J. M. Dunck	Ind...	1	0	9	3	0	7	0	0	0	0	0	0	0	0	2	....	10	2,100
1215	Brighton	.....do	Samuel Quigley	Dept..	2	0	21	15	0	0	2	1	1	1	3	4	2	2	4	....	368	12,025
1216	Britt	.....do	A. M. Deyoe	Dept..	2	1	27	29	0	0	2	5	1	0	3	4	3	2	4	....	515	20,000
1217	Brooklyn	.....do	Fred. S. Robinson	Dept..	2	1	37	46	0	0	....	....	12	10	6	5	4	2	4	....	710	1,200
1218	Burlington	.....do	E. Tappe	Dept..	6	6	164	230	0	0	10	9	5	2	10	32	10	11	4	....	1,500	60,000
1219	Calmar	.....do	F. C. Clark	Dept..	1	1	18	24	0	0	....	....	....	....	0	0	....	....	3	....	320	16,000
1220	Cambridge	.....do	E. O. Bronson, M. Di ...	Dept..	1	0	12	28	0	0	....	....	....	....	2	8	2	3	4	....	238	35,000
1221	Carroll	.....do	Carl C. Magee (supt.) ..	Dept..	3	3	100	50	0	0	....	....	....	....	7	4	3	2	4	....	200	50,000
1222	Carson	.....do	Ross Hansen, Ph. B....	Dept..	2	1	30	36	0	0	2	0	2	0	1	0	....	....	4	....	300	5,000
1223	Casey	.....do.*	M, P. Kenworthy.....	Dept..	1	0	15	18	50	60	0	1	1	0	1	1	1	0	3	....	75	5,000
1224	Cedarfalls	.....do.*	Miss Grace I. Norton ..	Dept..	1	4	45	70	0	0	....	....	....	....	13	20	....	....	4	....	500	20,000
1225	Cedar Rapids	Washington High School.	Miss Abbie S. Abbott ..	Dept..	2	14	240	320	0	0	....	....	....	....	16	30	5	7	4	....	800	60,500
1226	Center Junction ..	High School	Frank E. Fowlie	Dept..	1	0	12	17	0	0	....	....	....	....	0	3	....	....	3	....	41	800

*Statistics of 1897–98.

TABLE NO. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
1227	Centerpoint	High School	C. E. Tuttle	Dept.	1	0	16	19	0	0	----	----	----	----	3	7	----	----	3	----	25	$2,600
1228	Centerville	....do	Miss Janet Wilson	Dept.	2	4	66	77	0	0	----	----	----	----	9	13	2	3	4	216	409	.....
1229	Chariton	....do	S. M. Cart	Dept.	1	3	56	91	0	0	0	2	----	----	2	18	0	2	4	----	410	40,600
1230	Charles City	....do	Miss Louise Marsh	Dept.	4	4	95	180	0	0	----	----	----	----	7	19	5	13	4	0	1,500	48,000
1231	Chillicothe	....do	G. Ring	Dept.	1	1	9	8	32	31	----	----	----	----	----	----	----	----	2	----	10	1,000
1232	Cincinnati	....do	P. B. Woods	Dept.	1	2	15	19	21	15	----	----	----	----	7	6	----	----	4	----	250	.....
1233	Clarinda	....do	G. W. Fisher	Dept.	3	2	51	92	0	0	----	----	----	----	0	8	----	----	4	----	459	45,000
1234	Clarion	....do	S. T. May	Dept.	1	2	49	54	0	0	10	20	----	----	5	15	3	8	4	----	200	.....
1235	Clarksville	....do	Frank E. Howard	Dept.	1	1	17	22	0	0	1	5	1	2	1	3	1	3	2	----	120	5,000
1236	Clearfield	....do	H. S. Ash	Dept.	1	1	28	34	0	0	----	----	----	----	1	0	----	----	4	----	30	2,400
1237	Clearlake	....do	D. H. Campbell	Dept.	1	2	20	18	13	19	----	----	----	----	1	6	----	----	3	----	216	15,000
1238	Clinton	....do	E. L. Mason	Dept.	2	6	81	180	0	0	----	----	----	----	13	24	4	6	4	----	900	45,000
1239	Coggon	....do	Clifford B. Paul	Dept.	1	0	5	14	12	6	----	----	----	----	0	0	0	0	1	----	160	.....
1240	Colfax	....do	S. A. Power	Dept.	1	2	31	56	0	0	----	----	----	----	5	7	2	0	1	----	0	40,000
1241	Collins	....do	Herbert Pease	Dept.	1	0	10	15	0	0	----	----	3	5	3	7	1	4	2	----	150	4,000
1242	Columbus Junction.	....do	D. R. Michener	Ind.	1	2	54	53	0	0	----	----	----	----	7	4	----	----	4	----	456	20,000
1243	Conrad	....do	A. M. Gray	Dept.	1	0	5	11	0	0	----	----	----	----	2	3	0	0	2	----	70	7,000
1244	Corning	....do.*	C. M. Thompson	Dept.	3	1	36	40	0	0	----	----	----	----	4	6	4	6	4	----	300	31,500
1245	Correctionville	....do	T. Burton Morris	Dept.	1	1	26	45	0	0	3	5	----	----	2	4	----	----	4	----	321	11,500
1246	Corwith	....do	Charles W. Thompson	Dept.	1	1	11	11	0	0	----	----	3	2	0	2	0	1	3	----	75	20,000
1247	Corydon	....do	Charles Carter	Dept.	2	1	40	62	0	0	----	----	12	18	2	11	2	6	4	----	200	16,000
1248	Council Bluffs	....do	W. N. Clifford	Dept.	6	7	188	260	0	0	15	10	25	25	20	32	10	5	4	110	.....	.....
1249	Cresco	....do	L. E. A. Ling	Dept.	1	2	23	47	0	0	----	----	----	----	5	18	0	0	3	----	550	35,000
1250	Creston	....do	Thomas R. Amlie	Dept.	3	6	103	182	0	0	1	0	----	----	2	26	1	0	4	----	2,500	40,000

1251	Cromwell	do	O. W. Hunt	Dept..	1	0	8	12	30	42	....	....	....	....	3	7	1	1	3	....	113	5,000
1252	Dallas Center	do	H. R. Miller	Dept..	1	0	5	25	0	0	0	0	0	0	1	3	1	3	4	....	300	10,000
1253	Davenport	do	William D. Wells	Dept..	6	7	174	251	8	12	35	37	24	4	17	43	5	12	4	....	1,200	85,000
1254	Davis City	do	J. A. McIntosh	Dept..	1	1	15	12	0	0	0	0	0	0	0	0	0	0	3	....	0	7,550
1255	Dayton	do	Emory A. Rolfe	Dept..	1	0	4	19	14	9	....	....	....	....	2	5	1	1	3	....	85	3,000
1256	Deeorah	do	E. A. Parks	Dept..	1	4	26	53	0	0	....	....	....	....	3	5	1	3	4	....	300	.....
1257	Deepriver	do	W. H. Meek	Dept..	1	0	6	14	0	0	0	0	0	0	0	0	0	0	4	....	200	.....
1258	Defiance	do	L. A. Glassburn	Dept..	1	0	4	8	25	13	1	1	....	....	1	0	0	0	3	....	300	4,000
1259	Delta	do	Walter S. Athearn	Dept..	1	0	20	25	0	0	5	4	3	2	6	4	6	2	3	....	950	12,000
1260	Denison	do	G. W. Lee	Dept..	2	1	33	42	61	8	3	6	....	....	1	3	1	2	4	....	2,100	40,000
1261	Des Moines	Capitol Park High School.	Miss Ada Houck	Dept..	1	5	15	55	0	0	1	6	3	10	1	8	1	2	4	....	400	50,000
1262	do	East Side High School	Elmer H. White	Dept..	4	3	150	240	0	0	....	....	....	....	10	25	5	10	4	....	1,600	75,000
1263	do	North Side High School	Arthur W. Brett	Dept..	2	5	62	106	0	0	....	....	2	4	4	11	....	....	4	....	.....	30,500
1264	do	Oakdale High School	J. W. Hayman	Dept..	2	1	24	26	0	0	....	....	6	6	2	0	2	0	3	....	220	25,000
1265	do	West High and Industrial School.	W. O. Riddell	Dept..	7	11	221	300	0	0	....	....	....	....	23	40	....	....	4	....	1,200	90,000
1266	Desoto	High School	Seeley W. Rowley	Dept..	1	0	13	23	0	0	2	3	1	0	2	6	1	0	3	....	100	6,000
1267	Dewitt	do	Miss Margaret Buehanan.	Dept..	0	2	19	23	0	0	....	....	3	4	3	3	1	1	3	....	415	15,000
1268	Dow City	do	F. R. Schafer	Ind...	1	0	19	19	0	0	0	0	0	0	0	8	0	0	3	....	100	4,000
1269	Dows	do	A. P. Hargrave	Dept..	1	1	20	27	0	0	....	....	....	....	6	2	....	....	3	....	300	5,700
1270	Dubuque	do	F. L. Smart	Dept..	8	5	207	269	0	0	....	....	....	....	5	16	4	8	4	....	800	110,000
1271	Dunlap	do	F. G. Miller	Dept..	1	1	15	40	0	0	1	3	1	0	1	6	1	3	3	....	625	18,000
1272	Dysart	do.*	H. O. Bateman	Dept..	2	0	28	32	0	0	6	8	....	....	5	7	5	6	3	....	500	10,000
1273	Eaglegrove	do	J. G. Grundy	Dept..	1	3	36	67	0	0	....	....	....	....	10	13	3	1	4	....	250	25,000
1274	Early	do	C. H. Jump	Dept..	1	2	14	18	0	0	....	....	8	12	1	1	1	1	3	....	150	7,000
1275	Eddyville	do	F. S. Thompson	Ind...	1	1	35	30	0	0	....	....	....	....	6	4	1	0	4	....	150	15,000
1276	Eldon	do	Earl C. Mills	Dept..	1	2	28	53	0	0	....	....	1	4	2	12	1	3	4	....	390	11,000
1277	Eldora	do	W. A. Doron	Dept..	1	3	37	50	0	0	....	....	....	....	7	9	....	....	4	....	250	35,000
1278	Elgin	do	E. A. Sheifelbein	Dept..	1	0	13	17	0	0	....	....	....	....	5	4	....	....	3	....	.....	.....
1279	Elkader	do	J. E. Webb	Dept..	3	0	36	42	0	0	....	....	2	1	5	6	2	0	3	....	250	12,000
1280	Elma	do	C. E. Hanchett	Dept..	1	2	24	35	0	0	0	0	0	0	1	4	0	0	4	0	316	5,375
1281	Emmetsburg	do	H. E. Blackmar	Dept..	3	1	52	54	0	0	12	14	....	....	10	4	5	2	4	....	1,092	15,000
1282	Essex	do	F. M. Stoller	Dept..	1	1	14	15	0	0	2	1	2	2	4	3	2	1	4	....	100	6,000
1283	Estherville	do	Inez Myers	Dept..	1	4	48	62	0	0	15	16	....	....	5	2	2	1	4	....	300	30,000
1284	Exira	do	W. H. Fort	Dept..	1	0	5	15	10	14	0	2	....	....	0	5	0	2	2	....	.....	7,500
1285	Fairfield	do	J. E. Williamson	Dept..	3	1	53	93	0	0	20	20	....	....	4	10	2	0	4	....	350	4,500
1286	Farmington	do	Arthur T. S. Owen	Dept..	1	1	32	39	0	0	....	....	4	6	....	....	....	....	4	....	612	15,000
1287	Fayette	do	F. E. Finch	Ind...	1	1	39	41	0	0	2	1	9	10	9	8	6	4	3	....	327	8,000
1288	Floyd	do	Thos. J. Durant	Dept..	1	0	11	19	54	56	....	....	....	....	0	0	0	0	2	0	125	.....
1289	Fonda	do	R. B. Crone	Dept..	2	1	31	57	0	0	1	12	....	....	1	11	1	8	4	....	405	.....
1290	Fontanelle	do	C. Colfax Smith	Dept..	2	0	19	27	0	0	5	5	2	0	5	4	3	2	3	....	400	10,000
1291	Forest City	do	H. O. Bateman	Dept..	1	3	32	38	0	0	....	....	....	....	2	2	....	....	4	....	250	30,000
1292	Fort Dodge	do	H. H. Roberts	Dept..	3	2	50	85	0	0	3	3	10	15	5	12	3	0	4	....	150	40,000
1293	Fort Madison	do	John W. McCulloch	Dept..	2	2	40	67	0	0	0	0	0	0	4	11	1	5	4	....	.....	50,000
1294	Fredericksburg	do	J. A. Eckewood	Ind...	1	0	10	17	60	62	5	4	6	5	0	0	0	0	3	....	214	10,000
1295	Fremont	do	John J. Williams	Dept..	1	0	6	10	0	0	....	....	....	....	1	3	....	....	3	....	137	5,000
1296	Galva	do	Miss K. A. Hummer	Dept..	0	1	17	17	0	0	0	0	0	0	0	4	0	0	2	0	35	5,500
1297	Gardengrove	do	J. H. Drake, B. S	Dept..	1	1	29	43	0	0	0	0	2	3	3	5	0	1	4	....	100	5,000
1298	Garnavillo	do	T. A. Foote	Dept..	1	0	5	11	35	32	0	0	0	0	0	3	0	0	2	....	250	3,000
1299	Garner	do	J. F. Doderer	Dept..	1	1	12	40	0	0	....	....	....	....	1	5	....	....	4	....	625	20,000

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
1300	George	High School	M. R. Hassel	Dept.	1	2	14	16	46	38	....	....	....	....	0	0	....	....	2	....	72	$5,400
1301	Gilman	do	J. E. Holmes	Ind.	1	0	12	13	0	0	....	....	....	....	1	2	1	2	3	....	250	3,000
1302	Glenwood	do	Miss J. G. Nutting	Dept.	1	3	27	63	0	0	7	24	3	0	1	7	0	3	4	....	5,684	.....
1303	Glidden	do	J. H. Beveridge	Dept.	2	0	28	42	0	0	....	....	10	8	4	6	3	3	4	....	100	10,000
1304	Goldfield	do.*	J. T. Bradshaw	Dept.	1	1	12	24	12	12	....	....	....	....	0	0	....	....	3	....	100	.....
1205	Gowrie	do	A. L. Brown	Dept.	1	1	20	33	0	0	....	....	....	....	0	4	....	....	3	....	256	4,500
1306	Greene	do	J. R. Jamison	Ind.	3	1	37	52	0	0	....	....	....	....	3	9	....	....	4	....	300	15,000
1307	Greenfield	do	F. E. Palmer	Dept.	1	2	40	45	0	0	4	6	....	....	4	11	....	....	4	....	150	1,500
1308	Grinnell	do	Mrs. L. Elizabeth Wilson.	Ind.	3	2	72	96	0	0	....	....	....	....	7	19	2	8	4	....	800	50,000
1309	Griswold	do	L. B. Stewart	Ind.	1	1	11	22	21	30	5	8	0	0	0	5	0	3	3	....	175	8,000
1310	Guthrie Center	do	Adam Pickett	Dept.	2	1	30	29	0	0	2	1	3	4	3	2	1	1	4	....	219	20,000
1311	Guttenberg	do	C. J. Adam	Dept.	1	0	10	18	0	0	2	3	....	....	2	6	....	....	3	....	150	5,000
1312	Hamburg	do	J. C. King	Dept.	2	2	48	72	0	0	....	....	....	....	2	6	2	6	4	....	800	31,500
1313	Hampton	do	Lenna Prater	Dept.	1	4	68	65	0	0	....	....	....	....	9	11	6	6	4	....	542	36,000
1314	Harlan	do	Alice Sudlow	Dept.	1	3	50	57	0	0	....	....	....	....	....	....	....	....	4	....	200	.....
1315	Hawarden	Normal High School	C. H. Brake	Dept.	3	0	4	9	52	62	....	....	....	....	4	2	....	....	3	....	200	25,000
1316	Hedrick	High and Normal School.	George L. Matson	Dept.	2	1	45	37	0	0	3	4	....	....	0	0	....	....	4	....	200	6,000
1317	Holstein	High School	Everett P. Bettenga	Dept.	1	1	11	26	0	0	0	1	0	0	0	5	0	0	4	....	150	13,000
1318	Hopkinton	do	T. V. Hunt	Dept.	1	0	15	19	0	0	2	0	....	....	4	0	....	....	3	....	31	5,000
1319	Hubbard	do	W. O. Reed	Ind.	1	1	20	25	0	0	0	0	5	6	5	6	4	3	3	....	200	5,000
1320	Hull	do	D. M. Odle	Dept.	1	1	13	31	0	0	....	....	....	....	1	4	....	....	4	....	350	8,000
1321	Humboldt	do	Clarence Messer	Dept.	1	1	27	35	0	0	2	4	4	6	3	5	1	3	4	....	378	20,000
1322	Humeston	do	G. A. Axline, M. A	Dept.	1	1	16	14	16	16	1	0	....	....	0	0	0	0	3	....	350	5,000
1323	Idagrove	do	Thos. B. Hutton	Dept.	2	2	42	61	0	0	....	....	....	....	3	7	....	....	4	....	387	40,000

1324	Independenee	do	Miss Clara Travis	Dept..	1	4	46	89	0	0	8	5	....	....	0	14	0	12	4	....	300	.....
1325	Indianola	do	Florian Von Eschen	Dept..	1	1	46	72	0	0	17	23	6	12	9	13	4	6	3	8	350	25,000
1326	Iowa City	do	F. C. Ensign	Dept..	4	5	94	141	0	0	40	50	....	....	12	16	11	13	4	....	600	.....
1327	Iowa Falls	do	Loren Hezzelwood	Dept..	2	3	65	58	0	0	6	10	8	12	5	13	2	4	4	....	250	40,000
1328	Ireton	do	J. N. Stahl	Dept..	1	0	9	16	0	0	....	....	....	....	2	3	1	2	4	....	300	10,000
1329	Jefferson	do	L. B. Carlisle	Ind...	1	3	75	105	0	0	5	10	5	5	4	7	2	3	4	....	800	20,000
1330	Kellogg	do	H. E. Pemberton	Ind...	1	1	20	32	0	0	2	3	....	....	3	5	3	5	4	....	300	.....
1331	Keokuk	do	George E. Marshall	Dept..	3	5	93	157	0	0	....	....	....	....	7	33	4	12	4	....	500	.....
1332	Keosauqua	do	David Williams	Dept..	2	1	29	41	0	0	2	1	....	....	6	6	2	1	4	....	100	.....
1333	Keota	do	G. W. Hursey	Dept..	2	0	30	40	0	0	....	....	....	....	6	14	1	0	3	....	100	7,000
1334	Kingsley	do	Frank Jarvis	Dept..	1	2	26	34	0	0	....	....	....	....	4	8	2	3	4	....	295	8,000
1335	Kirkville	do	J. F. Croft	Dept..	1	1	5	15	0	0	....	....	....	....	1	3	....	....	2	....	190	3,500
1336	Knoxville	do	H. E. Simpson	Dept..	3	2	48	77	0	0	6	11	4	1	9	11	5	6	4	....	1,250	25,000
1337	Kossuth	do	C. E. Smith	Dept..	1	1	18	20	18	14	0	0	2	4	1	3	1	3	....	....	10	5,000
1338	Lake City	do	Percis O. Horner	Dept..	1	2	40	49	0	0	....	....	....	....	3	2	3	2	4	....	300	2,600
1339	Lakeview	do	J. M. Holaday	Dept..	1	1	17	23	0	0	1	2	....	....	2	3	1	2	4	....	60	5,000
1340	Lamoni	do	Geo. N. Briggs	Dept..	1	1	25	55	0	0	8	12	....	....	2	4	0	2	4	0	80	35,000
1341	Lansing	do	J. B. Knoepfler	Dept..	1	1	30	19	0	0	0	0	0	0	6	4	0	0	3	....	325	9,300
1342	Laporte City	do	H. B. Lizer	Dept..	1	2	14	32	0	0	....	....	....	....	4	8	2	2	3	....	400	20,000
1343	Laurens	do	E. L. Grant	Dept..	1	1	20	27	0	0	2	3	1	2	2	3	0	0	3	....	98	10,000
1344	Lawler	do	J. J. McFaul	Dept..	1	0	16	13	0	0	....	....	4	4	2	2	2	1	3	....	200	2,000
1345	Leelaire	do	A. W. Tsehantz	Dept..	1	0	8	20	0	0	....	....	....	....	0	7	....	....	4	....	300	.....
1346	Legrand	do	Harry Haas	Ind...	1	0	4	3	55	49	0	0	0	0	1	0	0	0	3	....	250	3,000
1347	Lenox	do.*	W. B. Moffett	Dept..	1	1	27	43	0	0	....	....	6	3	4	9	2	1	3	....	200	16,000
1348	Leon	do	Sam L. Dartah	Dept..	1	2	34	71	0	0	....	....	....	....	3	13	....	....	4	....	100	.....
1349	Letts	do	L. G. Foeht	Dept..	1	0	2	3	47	60	....	....	....	....	2	3	2	3	4	....	142	5,400
1350	Lewis	do	W. W. Fleteher	Dept..	1	1	34	45	0	0	0	0	4	0	1	10	0	0	3	....	200	8,000
1351	Limespring	do	D. L. Grannis	Dept..	1	1	20	20	0	0	1	3	3	3	0	2	0	2	4	....	177	.....
1352	Lineville	do	W. H. Laneelot	Dept..	1	1	18	20	0	0	....	....	....	....	2	5	....	....	3	....	200	.....
1353	Lisbon	Washington High School.	B. W. Hoadley	Dept..	1	3	30	36	0	0	....	....	4	6	3	11	3	6	4	....	250	30,000
1354	Logan	High Sehool*	J. M. Rapp	Dept..	1	2	35	45	0	0	0	0	0	0	3	9	0	0	3	....	300	8,000
1355	Lohrville	do	J. B. Green	Dept..	1	1	23	30	0	0	....	....	....	....	4	0	....	....	3	....	50	7,000
1356	Lorimor	do	Jno. W. Boyle	Dept..	1	0	7	3	0	0	2	2	1	0	0	0	0	0	3	0	85	.....
1357	Lowden	do	F. G. Stemen	Ind...	1	2	13	12	50	50	....	....	....	....	0	0	0	0	3	....	75	5,000
1358	Lueas	do	Chas. Murray	Dept..	2	0	13	20	0	0	....	....	....	....	....	....	....	....	4	....	40	4,000
1359	Lynnville	do	E. Arthur Witmer	Dept..	1	0	10	12	0	0	....	....	....	....	1	1	....	....	3	....	195	2,000
1360	Lyons	do	J. R. Bowman	Dept..	3	2	33	71	0	0	3	3	....	....	0	4	....	....	4	....	350	15,000
1361	MeGregor	do	Miss Josephine Harrison.	Dept..	2	1	20	35	0	0	....	....	5	6	1	7	1	7	4	....	800	20,500
1362	Madrid	do	R. V. Veneman	Dept..	2	2	31	30	0	0	3	4	2	3	0	0	0	0	3	....	200	15,000
1363	Magnolia	do	J. M. Ireland	Dept..	1	1	4	28	22	3	....	....	....	....	1	10	....	....	3	....	.....	3,000
1364	Maleom	do	Otis Randall	Dept..	1	1	8	12	30	56	1	1	2	0	1	1	....	....	3	....	193	3,000
1365	Malvern	do	Wm. E. Kline	Dept..	2	1	34	45	0	0	17	27	....	....	3	8	1	6	4	....	250	20,000
1366	Manchester	do	A. E. Rigby	Dept..	2	3	50	70	0	0	....	....	....	....	12	15	....	....	4	....	150	.....
1367	Manilla	do	P. M. Hersom	Dept..	1	1	7	20	0	0	....	....	....	....	2	10	....	....	3	....	200	10,000
1368	Manning	do	W. H. Reeves	Ind...	1	2	28	29	0	0	....	....	2	3	2	1	....	....	4	....	340	7,000
1369	Manson	do.*	D. K. Bond	Dept..	1	2	55	51	0	0	....	....	....	....	6	8	....	....	4	....	195	21,805
1370	Mapleton	do	H. H. Hahn	Dept..	2	0	21	43	0	0	2	3	....	....	3	1	3	1	4	....	130	5,000
1371	Maquoketa	do	C. C. Dudley	Dept..	1	4	53	75	0	0	3	2	1	0	12	9	4	2	4	....	91	30,000
1372	Marble Rock	do	J. D. Lyon	Dept..	1	1	20	25	0	0	....	....	....	....	7	8	....	....	3	....	300	.....
1373	Mareus	do.*	Robt. H. Minkel	Dept..	1	0	19	12	0	0	1	1	2	0	0	0	0	0	2	....	300	7,700

* Statisties of 1897–98.

TABLE NO. 42.—*Statistics of public high schools in the United States for the scholastic year 1898-99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
1374	Marengo	High School	C. H. Carson	Dept.	2	3	50	66	0	0	....	....	....	....	9	7	3	2	4	....	600	$25,000
1375	Marion	do	Miss Lizzie R. Marshall	Dept.	1	4	81	122	0	0	....	....	....	....	13	16	6	5	4	....	431	13,597
1376	Marshalltown	do	C. C. Carstens	Dept.	4	7	130	208	0	0	....	....	....	....	3	11	2	7	5	....	5,286	.....
1377	Mason City	do	A. R. Sale	Dept.	3	6	103	105	0	0	....	....	....	....	13	18	6	6	4	....	300	17,000
1378	Maynard	do	William Beal	Dept.	2	0	24	28	0	0	3	1	....	....	3	9	2	1	3	....	365	4,000
1379	Mechanicsville	do	C. McCracken	Dept.	1	1	15	35	0	0	....	....	....	....	1	3	....	....	4	....	450	.....
1380	Menio	do	F. L. Martin	Dept.	1	0	18	19	0	0	1	2	....	....	6	5	....	....	3	....	237	10,000
1381	Miles	do	A. L. Steidl	Ind.	1	2	16	13	42	37	....	....	....	....	4	3	....	....	3	....	400	.....
1382	Milton	do.*	R. A. Elwood	Dept.	1	1	33	46	0	0	2	3	0	0	3	6	....	....	4	....	200	.....
1383	Missouri Valley	do	Miss Emma C. De Groff	Dept.	1	3	31	68	0	0	....	....	....	....	5	11	....	....	4	....	400	50,000
1384	Mitchell	do	H. E. La Rue	Dept.	1	1	11	14	0	0	....	....	....	....	1	4	1	0	2	....	300	2,000
1385	Mitchellville	do.*	R. C. McConnell	Ind.	1	1	10	15	78	81	3	2	....	....	....	....	....	....	....	....	....	10,000
1386	Modale	do	M. L. Dakin	Dept.	1	0	8	4	42	76	0	3	....	....	0	4	0	3	4	....	100	2,500
1387	Monroe	do	J. E. Witmer	Dept.	2	0	30	35	0	0	....	....	....	....	4	7	2	0	4	....	300	1,000
1388	Montezuma	do	B. Francis	Dept.	1	2	34	58	0	0	4	12	3	0	6	5	3	3	4	....	600	20,000
1389	Monticello	do	C. R. Scroggie	Dept.	1	2	49	71	0	0	1	1	....	....	2	2	1	1	4	....	300	35,000
1390	Montour	do	Grant Flora	Dept.	1	0	6	19	51	52	....	....	0	1	2	9	0	1	4	....	100	.....
1391	Montrose	do	C. E. Smith	Dept.	1	1	16	21	0	0	....	....	....	....	2	4	....	....	4	....	300	20,000
1392	Morning Sun	do	A. M. M. Dornon	Dept.	1	2	25	51	0	0	....	....	....	....	2	8	1	4	3	....	200	.....
1393	Moulton	do	E. B. Rossiter	Dept.	2	0	30	39	0	0	....	....	....	....	4	8	....	....	4	....	800	25,000
1394	Mountayr	do	L. H. Maus	Dept.	2	2	45	65	0	0	4	6	10	5	4	6	3	4	4	....	567	.....
1395	Mount Pleasant	Central High School	Miss Lida Pittman	Dept.	1	2	50	57	0	0	....	....	....	....	8	11	....	....	3	....	0	20,000
1396	Mount Vernon	High School	Payson W. Peterson, jr.	Dept.	1	1	31	41	0	0	....	....	....	....	7	9	....	....	3	....	102	.....
1397	Murray	do	Ed. R. Collins	Dept.	1	1	24	30	0	0	0	0	2	1	5	4	2	1	4	....	65	8,500
1398	Muscatine	do	E. F. Schall	Dept.	2	4	77	103	0	0	....	....	....	....	7	18	....	....	4	....	250	45,000

1399	Nashua	....do	C. J. Trumbauer	Dept..	2	1	35	50	0	0	....	....	....	....	3	5	2	0	4	....	300	100
1400	Neola	....do.*	O. J. McManus	Dept..	0	4	80	111	0	0	6	5	8	10	0	0	0	0	4	....	300	20,000
1401	Nevada	....do	Miss Anna Batman	Dept..	2	4	66	76	0	0	....	....	10	12	9	11	8	3	4	....	200	19,500
1402	New Hampton	....do.*	D. A. Thornburg	Dept..	2	2	45	78	0	0	2	7	2	5	4	5	3	3	4	....	450	30,000
1403	New London	....do	D. H. Barton	Ind...	1	0	18	36	21	39	2	5	3	5	0	0	0	0	4	....	49	8,000
1404	New Sharon	....do	Joseph W. Graham	Dept..	2	0	35	43	0	0	6	8	7	6	5	5	4	4	4	....	400	15,000
1405	Newton	....do	E. J. H. Beard	Dept..	1	2	49	68	0	0	....	....	....	....	4	15	4	15	4	....	946	75,000
1406	Nora Springs	....do	S. E. Thomas	Dept..	1	0	13	15	0	0	....	....	....	....	2	4	....	....	2	....	300	5,000
1407	North English	....do	E. H. McMillan	Dept..	1	1	20	21	0	0	....	....	0	2	0	4	0	2	4	....	575	9,000
1408	Northwood	....do	Edwin M. Mitchell	Dept..	1	1	14	46	0	0	0	0	4	15	0	12	0	6	3	0	250	2,780
1409	Norway	....do	W. A. Lester	Ind...	1	1	6	10	54	55	....	....	....	....	....	....	....	....	2	....	100	3,000
1410	Oakland	....do	F. M. Allen	Dept..	1	2	40	35	25	25	2	0	....	....	3	1	2	0	4	22	300	.....
1411	Ocheyedan	....do	A. J. Jones	Dept..	0	1	3	17	0	0	....	....	....	....	0	0	....	....	3	....	400	8,000
1412	Odebolt	....do	Chas. H. Kamphoefner	Dept..	1	1	38	51	0	0	5	7	....	....	7	7	2	3	4	....	170	5,250
1413	Oelwein	....do	L. B. Moffett	Dept..	1	2	30	59	0	0	....	....	10	20	1	6	1	6	4	....	215	.....
1414	Ogden	....do	Miss Clara E. Thompson	Dept..	0	2	24	21	0	0	3	2	....	....	3	4	2	2	3	....	500	14,000
1415	Onawa	....do	W. C. Cobb	Dept..	1	2	48	49	0	0	13	17	....	....	4	6	....	....	4	....	1,000	20,500
1416	Orange City	....do	Miss Sue H. Reece	Dept..	2	1	23	20	0	0	....	....	....	....	5	3	3	1	4	....	650	.....
1417	Osceola	....do	I. N. Beard	Dept..	1	3	61	99	0	0	....	....	....	....	5	10	....	....	4	....	400	35,000
1418	Oskaloosa	....do	.....	Dept..	3	7	88	168	0	0	....	....	....	....	7	28	2	5	4	....	.....	.....
1419	Ottumwa	....do	Miss Given Griffiths	Dept..	1	10	103	233	0	0	....	....	....	....	7	25	....	....	4	....	1,038	.....
1420	Oxford	....do	Eugene Henely	Dept..	1	1	22	19	0	0	....	....	1	1	4	4	3	1	3	26	300	5,000
1421	Oxford Junction	....do	C. J. Burrell	Dept..	2	0	22	22	0	0	....	....	....	....	0	0	0	0	4	....	150	12,000
1422	Pacific Junction	....do	W. M. Moore	Dept..	1	0	16	24	0	0	3	2	1	0	3	3	2	0	3	....	50	.....
1423	Panora	Guthrie County High School.	F. E. Lenocker	Dept..	2	4	73	137	0	0	10	8	6	5	11	14	5	1	4	....	1,000	40,000
1424	Parkersburg	High School	W. F. Barr	Dept..	2	1	30	33	0	0	....	....	7	10	0	2	0	2	4	....	650	15,000
1425	Pella	....do	Miss Carrie Edmand	Dept..	1	2	33	37	0	0	....	....	....	....	8	8	....	....	4	....	600	.....
1426	Perry	....do	Miss Florence Zerwekle	Dept..	1	4	41	86	0	0	....	....	....	....	5	10	....	....	4	....	400	36,200
1427	Pleasantville	....do	N. J. Lambert	Dept..	1	0	10	20	0	0	....	....	....	....	0	0	....	....	4	....	0	.....
1428	Postville	....do	H. L. Coffeen	Dept..	1	1	19	43	0	0	1	3	1	4	3	6	1	3	3	....	92	10,000
1429	Prairie City	....do	S. G. Richards	Dept..	1	1	21	39	0	0	....	....	2	1	5	3	2	1	4	....	200	13,580
1430	Prescott	....do	Grant Riggle	Dept..	1	0	15	27	0	0	1	4	....	....	0	0	....	....	3	....	50	5,000
1431	Preston	....do	G. E. Farley	Ind ...	1	0	9	6	0	0	....	....	1	1	5	6	....	....	3	....	100	10,000
1432	Pringhar	....do	R. B. Daniel	Dept..	1	2	22	39	0	0	1	3	....	....	1	8	1	3	4	....	500	10,000
1433	Randolph	....do	B. M. Taylor	Dept..	2	0	18	18	0	0	....	....	....	....	0	0	....	....	2	....	150	6,500
1434	Redfield	....do	H. E. Hammond	Dept..	1	1	16	22	7	13	0	0	0	0	2	6	0	0	4	....	0	5,000
1435	Redoak	....do	E. U. Graff	Dept..	3	3	62	116	0	0	....	....	....	....	7	15	6	9	4	....	1,000	25,000
1436	Reinbeck	....do	J. L. Mishler	Dept..	3	1	68	77	0	0	5	7	9	12	3	5	3	5	4	0	300	10,000
1437	Rhodes	....do	W. H. Fort	Ind ...	1	0	6	11	60	65	....	....	....	....	0	0	....	....	3	0	152	5,000
1438	Riceville	....do	Paul M. Ray	Dept..	1	1	20	28	0	0	2	5	3	0	2	5	2	2	3	....	100	.....
1439	Richland	....do	W. C. Pidgeon	Dept..	1	0	15	30	0	0	2	3	2	2	4	1	2	1	5	....	300	6,000
1440	Rippey	....do	S. A. Darland	Dept..	1	1	14	13	49	56	6	4	....	....	5	1	5	1	4	....	250	3,500
1441	Riverside	....do	J. H. Kelley	Dept..	1	0	10	13	52	70	....	....	....	....	4	6	2	0	3	....	300	2,500
1442	Rock Rapids	....do	W. S. Wilson	Dept..	1	3	51	55	0	0	19	14	....	....	2	15	1	10	4	....	1,600	30,000
1443	Rock Valley	....do	W. E. Collins	Dept..	1	1	8	13	0	0	1	2	1	1	5	6	2	1	4	....	275	.....
1444	Rockwell City	Calhoun County Normal School.	D. K. Bond	Dept..	2	1	38	61	0	0	0	4	6	14	6	20	0	4	4	....	106	11,000
1445	Rolfe	High School	A. T. Rutledge	Dept..	2	0	28	28	0	0	1	1	1	0	3	2	2	0	4	....	120	.....
1446	Sabula	....do.*	W. E. Fleming	Dept..	2	0	10	20	0	0	2	3	....	....	3	4	1	2	3	....	1,010	14,000
1447	Sac City	....do	J. N. Hamilton	Dept..	1	0	19	34	0	0	0	3	1	0	2	16	1	3	3	....	150	25,000

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898-99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
1448	St. Ansgar	High School	C. H. Maxson	Dept.	1	0	15	26	0	0	....	....	1	5	1	7	1	5	3	....	300	$6,000
1449	St. Charles	....do.*	J. W. Radebaugh	Dept.	1	0	20	24	0	0	4	2	2	0	3	1	3	1	3	....	84	1,900
1450	Sanborn	....do	Miss May Kennedy	Ind.	1	1	14	45	22	32	....	....	....	....	1	2	....	....	4	....	500	18,000
1451	Schaller	....do	H. C. Coe	Ind.	1	0	10	14	0	0	....	....	....	....	1	9	....	....	3	....	160	5,000
1452	Scranton	....do	J. E. Vertz	Dept.	2	0	33	40	0	0	6	10	....	....	0	0	....	....	4	....	366	8,000
1453	Seymour	....do	Frank B. Taylor	Dept.	2	0	22	34	0	0	....	....	1	1	4	9	1	1	3	0	80	14,000
1454	Shannon City	....do	Chas. P. Arnold	Dept.	1	1	25	19	0	0	0	0	0	0	1	1	0	0	2	0	50	3,000
1455	Shelby	....do	Chas. S Cobb	Dept.	1	1	36	50	0	0	....	....	....	....	5	8	3	5	4	....	732	7,300
1456	Sheldon	....do	Miss Nellie Jones	Dept.	1	4	66	90	0	0	25	40	0	0	5	11	5	6	4	....	1,000	4,500
1457	Shellsburg	....do	Chas. Severance	Dept.	1	0	18	18	0	0	1	0	....	....	6	3	1	0	2	....	75	9,000
1458	Shenandoah	....do	Miss Lizzie Marley	Dept.	1	3	47	93	0	0	....	....	....	....	5	5	2	2	4	....	400	25,000
1459	Shueyville	Jefferson Township High School.	Frank V. Brock	Ind.	1	1	26	16	5	8	....	....	1	1	4	1	1	0	3	....	275	1,500
1460	Sibley	High School*	B. T. Green	Dept.	1	2	22	42	0	0	....	....	....	....	1	2	1	1	4	....	300	8,000
1461	Sigourney	....do	A. M. Bean	Dept.	2	2	55	78	0	0	....	....	....	....	9	11	....	....	4	....	500	.....
1462	Sioux City	....do	W. H. Turnbull	Dept.	7	8	226	280	0	0	....	....	16	20	17	22	4	6	4	....	500	250,000
1463	Sioux Rapids	....do	P. L. Dorland	Dept.	1	1	24	40	0	0	....	....	....	....	1	1	0	0	1	0	325	11,700
1464	Spencer	....do	F. E. Trigg	Dept.	2	4	50	85	0	0	4	25	3	0	5	0	4	0	5	....	840	39,250
1465	Spirit Lake	....do	W. T. Davidson	Dept.	1	1	21	46	0	0	....	....	....	....	2	2	....	....	3	....	625	7,200
1466	Springdale	....do	S. B. Stonerook, jr.	Dept.	1	0	14	18	51	42	3	0	0	0	4	5	0	1	4	....	450	8,000
1467	Springville	....do	J. E. Vance	Dept.	2	0	50	54	0	0	....	....	....	....	4	5	....	....	4	....	400	14,000
1468	Stanton	....do	J. Edwin E. Olander	Dept.	1	0	8	14	0	0	1	2	....	....	3	4	1	2	3	....	30	10,000
1469	State Center	....do	J. E. Clayton	Ind.	1	1	20	28	0	0	0	3	3	0	5	12	3	3	3	....	550	20,000
1470	Storm Lake	....do	Miss Clara R. Bamber	Dept.	1	4	49	61	0	0	0	0	4	9	9	13	4	9	4	....	1,100	25,000
1471	Story City	....do	F. I. Gardiner	Dept.	1	0	4	6	0	0	....	....	0	1	0	0	....	....	3	....	250	5,000

1472	Stratford	do	L. C. Bryan	Dept..	1	0	2	4	64	68	....	....	....	....	0	1	....	....	1	....	50	.....
1473	Strawberry Point.	do	F. H. Slagle	Dept..	1	1	33	46	0	0	....	....	....	....	6	6	1	1	4	....	231	9,000
1474	Stuart	do	G. W. Bryan	Dept..	2	2	56	74	0	0	....	....	....	....	3	13	1	9	4	....	600	.....
1475	Sumner	do	A. H. Perryman	Dept..	2	0	27	33	0	0	....	....	....	....	4	5	3	2	3	....	791	3,860
1476	Sutherland	do	Merton P. Fobes	Dept..	1	1	18	26	0	0	5	5	....	....	2	0	1	0	4	....	500	10,000
1477	Tabor	do	H. A. Simons	Dept..	1	1	20	39	0	0	....	....	....	....	3	2	0	0	3	....	200	15,000
1478	Tama	do	H. J. Ferguson	Dept..	2	1	22	52	0	0	3	9	7	7	8	10	3	3	3	....	500	.....
1479	Thurman	do	J. S. Estes	Dept..	1	1	15	16	0	0	....	....	12	7	0	0	....	....	2	....	264	8,000
1480	Tingley	do	L. Jay Little, A. M	Dept..	1	1	16	22	0	0	1	2	....	....	1	4	1	2	3	....	100	4,000
1481	Tipton	do	W. L. Etter	Dept..	1	2	42	67	0	0	....	....	....	....	2	12	....	....	4	....	250	.....
1482	Toledo	do	J. B. Young	Dept..	3	2	53	73	0	0	....	....	....	....	4	21	....	....	3	53	850	25,734
1483	Traer	do	O. M. Elliott	Dept..	1	2	48	64	0	0	1	6	7	19	8	9	5	6	4	....	600	35,000
1484	Union	do	G. W. Curtis	Dept..	1	1	30	36	0	0	....	....	....	....	7	14	....	....	4	....	110	2,075
1485	Vail	do	Z. T. Hawk	Dept..	1	0	14	13	53	46	0	1	....	....	2	3	0	1	3	....	721	5,000
1486	Vanmeter	do	R. F. Wood	Ind...	1	3	49	31	0	0	5	3	....	....	12	4	5	3	4	....	356	10,000
1487	Victor	do	W. H. Whitford	Dept..	2	0	16	39	0	0	0	4	2	0	3	7	2	3	4	....	383	6,000
1488	Villisca	do	Miss Mary L. Milbank	Dept..	1	4	46	79	0	0	....	....	....	....	2	14	....	....	4	....	200	1,200
1489	Vinton	do	Miss Katherine Cunningham.	Dept..	1	3	32	82	0	0	....	....	....	....	1	12	1	5	4	....	500	30,000
1490	Wall Lake	do	F. F. Grant	Dept..	1	0	17	29	0	0	....	....	....	....	0	1	....	....	4	....	100	6,000
1491	Walnut	do	M. E. Crosier	Dept..	1	2	33	30	0	0	0	0	3	2	4	7	1	2	4	....	500	15,000
1492	Wapello	do	J. W. Cradler	Dept..	1	1	19	21	0	0	2	2	0	0	7	8	1	2	4	....	110	1,500
1493	Washington	do.*	Geo. H. Mullin	Dept..	2	4	69	111	0	0	....	....	....	....	9	16	....	....	4	....	100	60,000
1494	Washta	do	O. G. Jones	Dept..	1	0	12	29	0	0	0	0	0	0	0	6	0	1	3	....	100	2,840
1495	Waterloo	do	Miss Amy Boggs	Dept..	2	5	40	85	0	0	....	....	10	15	3	13	....	....	4	....	300	47,350
1496	Waucoma	do	H. L. Adams	Ind...	1	1	22	56	21	36	....	....	2	3	3	11	....	....	3	....	200	5,000
1497	Waukon	do.*	E. L. Coffeen	Dept..	1	2	24	40	0	0	....	....	....	....	3	4	1	2	4	30	1,000	30,000
1498	Waverly	do.*	E. E. Blanchard (supt.)	Dept..	1	3	39	70	0	0	....	....	....	....	1	10	....	....	4	....	.....	.....
1499	Weldon	do	W. F. Ratcliffe	Dept..	1	0	25	20	43	39	....	....	....	....	0	0	....	....	3	....	200	5,000
1500	West Liberty	do	Miss Mary L. Phelps	Dept..	1	3	57	63	0	0	....	....	....	....	10	5	....	....	4	....	400	10,200
1501	West Union	do	Grant E. Finch	Dept..	1	1	25	38	0	0	....	....	6	7	6	6	....	....	3	....	400	20,000
1502	Whatcheer	do.*	Miss Mattie Meacham.	Dept..	1	2	31	39	0	0	5	8	3	2	2	1	1	0	4	....	300	16,000
1503	Williams	do	J. T. Bradshaw	Dept..	1	0	16	24	44	56	....	....	....	....	0	2	....	....	3	....	100	7,000
1504	Williamsburg	do	A. T. Hukill	Dept..	1	2	45	48	0	0	....	....	....	....	9	14	6	7	4	....	300	10,000
1505	Wilton Junction	Wilton High School	P. A. McMillen	Dept..	1	1	24	32	0	0	....	....	....	....	2	9	....	....	4	....	400	10,000
1506	Winfield	High School	R. M. Hanson	Dept..	1	1	10	25	0	0	....	....	3	5	2	1	2	1	4	....	500	12,000
1507	Winterset	do	T. H. Stone	Dept..	1	2	43	68	0	0	....	....	....	....	7	21	....	....	3	....	200	3,000
1508	Wyoming	do	C. E. Stinson	Dept..	1	1	23	43	0	0	....	....	....	....	4	7	4	7	4	....	300	15,000
	KANSAS.																					
1509	Abilene	High School	W. H. Wagner	Dept..	3	2	49	86	0	0	6	10	12	18	10	12	6	5	4	....	1,500	35,000
1510	Alma	do	C. C. Chapman	Dept..	1	0	11	6	0	0	....	....	....	....	....	....	....	....	4	....	175	.....
1511	Almena	do	Theodore More	Dept..	1	0	8	24	0	0	....	....	....	....	0	3	0	0	3	....	140	6,000
1512	Altamont	Labette County High Sehool.	W. M. Kyser	Ind...	3	1	50	59	30	44	15	35	3	0	8	28	0	2	3	....	580	25,000
1513	Americus	High Sehool	C. A. Kent	Dept..	1	0	10	18	0	0	3	2	0	0	4	4	3	2	2	....	297	1,000
1514	Anthony	do	C. O. Smith	Dept..	2	0	24	30	0	0	....	....	....	....	2	4	2	2	4	....	1,250	25,000
1515	Argentine	do	*Miss Margaret Rush	Dept..	1	2	19	33	0	0	....	....	4	6	2	2	2	2	4	....	25	12,000
1516	Arlington	do	E. E. Anderson	Dept..	1	0	5	9	10	16	....	....	....	....	....	....	....	....	....	....	.....	3,000
1517	Atchison	do	C. A. Shively	Dept..	1	2	36	72	0	0	1	3	....	....	4	9	....	....	4	....	200	.....

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898-99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses									
					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.																					
1518	Atwood	High School	C. B. Walker	Dept..	1	0	6	10	0	0	....	....	....	....	3	1	3	1	3	....	225	$7,000
1519	Augusta	....do.*	W. J. Speer	Dept..	1	5	40	35	0	0	....	....	....	....	11	5	4	2	3	....	300	8,000
1520	Baldwin	....do	Mrs. Lucy S. Best	Dept..	0	2	51	59	0	0	....	....	....	....	7	8	7	8	3	....	380	.....
1521	Barclay	....do	E. M. Rogers	Dept..	1	0	19	18	41	55	0	4	3	0	....	....	....	....	4	....	250	4,000
1522	Beattie	....do	Geo. K. Thompson	Dept..	1	0	4	4	9	7	0	2	2	0	2	2	1	1	3	....	205	4,000
1523	Belleplaine	....do	W. M. Massey	Dept..	1	1	25	30	0	0	....	....	....	....	4	6	....	....	3	....	250	15,000
1524	Belleville	....do.*	Will McMurray	Dept..	2	0	17	34	0	0	5	8	....	....	1	2	1	1	3	....	500	10,000
1525	Beloit	....do	C. E. Shutt	Dept..	4	0	59	79	0	0	9	6	6	0	2	16	1	8	4	....	1,500	36,500
1526	Blue Rapids	....do.*	G. B. Buikstra	Dept..	2	0	38	54	0	0	....	....	....	....	7	7	2	0	4	....	100	14,000
1527	Brookville	....do	T. J. Rollman	Dept..	1	0	5	6	0	0	1	0	1	0	0	2	0	1	4	....	500	6,000
1528	Bunkerhill	....do	J. R. Bickerdyke	Dept..	1	0	4	4	12	26	2	1	....	....	0	1	0	1	2	....	538	9,000
1529	Burden	....do	S. S. Coulson	Ind...	1	0	13	23	0	0	4	3	8	12	5	5	2	4	3	....	400	12,000
1530	Burlingame	....do	E. W. Myler	Dept..	2	0	26	40	0	0	2	2	2	5	3	10	3	4	3	....	2,000	15,000
1531	Burrton	....do	H. C. Campbell	Dept..	2	0	12	17	0	0	....	....	....	....	3	5	3	5	3	....	400	15,000
1532	Caldwell	....do	Ira E. Swain	Dept..	1	1	23	51	0	0	3	6	....	....	3	6	3	6	3	....	350	10,000
1533	Carbondale	....do	J. T. Albin	Dept..	2	0	14	29	0	0	2	3	2	1	2	10	1	1	3	....	30	15,000
1534	Cawker City	....do	L. J. Hall	Dept..	1	1	30	40	0	0	....	....	....	....	11	5	6	3	3	....	600	20,000
1535	Cedarville	....do	F W. Simmonds	Dept..	1	0	13	19	30	26	....	....	....	....	2	3	0	0	2	....	90	2,000
1536	Centralia	....do	B. E. Lewis	Dept..	2	0	21	31	0	0	....	....	....	....	3	7	....	....	4	....	.....	.....
1537	Chapman	Dickinson County High School.	David E. Lantz	Ind...	5	2	58	71	39	50	4	1	11	16	6	3	0	1	3	....	1,793	25,500
1538	Cherokee	High School	W. B. Hall	Dept..	1	1	20	30	0	0	....	....	....	....	4	6	....	....	3	....	340	12,000
1539	Cherryvale	....do	E. J. Castella	Dept..	2	0	30	40	0	0	....	....	....	....	5	6	5	6	4	....	100	30,000
1540	Chetopa	....do	Miss M. Nellie McGinley.	Dept..	1	2	25	30	30	35	3	4	8	7	1	8	1	3	3	....	100	25,000

1541	Circleville	do	George Allen, jr	Dept..	1	0	10	18	0	0	0	0	0	0	1	2	0	0	2	....	200	4,000
1542	Clay Center	do	Wm. S. Heusner	Dept..	2	1	45	60	0	0	5	4	4	2	4	9	2	5	4	....	350	65,000
1543	Clifton	do	C. A. Strong	Dept..	1	1	25	40	0	0	0	2	2	0	10	32	2	2	4	....	300	5,000
1544	Clyde	do	William E. Ray	Dept..	2	0	25	28	0	0	2	3	3	3	....	....	....	....	4	....	300	25,000
1545	Coffeyville	do	W. E. Ringle, A. M	Dept..	2	1	32	64	0	0	....	....	12	15	3	5	2	3	4	....	350	.....
1546	Colby	Thomas County High School.	W. G. Riste	Dept..	1	2	22	32	17	30	....	....	....	....	0	4	0	4	4	....	300	10,000
1547	Coldwater	High School	J. T. Botts	Dept..	1	0	14	20	0	0	4	8	1	3	2	0	....	....	3	....	480	15,000
1548	Columbus	do	E. L. Enloe	Dept..	2	0	35	65	0	0	8	12	....	....	7	17	7	17	3	....	1,530	30,000
1549	Concordia	do	Miss Ida R. Wilcox	Dept..	1	3	39	63	0	0	8	10	....	....	5	11	4	6	4	....	1,500	30,000
1550	Cottonwood Falls	do	David F. Shirk	Dept..	2	0	20	33	0	0	....	....	....	....	2	7	2	7	3	....	700	15,000
1551	Council Grove	do	Thos. M. Wood	Dept..	2	1	58	61	0	0	0	2	2	0	7	6	7	6	3	....	350	15,000
1552	Delphos	do	Theo. H. Scheffer	Dept..	1	1	30	28	0	0	2	2	0	0	3	4	2	2	4	....	135	13,524
1553	Douglass	do	J. W. Shively	Dept..	2	0	18	20	0	0	12	16	3	0	4	6	3	2	4	....	240	13,000
1554	Downs	do	W. B. Flanders	Dept..	1	1	22	23	0	0	....	....	3	2	2	3	1	0	3	....	300	6,000
1555	Effingham	Atchison County High School.	John W. Wilson	Dept..	2	3	88	95	0	0	7	5	0	0	9	15	2	1	4	30	1,200	36,500
1556	Eldorado	High School	Mrs. Ida C. Fleming	Dept..	1	2	29	86	0	0	....	....	10	25	1	5	1	4	4	....	250	15,000
1557	Elk City	do	J. S. O'Connor	Dept..	1	0	11	22	0	0	2	3	....	....	4	0	0	0	3	....	200	10,000
1558	Ellinwood	do	Albert Dickens	Dept..	1	0	20	24	0	0	0	0	1	2	3	5	2	0	2	....	10	15,000
1559	Ellis	do	J. W. Thompson	Dept..	1	4	41	31	0	0	20	14	....	....	2	1	2	1	3	....	500	14,000
1560	Ellsworth	do	Miss Daisy Zeininger	Dept..	1	2	30	28	0	0	2	1	0	0	2	6	0	0	3	....	260	15,000
1561	Emporia	do	James D. Barnett	Dept..	4	2	84	101	0	0	....	....	....	....	....	....	....	....	4	....	700	.....
1562	Erie	do.*	E. L. Rosebush	Dept..	2	1	20	28	0	0	1	1	1	0	0	0	....	....	4	....	210	.....
1563	Eureka	do.*	Geo. A. Bower	Dept..	1	2	19	49	0	0	0	0	0	0	5	9	0	0	3	....	200	20,000
1564	Everest	do	H. M. Means	Dept..	1	0	3	11	8	12	0	1	....	....	0	1	....	....	3	....	250	.....
1565	Florence	do	N. T. Adams	Dept..	1	2	7	25	0	0	....	....	....	....	1	4	....	....	3	....	75	12,000
1566	Fort Scott	do	W. C. Lansdon	Dept..	2	3	70	121	0	0	5	10	6	1	5	19	2	18	4	....	4,000	2,000
1567	Frankfort	do	Miss Harriet Landers	Dept..	1	1	20	20	25	25	3	4	....	....	0	2	0	2	3	....	.....	.....
1568	Fredonia	do	J. R. Thierstein	Dept..	3	0	44	63	0	0	....	....	....	....	12	15	....	....	4	....	500	11,000
1569	Galena	do	Mrs. L. C. Powell	Dept..	1	1	16	25	0	0	1	0	....	....	2	6	1	1	3	....	.....	.....
1570	Galva	do.*	R. A. Greeson	Dept..	1	0	13	14	0	0	....	....	....	....	3	2	2	2	1	....	175	4,000
1571	Garden City	do	C. H. Rhodes	Dept..	2	1	23	40	0	0	....	....	....	....	2	3	....	....	4	....	100	20,000
1572	Garnett	do	C. H. Oman	Dept..	2	1	41	83	0	0	2	4	2	5	3	12	1	3	3	....	100	.....
1573	Gaylord	do	E. E. Colyer	Dept..	1	0	15	19	0	0	....	....	....	....	0	2	....	....	2	....	251	2,000
1574	Girard	do	A. T. St. Clair	Dept..	2	1	38	53	0	0	....	....	....	....	4	10	4	10	4	....	1,500	31,000
1575	Glenelder	do	Irvin Stanley	Dept..	1	0	16	15	0	0	1	0	....	....	0	4	....	....	3	....	400	4,000
1576	Goodland	do	W. H. Rhoads	Dept..	1	0	10	9	4	9	2	0	0	0	0	1	0	0	4	0	200	12,000
1577	Greatbend	do	Warren Baker	Dept..	1	2	25	42	24	27	12	8	6	0	3	6	2	3	4	....	800	40,000
1578	Greeley	do	G. A. Brown	Dept..	1	0	5	15	45	70	....	....	1	2	1	1	....	....	3	....	50	10,000
1579	Greenleaf	do	E. H. Jackson	Dept..	1	0	20	22	0	0	....	....	....	....	0	0	....	....	3	....	300	4,000
1580	Greensburg	do.*	J. A. Dunbar	Dept..	1	0	6	13	31	37	1	2	....	....	1	2	....	....	2	....	50	2,500
1581	Grenola	do	U. G. Sutton	Dept..	2	0	15	25	0	0	....	....	....	....	2	3	2	3	3	....	200	10,000
1582	Gypsum	do	J. Earle Frisselle	Dept..	1	0	6	15	0	8	2	6	0	3	0	2	0	1	3	....	6	6,000
1583	Haddam	do	Wilber Vincent	Dept..	1	0	11	6	47	60	....	....	....	....	0	0	....	....	3	....	20	6,000
1584	Halstead	do	Ed. T. Barber	Dept..	2	0	17	22	0	0	....	....	....	....	4	2	4	2	4	....	400	20,000
1585	Hamlin	do	H. H. Spangler	Dept..	1	0	3	7	35	41	2	4	1	1	....	....	....	....	3	....	.....	.....
1586	Hanover	do	A. B. Minshall	Dept..	1	0	10	23	0	0	1	1	....	....	2	1	1	1	3	....	140	1,500
1587	Harper	do	Theo. Fulton	Dept..	2	0	19	27	0	0	....	....	....	....	1	2	....	....	4	....	350	.....
1588	Hartford	do	A. Sweezey	Dept..	1	0	7	20	0	0	....	....	....	....	0	0	....	....	4	....	50	2,000
1589	Hays	do	W. E. Johnson	Dept..	1	1	20	10	0	0	2	4	2	0	2	1	2	0	3	....	308	14,000

* Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
1590	Herington	High School	A. W. Hiner	Dept.	1	1	30	35	0	0	....	....	....	....	3	6	....	....	4	....	450	$25,000
1591	Hiawatha	....do	Wm. Redmond	Dept.	2	2	45	60	0	0	....	....	....	....	4	7	3	5	4	....	.....	20,000
1592	Holton	....do	E. L. Higinbotham	Dept.	2	1	45	60	0	0	....	....	....	....	5	7	3	4	4	....	500	.....
1593	Horton	....do	W. C. McCroskey	Dept.	2	2	23	64	0	0	....	....	....	....	0	3	....	....	4	....	450	42,000
1594	Howard	....do	Chas. W. Pratt	Dept.	2	0	15	35	0	0	4	9	2	6	1	10	1	6	3	....	1,000	20,000
1595	Hoxie	....do.*	J. R. Green	Dept.	1	0	0	4	48	60	....	....	....	....	0	4	....	....	1	....	150	2,000
1596	Humboldt	....do	A. H. Newton (supt.)	Dept.	2	1	22	40	0	0	....	....	....	....	3	11	3	11	4	....	408	19,600
1597	Hutchinson	....do	Mrs. E. H. Richardson	Dept.	2	3	50	150	0	0	....	....	....	....	4	24	3	18	4	....	800	24,000
1598	Independence	....do *	S. A. M. Young	Dept.	2	1	40	90	0	0	3	1	....	....	6	7	3	1	....	....	300	.....
1599	Iola	....do	Miss C. A. Mitchell	Dept.	1	3	70	100	0	0	....	....	....	....	7	5	1	2	4	....	160	20,000
1600	Jewell	....do	H. H. Gerardy	Dept.	1	0	18	37	0	0	1	0	0	0	4	9	1	0	4	....	500	5,000
1601	Junction City	....do	C. W. Slough	Dept.	2	3	60	90	0	0	2	3	....	....	10	10	....	....	4	....	675	4,000
1602	Kanopolis	....do	R. B. Arnold	Dept.	1	0	4	6	43	43	0	1	0	0	1	2	0	1	2	....	40	6,000
1603	Kansas City	....do	Geo. E. Rose	Dept.	7	5	191	396	0	0	2	7	12	37	14	31	10	21	4	....	550	1,200
1604	Kingman	....do	Glen O'Brien	Dept.	1	1	30	38	0	0	....	....	....	....	3	6	....	....	4	....	500	2,500
1605	Kinsley	....do	W. M. Seaman	Dept.	1	0	7	23	0	0	....	....	....	....	0	3	0	0	3	....	250	40,000
1606	Kiowa	Franklin High School	J. E. Everett	Dept.	1	1	11	22	0	0	4	6	3	2	0	0	0	0	3	....	1,000	15,000
1607	Lacrosse	High School	Geo. N. Witt	Dept.	1	1	23	25	0	0	3	2	6	7	5	8	3	4	3	....	64	9,000
1608	Lacygne	....do	W. A. Stacey	Dept.	1	1	13	17	0	0	8	6	5	7	....	....	....	....	3	....	100	13,000
1609	Lakin	....do	G. G. Griswold	Dept.	1	0	9	4	41	50	1	1	....	....	0	0	0	0	3	....	175	10,000
1610	Larned	....do	J. W. Mayberry	Dept.	1	1	30	52	0	0	....	....	....	....	11	9	....	....	3	....	600	25,000
1611	Lawrence	....do	Frank H. Olney	Dept.	3	8	183	280	0	0	....	....	....	....	17	29	10	20	4	....	500	40,000
1612	Leavenworth	....do	W. A. Evans	Dept.	2	5	73	126	0	0	1	0	38	82	6	22	1	11	4	36	1,876	3,000
1613	Lenora	....do	O. M. Becker	Dept.	1	0	3	4	44	58	0	2	....	....	0	2	0	2	2	....	380	4,000
1614	Leoti	....do	J. A. Dickey	Dept.	1	0	2	4	30	23	....	....	....	....	0	0	....	....	....	....	.....	12,000

1615	Leroy	do	R. A. Hampshire	Dept.	1	0	15	20	0	0	----	----	----	----	3	5	----	----	2	----	300	8,000
1616	Lincoln	do	C. N. Poe	Dept.	2	0	7	18	0	0	----	----	----	----	0	2	0	2	3	0	150	16,000
1617	Lindsborg	do	John M. Areher	Dept.	1	0	4	19	0	0	----	----	4	19	0	5	0	5	2	----	300	4,000
1618	Little River	do.*	Isaac C. Meyer	Dept.	1	0	14	18	0	0	----	----	3	1	----	----	----	----	2	----	250	2,000
1619	Logan	do	F. H. Baker	Dept.	1	1	19	22	45	49	----	----	----	----	0	0	----	----	3	----	163	----
1620	Lyndon	do	L. A. Parke	Dept.	1	1	18	28	0	0	2	0	4	0	3	7	3	5	3	----	200	5,000
1621	Lyons	do	Miss Mary Sehmalzried	Dept.	1	2	15	35	0	0	----	----	----	----	2	5	0	2	4	----	500	20,000
1622	McPherson	do	Miss Laura E. Humphrey.	Dept.	1	2	25	52	0	0	4	6	2	2	2	8	1	3	4	----	500	25,000
1623	Madison	do.*	J. S. O'Connor	Dept.	1	0	3	3	77	89	----	----	----	----	0	3	----	----	2	----	150	----
1624	Mankato	do	D. K. Thomas	Dept.	2	0	40	52	0	0	5	4	----	----	7	8	2	0	4	----	350	5,000
1625	Marion	do.*	R. M. Williams	Dept.	2	0	32	23	0	0	----	----	----	----	9	5	9	5	4	----	300	30,000
1626	Marquette	do	H. E. Bruce	Dept.	1	0	4	8	10	11	----	----	2	2	2	3	2	1	2	----	400	6,000
1627	Marysville	do	Geo. F. Gorow	Dept.	2	1	26	30	0	0	3	3	----	----	2	4	1	2	4	----	1,000	----
1628	Medicine Lodge	do	E. A. Shepardson	Dept.	1	1	32	25	0	0	----	----	----	----	2	2	2	2	4	----	500	30,000
1629	Minneapolis	do.*	George R. Crissman	Dept.	2	1	20	30	0	0	6	6	0	0	3	3	3	3	4	----	2,000	17,000
1630	Moline	do	Richard Allen	Dept.	1	0	6	8	0	0	----	----	----	----	0	0	0	0	3	0	300	4,000
1631	Morantown	do	C. W. Kline	Dept.	1	0	15	25	0	0	----	----	----	----	3	3	3	3	3	----	200	5,000
1632	Mound City	do	B. F. Ader	Dept.	2	0	15	20	0	0	----	----	----	----	4	2	----	----	3	----	----	----
1633	Mound Valley	do	A. J. Lovett	Dept.	2	0	12	31	0	0	2	10	10	20	0	3	0	3	3	----	300	2,000
1634	Mulvane	do	Theodore C. Conklin	Dept.	1	1	17	20	0	0	1	3	----	----	0	0	----	----	3	0	300	10,000
1635	Neodesha	do.*	R. T. Madden	Dept.	2	0	16	37	0	0	0	0	1	0	3	6	3	6	4	----	125	5,000
1636	Neosho Falls	do	W. T. Cunningham	Dept.	1	0	7	16	0	0	0	1	0	0	2	6	0	1	3	----	90	7,000
1637	Neosho Rapids	do.*	H. J. Emerson	Dept.	1	0	1	5	79	75	0	1	1	0	1	5	----	----	2	0	90	1,000
1638	Ness City	do	Chas. B. Taylor	Dept.	1	0	11	16	0	0	0	0	0	0	3	1	0	0	2	----	350	17,000
1639	Niekerson	do.*	J. H. Jaekson	Dept.	2	3	28	42	0	0	1	1	----	----	6	12	1	2	3	----	300	25,000
1640	Norton	do	H. M. Culter	Dept.	1	1	16	32	11	21	----	----	----	----	2	1	2	1	4	----	900	20,000
1641	Nortonville	do	H. L. Miller	Dept.	1	1	18	19	0	0	10	12	2	0	----	----	----	----	3	----	400	6,000
1642	Oakley	do	G. M. Brown	Dept.	1	0	9	10	10	4	2	1	----	----	2	0	2	0	2	----	59	5,000
1643	Olathe	do	H. P. Buteher	Dept.	4	0	59	78	0	0	6	7	2	2	13	15	13	15	3	----	300	10,000
1644	Osawatomie	do	Miss Sadie B. Mann	Dept.	1	2	35	50	0	0	12	18	----	----	3	5	1	3	3	----	----	25,000
1645	Osborne	do	J. B. McClure	Dept.	1	1	26	35	0	0	6	4	----	----	0	4	0	1	4	----	400	20,000
1646	Oskaloosa	do	D. L. Stanley	Dept.	1	1	18	36	0	0	8	8	----	----	2	4	2	1	4	----	321	8,000
1647	Oswego	do	Chas. H. Williams	Dept.	2	1	23	49	0	0	0	4	2	5	2	4	1	2	3	----	400	25,000
1648	Ottawa	do	W. A. La Bar	Dept.	2	4	48	123	0	0	25	78	----	----	4	30	3	22	3	----	300	28,000
1649	Oxford	do	Alexander Nash	Dept.	1	0	11	14	0	0	----	----	2	0	3	2	2	0	3	----	200	5,000
1650	Paola	do	Frank W. Allin	Dept.	2	3	58	95	0	0	2	0	10	15	13	10	9	5	4	----	----	----
1651	Parsons	do	Roxie E. Clark	Dept.	1	5	89	158	0	0	0	50	30	10	8	14	3	7	4	----	500	4,000
1652	Peabody	do	A. H. Bushey	Dept.	1	2	53	72	0	0	----	----	6	4	7	9	5	9	4	----	300	20,000
1653	Phillipsburg	do	T. C. Coffman, A. B.	Dept.	1	1	30	35	0	0	13	18	----	----	3	1	2	1	3	----	275	6,000
1654	Pittsburg	Central High School	W. R. Blair	Dept.	1	3	54	96	0	0	13	12	----	----	6	15	6	15	3	----	450	32,000
1655	Plainville	High School	E. R. Farwell	Dept.	1	0	10	10	40	60	0	0	0	0	2	3	2	0	2	----	30	2,000
1656	Pleasanton	do	J. B. Cheadle	Dept.	1	0	15	17	0	0	1	1	1	0	3	4	3	4	4	----	200	14,000
1657	Pratt	do	John D. Frazier	Dept.	1	1	17	21	0	0	----	----	----	----	1	1	----	----	4	----	75	----
1658	Prescott	do	Lewis E. Bush	Dept.	1	0	12	13	0	0	4	2	0	0	0	0	0	0	2	0	65	3,000
1659	Quenemo	do	——— Carney	Dept.	1	0	8	15	0	0	----	----	0	1	0	0	0	0	3	----	15	8,000
1660	Randall	do.*	W. L. Kiefer	Dept.	1	0	8	26	33	41	----	----	----	----	5	8	----	----	2	----	50	2,000
1661	Reading	do	J. P. Wallaee	Dept.	1	0	8	22	0	0	----	----	----	----	2	4	0	0	2	----	200	4,000
1662	Russell	do	Miss Laura J. Finley	Dept.	1	1	18	30	0	0	4	5	----	----	2	3	1	2	4	----	300	25,000
1663	Sabetha	do	Isaac B. Morgan	Dept.	1	2	35	64	0	0	----	----	8	12	5	7	2	4	4	----	----	----
1664	St. John	do	U. S. Guyer	Dept.	1	0	7	21	0	0	2	3	3	2	5	5	5	5	3	----	400	25,000

*Statisties of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
1665	St. Marys	High School	A. L. Bell	Dept..	1	0	11	10	0	0	8	6	2	2	4	3	4	3	3	....	200	$7,000
1666	Salina	do	Mrs. M. A. Ludlum	Dept..	1	2	52	90	0	0	2	4	....	....	3	12	2	2	4	....	3,000	.....
1667	Santa Fe	do	W. C. Pearce	Dept..	1	1	13	8	0	0	....	....	....	....	1	2	....	....	....	....	.....	1,800
1668	Scranton	do	A. L. Edwards	Dept..	1	0	7	16	0	0	2	2	0	0	2	5	2	5	4	0	200	8,000
1669	Sedan	do	J. A. Ferrell	Dept..	2	0	31	53	0	0	3	6	3	6	3	6	3	6	4	....	250	8,000
1670	Sedgwick	do	E. L. Hillis	Dept..	1	1	21	23	0	0	5	10	1	0	7	3	3	2	4	....	800	10,000
1671	Seneca	do	Miss Lydia Orem	Dept..	2	1	13	24	0	0	1	5	6	1	2	3	2	1	4	....	1,200	40,000
1672	Smith Center	do	F. L. Platt	Dept..	2	0	18	47	0	0	2	6	....	....	0	0	....	....	3	....	125	8,000
1673	Solomon	do	J. E. Boyer	Dept..	1	1	26	35	0	0	....	....	1	1	3	7	3	3	3	....	800	7,500
1674	Springhill	do	E. B. Myers	Dept..	0	2	14	19	0	0	3	5	....	....	3	4	2	0	2	....	105	12,000
1675	Sterling	do	T. W. Conway	Ind...	3	0	41	71	0	0	7	11	4	5	7	16	4	12	4	....	300	17,500
1676	Stockton	do	H. O. Williams	Dept..	3	1	35	54	0	0	5	2	2	0	3	0	1	0	4	....	.....	3,000
1677	Strong	do	Walter W. Austin	Dept..	1	1	4	19	21	9	....	....	....	....	0	2	0	0	3	....	250	9,000
1678	Syracuse	do	W. H. Winship	Dept..	1	1	2	16	0	0	....	....	....	....	0	0	0	0	3	....	375	18,000
1679	Thayer	do	Sumner Risdon, A. B	Dept..	1	1	16	30	0	0	....	....	....	....	1	3	1	3	4	....	75	.....
1680	Topeka	do	L. D. Whittemore	Dept..	3	12	238	437	0	0	....	....	....	....	13	35	11	29	4	....	200	90,000
1681	Tribune	Greeley County High School.	L. H. Bristol	Dept..	1	0	3	5	0	0	....	....	....	....	....	....	....	....	4	....	50	700
1682	Troy	High School	E. P. McMahon	Dept..	1	1	16	24	0	0	....	....	2	0	0	0	0	0	3	....	0	6,000
1683	Valley Falls	do	Miss Eleanor M. Gephart.	Dept..	1	2	27	32	0	0	10	18	8	3	4	3	....	....	4	....	850	32,000
1684	Wakeeney	do	J. L. Shearer	Dept..	1	0	7	11	0	0	0	0	4	5	0	0	0	0	3	0	450	10,000
1685	Walnut	do	W. S. Pate	Dept..	1	0	21	20	0	0	....	....	....	....	4	6	....	....	3	....	190	1,500
1686	Wamego	do.*	Miss Ada Pixley	Dept..	1	2	68	50	0	0	2	2	1	2	6	9	0	0	4	....	500	.....
1687	Washington	do	C. B. Van Horn	Dept..	2	0	20	38	0	0	0	0	2	0	6	5	2	0	4	....	250	20,000

1688	Waterville	do	J. C. Clark	Dept.	2	0	25	25	0	0	15	10	....	....	2	0	2	0	4	....	512	10,000
1689	Wathena	Union High School*	G. W. Kinkead	Dept.	1	3	18	37	0	0	....	....	12	14	3	2	3	2	4	....	75	5,000
1690	Wellington	Sumner County High School.	Thomas W. Butcher	Ind.	5	4	160	215	0	0	....	....	....	....	5	8	....	....	4	....	50	1,200
1691	Wellsville	High School	J. E. Baker	Dept.	1	0	18	22	0	0	0	0	1	0	1	3	0	0	3	....	50	4,000
1692	Wetmore	do	J. E. Crawford	Dept.	1	1	12	30	0	0	....	....	....	....	1	7	1	3	3	....	200	15,000
1693	Wichita	do	Frank R. Dyer	Dept.	6	4	147	279	0	0	10	12	1	0	12	31	6	10	4	....	530	40,000
1694	Williamsburg	do	J. M. Morrison	Dept.	1	1	15	17	0	0	3	5	0	0	1	1	0	0	3	....	250	8,000
1695	Wilson	do.*	Dallas Grover	Dept.	4	0	16	11	0	0	6	0	....	....	3	3	3	0	3	....	300	15,000
1696	Winfield	do	S. C. Bloss	Dept.	2	2	63	102	0	0	3	2	1	0	7	11	....	....	4	....	1,500	.....
1697	Yates Center	do	A. H. Epperson	Dept.	2	0	32	45	0	0	....	....	....	....	4	5	0	1	4	....	1,100	.....
	KENTUCKY.																					
1698	Ashland	High School	James W. Bradner	Dept.	1	2	38	52	0	0	2	2	1	3	5	7	5	7	4	....	1,107	60,000
1699	Augusta	do	E. A. Scott	Dept.	1	1	25	35	0	0	....	....	2	5	....	....	....	....	4	....	167	50,000
1700	Barboursville	do.*	James A. Stephens	Dept.	1	0	4	2	12	10	4	2	....	....	....	....	....	....	....	....	.....	1,200
1701	Benton	Seminary	J. B. Brannoek	Dept.	1	1	4	12	0	0	3	0	0	0	....	....	....	....	2	....	0	3,000
1702	Boston	Graded School	S. Edward Heizer	Dept.	1	0	10	10	40	25	0	0	0	0	1	3	0	0	....	0	80	1,500
1703	Carlisle	High School	Wm. F. Ramey, A. M	Dept.	1	1	25	25	0	0	....	....	....	....	4	8	....	....	3	....	300	20,000
1704	Catlettsburg	do	J. B. Leech	Dept.	1	1	29	37	0	0	0	3	....	....	....	....	....	....	4	....	694	18,000
1705	Clay City	Graded School	D. A. Thomson	Dept.	1	0	29	11	0	0	5	7	2	0	....	....	....	....	....	....	.....	4,000
1706	Coldspring	Walnut Hills Academy	Henry Newton	Ind.	1	1	9	11	30	31	2	0	....	....	....	....	....	....	5	....	.....	3,000
1707	Corydon	High School	C. E. Dudley	Dept.	1	1	28	25	0	0	1	1	2	2	2	6	1	1	2	....	200	9,000
1708	Covington	do	Dr. H. R. Blaisdell	Dept.	1	5	60	134	0	0	....	....	....	....	5	10	....	....	4	....	300	.....
1709	do	Wm. Grant High School (colored).	Samuel R. Singer	Dept.	1	1	6	15	0	0	....	....	....	....	3	4	....	....	3	....	.....	.....
1710	Crittenden	Male and Female Institute.*	C. S. Ellis	Dept.	1	2	30	18	25	25	....	....	....	....	....	....	....	....	3	....	65	2,500
1711	Cynthiana	High School	C. A. Leonard, A. M	Dept.	1	1	31	50	0	0	1	1	0	0	2	10	1	1	4	....	1,800	12,000
1712	Danville	do	Wm. C. Grinstead	Ind.	1	0	19	17	0	0	3	3	....	....	4	9	2	3	....	....	.....	16,000
1713	Dixon	do	Felix Kerrick, A. B	Ind.	1	2	24	22	66	64	2	1	3	2	1	1	....	....	4	....	0	3,500
1714	Elizabethtown	do	A. R. Thomas	Dept.	1	1	30	35	0	0	2	3	2	2	....	....	....	....	4	....	200	10,000
1715	Farmington	Institute	T. B. Wright	Ind.	1	1	27	23	38	37	....	....	....	....	0	0	....	....	4	....	0	1,000
1716	Flemingsburg	High School	G. W. Leahey	Ind.	1	1	19	24	0	0	7	5	4	4	2	5	....	....	3	....	0	30,000
1717	Frankfort	Clinton Street High School (colored).	Wm. H. Mayo	Dept.	1	3	11	33	0	0	0	4	....	....	0	4	....	....	3	....	150	11,500
1718	do	High School	G. C. Downing	Dept.	1	2	38	67	0	0	....	....	....	....	2	12	....	....	3	....	277	50,000
1719	Franklin	do	V. O. Gilbert	Dept.	1	0	9	8	0	0	1	0	2	1	0	0	0	0	3	0	0	4,000
1720	Glasgow	Normal School	W. C. Turner	Dept.	3	2	30	34	0	0	....	....	....	....	....	....	....	....	4	....	300	4,000
1721	Greensburg	Academy	C. W. Matthis, A. M	Dept.	2	2	56	40	0	0	10	4	15	8	0	0	0	0	4	....	40	3,000
1722	Hartford	College*	T. J. Morton	Dept.	3	0	30	31	0	0	18	20	....	....	0	2	....	....	5	....	150	8,000
1723	Hawesville	High School	I. S. Mason	Dept.	1	0	19	20	0	0	....	....	2	5	....	....	....	....	2	0	15	7,000
1724	Henderson	do	Wm. B. Tharp	Dept.	1	4	56	58	0	0	....	....	....	....	8	2	....	....	4	....	275	12,000
1725	Hickman	College	J. C. Cheek	Dept.	1	1	20	20	0	0	....	....	....	....	3	3	3	3	4	....	400	16,000
1726	Hiseville	High School	W. F. Scott	Dept.	2	1	25	30	0	0	10	6	5	2	....	....	....	....	4	....	.....	2,500
1727	Hopkinsville	do	Livingstone McCartney	Dept.	1	4	30	87	0	0	0	0	8	33	3	15	1	8	3	....	1,650	25,000
1728	Hyden	do	James M. Walton	Ind.	1	1	27	18	0	0	....	....	10	3	....	....	....	....	4	....	165	3,000
1729	Lagrange	Funk Seminary	—— Duncan	Dept.	1	1	20	20	0	0	....	....	....	....	0	0	....	....	4	....	250	7,000
1730	Lamasco	Academy*	David F. Brightwell	Dept.	1	0	19	20	0	0	2	3	1	2	0	0	....	....	2	....	.....	100
1731	Lancaster	High School	J. H. Patterson	Dept.	2	0	21	39	0	0	....	....	....	....	1	3	0	1	4	....	450	25,000

*Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898-99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Seeondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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
	KENTUCKY—con'd.																					
1732	Lewisburg	High School	D. H. Howerton	Ind.	1	0	3	7	9	15	....	....	3	2	0	0	....	....	....	....	0	.....
1733	Lexington	Dudley High School	J. R. Graves	Dept.	1	3	35	59	0	0	9	21	0	0	9	21	9	21	2	....	100	$30,000
1734	.....do	Johnson High School	William K. Shelby, A. M.	Dept.	1	7	65	138	0	0	....	....	....	....	4	23	....	....	4	....	238	41,700
1735	.....do	Russell High School (colored).	G. P. Russell	Dept.	2	9	98	109	0	0	....	....	....	....	4	12	....	....	3	....	700	10,000
1736	Louisa	High School	P. S. Barnes, supt	Dept.	1	0	6	14	0	0	0	2	2	1	0	2	0	1	3	....	250	10,000
1737	Louisville	Boys' High School	R. P. Halleck	Dept.	11	0	338	0	0	0	12	0	8	0	33	0	20	0	4	....	1,500	.....
1738	.....do	Central High School (colored).*	F. L. Williams	Dept.	8	0	48	191	0	0	0	0	0	0	3	12	....	....	4	....	300	30,000
1739	.....do	Girls' High School	W. H. Bartholomew	Dept.	1	18	0	667	0	0	0	5	....	....	0	50	0	5	4	....	1,500	128,000
1740	.....do	Manual Training High School.	Harry G. Brownell	Dept.	13	0	239	0	0	0	0	0	50	0	31	0	15	0	3	0	814	135,000
1741	Ludlow	High School	Aaron Grady	Dept.	1	2	20	29	0	0	0	0	1	0	0	5	....	....	4	....	.....	.....
1742	Marion	.....do	Charles Evans	Dept.	1	1	39	29	0	0	....	....	....	....	3	6	3	6	3	....	500	15,000
1743	Mayfield	.....do.*	Voris Gregory	Dept.	2	0	20	22	0	0	3	2	2	1	6	8	....	....	....	....	.....	20,000
1744	Maysville	.....do	D. C. Hutchins and Miss Fannie I Gordon	Dept.	1	2	29	45	37	27	....	....	....	....	8	8	....	....	3	....	200	12,000
1745	Middlesboro	.....do	B. H. Keeney	Dept.	1	2	11	24	20	28	4	16	....	....	2	3	1	2	4	....	200	4,000
1746	Minerva	Male and Female Collegiate Institute.	W. R. Wright	Dept.	1	2	13	16	29	32	....	....	....	....	0	0	0	0	3	0	200	2,000
1747	Mount Sterling	High School	Mrs. Nannie Hibbler	Dept.	0	2	27	13	0	0	1	0	0	0	3	12	1	0	3	....	112	12,000
1748	Newport	Bellevue High School	J. M. N. Downes	Dept.	1	2	14	36	0	0	....	....	5	6	2	4	....	....	3	....	800	6,000
1749	Newport (Dayton)	Dayton High School	Miss Bertha Robinson.	Dept.	1	2	23	43	0	0	....	....	4	6	8	4	6	4	3	....	500	35,000

1750	Newport (Fort Thomas).	Highlands High School..	C. J. Hall	Dept..	1	1	14	16	0	0	....	....	....	....	1	1	....	....	4	....	150	12,000
1751	Nicholasville	High School	R. G. Lowrey	Dept..	1	0	17	13	0	0	5	2	....	....	1	4	1	4	4	....	.....	10,000
1752	Owensboro	....do	W. H. Stuart	Dept..	3	5	67	80	0	0	....	....	....	....	6	15	....	....	4	....	.....	15,000
1753	....do	High School (colored)	C. C. Monroe	Dept..	2	1	7	30	0	0	3	5	....	....	....	....	....	....	4	....	250	.....
1754	Paducah	High School	C. A. Norvell	Dept..	1	3	26	102	0	0	2	9	5	4	2	15	0	5	3	....	400	.....
1755	....do	Lincoln High School (colored).	E. W. Benton	Dept..	1	0	13	17	0	0	....	....	....	....	5	5	....	....	3	....	.....	.....
1756	Paris	High School	H. C. Wilson	Dept..	1	1	44	48	0	0	2	1	14	16	5	9	4	4	4	....	.....	.....
1757	....do	High School (colored)	J. C. Graves	Dept..	1	1	13	20	0	0	2	4	....	....	6	5	2	4	4	....	1,200	.....
1758	Richmond	Caldwell High School	J. D. Clark	Ind...	2	0	60	40	0	0	1	1	9	1	10	9	9	3	3	....	800	22,000
1759	Rochester	High School*	N. T. Groves	Dept..	1	1	28	24	0	0	....	....	....	....	....	....	....	....	4	....	150	3,500
1760	Shelbyville	....do	George L. Sampson	Dept..	1	2	30	12	0	0	10	6	14	0	6	0	....	....	4	....	60	10,000
1761	Somerset	....do	Alfred Livingston	Dept..	1	1	13	22	0	0	....	....	1	1	1	4	....	....	3	....	300	32,500
1762	Vanceburg	Public School and Seminary.*	T. M. Gaines	Dept..	1	0	15	15	0	0	....	....	....	....	0	0	....	....	4	....	.....	6,000
1763	Vinegrove	High School	J. F. Nall	Ind...	1	1	50	33	36	64	15	10	23	17	0	0	....	....	2	0	137	1,500
1764	Williamstown	Graded Free School	J. H. Dickey	Dept..	1	1	15	18	0	0	2	0	....	....	2	5	2	0	4	....	.....	15,000
1765	Winchester	High School*	R. M. Shipp	Dept..	2	2	30	60	0	0	....	....	....	....	11	14	4	3	3	....	800	30,000
1766	....do	High School (colored)	J. H. Garvin	Dept..	1	1	8	15	0	0	1	0	0	1	....	....	....	....	2	....	.....	3,000
	LOUISIANA.																					
1767	Alexandria	High School	A. M. Hendon	Dept..	2	1	26	29	0	0	....	....	....	....	4	5	....	....	4	....	.....	2,000
1768	Amite	....do	A. F. Kyger	Dept..	1	0	9	28	0	0	3	6	2	3	3	7	....	....	3	....	400	2,500
1769	Bastrop	Morehouse High School*.	D. B. Showalter	Ind...	1	1	10	16	62	63	....	....	....	....	5	8	1	2	4	....	300	2,000
1770	Baton Rouge	High School	.....	Dept..	2	6	21	39	0	0	....	....	....	....	....	....	....	....	2	....	.....	.....
1771	Colfax	High School and College..	H. B. Hines	Dept..	2	0	5	1	31	43	2	1	1	0	0	0	0	0	3	....	6	.....
1772	Donaldsonville	Ascension Academy	J. O. Taylor	Dept..	1	0	5	27	0	0	....	....	3	12	....	....	....	....	3	....	1,500	15,000
1773	Grandcane	High School	A. S. Dale	Dept..	1	3	28	32	42	38	....	....	....	....	1	6	1	2	3	....	200	.....
1774	Jena	Seminary	R. E. Bobbitt	Ind...	1	1	20	22	25	30	....	....	....	....	....	....	....	....	3	....	.....	1,500
1775	Lake Charles	High School*	Chas. Grant Shäffer	Dept..	3	2	39	77	0	0	4	6	7	2	8	11	3	4	4	37	200	28,000
1776	Monroe	....do	D. B. Showalter	Dept..	2	2	20	25	0	0	0	0	1	0	0	0	0	0	4	....	500	10,000
1777	New Iberia	....do	J. E. Keeny	Dept..	2	2	25	33	0	0	2	1	....	....	3	2	2	1	4	....	1,000	30,000
1778	New Orleans	McDonough High School No. 1, Boys.	Frank W. Gregory	Dept..	12	1	262	0	0	0	0	0	0	0	36	0	....	....	3	0	2,000	.....
1779	....do	McDonough High and Normal School No. 2, Girls.	Miss H. A. Suter	Dept..	0	16	0	435	0	0	....	....	....	....	0	112	....	....	3	....	893	.....
1780	....do	McDonough High School No. 3, Girls.	Miss Eugenie Suydam.	Dept..	0	12	0	259	0	0	0	12	0	0	0	45	0	12	3	0	400	.....
1781	....do	Southern University High School (colored).	H. A. Hill	Ind...	2	3	24	42	0	0	0	0	0	0	1	4	1	4	3	0	1,665	61,903
1782	Opelousas	St. Landry, High School..	T. H. Harris	Dept..	2	2	21	41	0	0	2	0	....	....	3	14	2	0	3	....	500	.....
1783	Patterson	High School	C. A. Ives	Dept..	1	1	4	13	0	0	1	5	3	0	0	3	0	2	3	....	200	6,000
1784	Plaquemine	....do	A. G. Singletary	Dept..	1	1	15	21	0	0	....	....	....	....	0	3	....	....	4	....	.....	.....
1785	Ruston	College	T. R. Hardin	Ind...	2	2	24	30	0	0	0	1	....	....	0	1	....	....	4	....	60	4,000
1786	Shreveport	High School	C. E. Byrd	Dept..	3	0	24	65	0	0	10	22	4	6	4	8	3	4	3	....	400	75,000
1787	Vidalia	....do	Miss I. Montgomery	Dept..	0	1	2	6	18	24	0	0	0	0	0	0	....	....	4	....	.....	3,500

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							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
1788	Addisonpoint	Addison High School	F. G. Marshall	Dept.	1	1	16	18	12	10	...	...	...	...	...	...	...	...	...	...	100	$1,200
1789	Alfred	High School	Frank E. Briggs	Dept.	1	0	22	30	0	0	1	0	1	0	6	1	1	0	4	...	50	5,000
1790	Andover	do	Miss Flora A. Gilbert	Dept.	0	1	7	21	0	0	2	6	...	...	2	7	...	...	3	...	.....	.....
1791	Ashland	do	W. W. Whitcomb	Dept.	1	1	19	41	20	29	...	...	...	...	...	...	...	...	4	...	10	3,000
1792	Augusta	Cony Free High School	C. F. Cook	Dept.	2	4	61	100	0	0	13	11	0	1	11	20	5	4	4	...	350	25,000
1793	Bangor	High School	Henry K. White	Dept.	6	7	175	215	0	0	40	30	...	...	15	37	11	13	4	130	500	25,000
1794	Bar Harbor	do	Prescott Keyes	Dept.	1	2	27	35	0	0	1	8	...	...	4	2	1	0	4	...	.....	6,000
1795	Baring	do	Arthur H. Page, A. B.	Dept.	1	0	3	8	14	11	0	0	1	0	0	0	...	...	2	...	.....	.....
1796	Bath	do	H. E. Cole	Dept.	2	3	75	110	0	0	15	12	2	0	10	15	3	4	4	...	900	25,000
1797	Belfast	do	Hugh D. McLellan	Dept.	1	2	42	58	0	0	3	6	1	0	7	12	0	4	4	0	.....	5,000
1798	Berwick	Sullivan High School	George Snow	Dept.	1	1	15	26	0	0	5	7	0	0	1	9	0	0	4	...	100	11,000
1799	Biddeford	High School	Harry H. Burnham	Dept.	2	3	70	100	0	0	10	5	3	0	7	20	2	2	4	...	500	50,000
1800	Boothbay	do	—— Giles	Dept.	1	0	2	6	8	5	0	2	...	...	0	0	...	...	3	...	30	.....
1801	Boothbay Harbor	do.*	Wm. A. Kennedy	Dept.	1	2	15	25	5	8	1	2	1	0	2	6	...	...	4	...	200	4,000
1802	Bradford	do.*	Miss Amelia D. Herrick	Ind.	0	1	18	7	0	0	1	0	...	...	0	0	0	0	4	...	0	450
1803	Bradley	do.*	A. J. Kingsbury	Dept.	0	1	4	6	20	25	...	...	...	...	...	...	...	...	...	...	.....	.....
1804	Brewer	do.*	Elmar T. Boyd	Dept.	1	1	25	51	0	0	5	4	5	0	2	8	2	0	4	...	92	3,000
1805	Bridgewater Center.	do	Thannie Tompkins	Dept.	1	0	8	8	42	22	...	...	...	...	...	...	...	...	...	...	.....	800
1806	Bridgton	do	J. E. Conner	Dept.	1	2	32	38	0	0	3	0	1	0	6	5	2	0	4	...	300	.....
1807	Brooklin	do.*	Miss Laura H. Jones	Dept.	2	1	13	11	14	12	...	...	...	...	0	0	0	0	...	...	.....	2,500
1808	Brownville	do	Clifford E. McGlauflin	Dept.	1	1	18	20	0	0	4	0	...	...	1	4	1	0	5	...	0	4,000
1809	Brunswick	do	Charles Fish	Dept.	1	3	49	60	0	0	30	1	0	0	12	5	9	0	4	...	275	40,000
1810	Buckfield	do	F. A. Robinson	Dept.	1	0	12	14	6	8	...	...	...	...	0	0	0	0	4	...	0	4,000
1811	Buxton Center	Buxton High School	J. M. Hill	Ind.	1	1	14	24	0	0	2	1	0	0	2	3	0	0	4	...	150	1,000

1812	Calais	High School	Verne M. Whitman, A. M.	Dept.	2	2	40	62	4	10	8	20	17	14	5	10	2	6	4	....	250	.....
1813	Camden	Megunticook High School	Chester B. Allen	Dept.	1	2	22	33	0	0	6	10	3	0	1	6	1	2	4	....	250	8,000
1814	Canton	High School	Payson Smith	Dept.	1	0	8	15	18	16	1	2	....	....	0	0	0	0	4	....	110	2,500
1815	Cape Elizabeth	South Portland High School.	Ralph H. Parker	Dept.	1	2	43	49	0	0	4	8	....	....	10	20	2	1	4	....	300	20,000
1816	Caribou	High School	Bernard W. Owen	Ind.	1	2	40	48	0	0	3	1	8	12	5	9	2	1	4	....	225	18,000
1817	Castine	....do	A. F. Shepherd	Dept.	0	1	10	10	0	0	....	....	....	....	1	2	....	....	4	....	.....	.....
1818	China	....do.*	Miss Olive A. Gould	Dept.	0	1	4	6	11	19	0	2	1	0	....	....	....	....	....	....	.....	.....
1819	Clinton	....do	I. I. Felker	Dept.	1	0	6	35	40	35	0	4	1	2	0	0	0	0	4	....	.....	800
1820	Columbia Falls	....do	Herbert L. Douglass, A. B.	Dept.	1	0	6	2	14	9	0	0	0	0	....	....	....	....	....	....	25	1,200
1821	Cornish	....do	Stephen Rounds, A. B.	Dept.	1	1	11	13	0	0	6	7	0	2	2	5	2	3	4	....	.....	8,500
1822	Cumberland Center.	Greely Institute*	E. L. Pennell	Ind.	1	1	23	32	9	6	0	1	....	....	4	8	0	1	4	....	850	.....
1823	Danforth	High School	John F. Philbrook	Dept.	2	0	16	30	0	0	3	6	1	0	1	6	1	3	4	....	.....	.....
1824	Deering Center	Deering High School	Wm. M. Marvin	Dept.	2	4	84	111	0	0	13	17	11	7	13	15	6	2	4	....	200	75,000
1825	Deer Isle	High School*	A. A. Littlefield	Ind.	1	0	8	17	0	0	....	....	....	....	0	0	0	0	4	....	.....	1,000
1826	Denmark	....do	Albert C. Eames	Dept.	1	0	8	10	4	5	....	....	....	....	2	3	....	....	4	....	.....	1,800
1827	Dennysville	....do	Wm. Harthorne	Dept.	1	0	15	10	9	6	1	1	....	....	1	2	0	2	4	....	8	2,400
1828	Dixfield	....do.*	C. A. Record	Dept.	1	1	10	17	0	0	....	....	....	....	....	....	....	....	4	....	30	3,000
1829	Dover	English High School	W. J. Rideout	Dept.	1	1	25	30	0	0	....	....	2	2	1	4	....	....	4	....	.....	15,000
1830	Eastport	Boynton High School	Everett L. Getchell	Dept.	1	2	32	56	0	0	5	11	3	1	5	7	2	3	4	....	.....	8,500
1831	Ellsworth	High School	Hoyt A. Moore	Dept.	3	1	60	90	0	0	....	....	....	....	10	11	2	10	4	....	200	8,500
1832	Fairfield	....do	W. F. Kenriek	Dept.	1	1	20	25	0	0	1	3	0	0	7	4	0	0	4	....	200	6,000
1833	Farmington	....do	Chas. M. Pennell	Dept.	1	3	50	60	0	0	20	18	....	....	1	5	1	4	4	....	60	8,000
1834	Five Islands	Georgetown High School.	Edgar I. Hanscom, A. B.	Dept.	1	0	5	6	5	11	....	....	....	....	0	0	....	....	....	0	0	.....
1835	Forest City	High School*	W. A. Van Wart	Dept.	1	0	10	11	0	0	....	....	....	....	0	1	....	....	4	....	.....	1,075
1836	Fort Fairfield	....do	Wm. L. Bonney	Ind.	1	2	21	47	16	21	4	5	4	0	6	2	1	0	4	....	120	10,000
1837	Freedom	Academy	Norman K. Fuller	Dept.	1	1	30	28	10	7	4	2	....	....	7	4	0	0	4	....	0	4,000
1838	Freeport	High School	Will O. Hersey, A. B.	Dept.	1	2	34	43	0	0	11	5	1	0	7	8	0	0	4	....	450	11,000
1839	Frenchville	....do	Miss Eugenie Le Bel	Dept.	0	1	11	10	10	10	....	....	....	....	....	....	....	....	....	....	50	1,200
1840	Garland	....do	Calvin C. Braekett	Dept.	1	0	5	12	3	4	1	3	....	....	0	0	0	0	4	....	15	1,000
1841	Gorham	....do	Willard W. Woodman	Dept.	2	1	40	30	0	0	13	12	8	0	5	8	5	3	4	....	210	16,500
1842	Greenville	....do	H. A. Richardson	Dept.	1	0	16	22	0	0	0	7	0	0	0	8	0	3	4	....	.....	3,000
1843	Guilford	....do	Geo. W. Snow	Dept.	1	3	34	39	0	0	3	0	2	3	2	6	2	0	4	....	600	20,000
1844	Hallowell	....do	Herbert W. Dutch	Dept.	1	2	39	51	0	0	4	1	1	0	8	11	3	3	4	....	280	5,000
1845	Harmony	....do.*	E. P. Dyer	Dept.	1	0	10	10	10	10	0	0	0	0	0	0	0	0	2	....	.....	.....
1846	Harrington	....do	B. E. Paekard	Dept.	1	0	3	6	12	14	0	1	1	0	....	....	....	....	4	....	100	1,000
1847	Hartland	....do	F. W. C. Wiggin	Dept.	2	0	28	54	16	8	....	....	....	....	....	....	....	....	4	....	75	3,000
1848	Hermon	....do.*	Warren Page	Dept.	1	0	12	14	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
1849	Island Falls	....do	S. L. Merriman	Dept.	1	1	5	10	15	13	5	0	0	0	0	0	0	0	4	....	250	2,000
1850	Jay	....do	E. P. Goodwin	Dept.	1	0	14	12	0	0	2	0	....	....	0	2	0	0	4	0	50	3,000
1851	Jefferson	....do.*	Miss Jennie Meserve	Dept.	2	1	38	23	0	0	0	0	6	0	....	....	....	....	3	....	.....	.....
1852	Jonesport	....do	H. C. Wilbur	Dept.	1	0	13	21	9	15	0	0	0	0	0	2	0	0	4	0	.....	3,000
1853	Kenduskeag	....do	Miss Bertha J. Jenness.	Dept.	1	0	3	4	33	39	....	....	....	....	....	....	....	....	....	....	0	1,500
1854	Kennebunk	....do	Melville C. Freeman	Dept.	1	0	17	30	0	0	4	0	....	....	3	10	2	1	3	....	50	5,000
1855	Kennebunkport	....do	Herbert O. Cloughs	Dept.	1	1	20	24	0	0	1	1	0	0	7	6	1	0	3	....	.....	5,000
1856	Kittery	....do	D. M. Stewart, A. B.	Dept.	2	0	30	40	0	0	1	0	....	....	3	2	....	....	4	....	.....	1,200
1857	Lamoine	....do.*	Raymond McFarland, A. B.	Dept.	1	0	12	13	3	2	....	....	0	2	0	0	0	0	....	....	50	.....

* Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.										College preparatory students in the class that graduated in 1899.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.							
											Classical course.		Scientific courses.									
					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—continued.																					
1858	Lewiston	Jordan High School	G. H. Libby	Dept.	2	4	100	144	0	0	50	57	2	0	18	32	9	15	4	....	700	$15,000
1859	Liberty	High School	Miss Nellie R. Carroll	Ind.	0	1	9	17	6	4	....	....	....	....	....	....	....	....	4	....	4	2,000
1860	Limestone	....do	Willard O. Chase	Dept.	1	0	15	20	0	0	0	0	0	0	0	0	0	0	....	....	.....	3,000
1861	Limington	Academy	Cogswell Smith, B. A.	Dept.	1	1	17	17	12	13	5	4	2	0	1	2	1	1	4	....	200	.....
1862	Livermore Falls	High School	J. M. Pike	Dept.	1	2	10	30	0	0	4	3	0	0	1	3	1	0	4	0	200	3,000
1863	Lubec	....do	Frank P. Wagg	Dept.	1	0	15	26	0	0	4	6	3	0	2	1	2	0	4	0	130	.....
1864	Machias	....do	D. Lyman Wormwood	Dept.	1	1	29	32	0	0	4	7	2	0	3	5	2	3	4	....	350	.....
1865	Madison	....do.*	Fred. L. Tapley	Dept.	1	2	20	30	0	0	....	....	6	4	1	2	1	0	4	....	25	16,000
1866	Meehanic Falls	....do	R. E. Files	Dept.	1	1	20	10	0	0	1	2	0	0	1	2	0	0	4	....	125	4,500
1867	Millbridge	....do	Guy C. Howard	Dept.	1	0	16	20	0	0	....	....	....	....	1	7	....	....	4	....	.....	.....
1868	Milo	....do	C. E. Perkins	Dept.	1	1	25	18	38	42	2	0	3	0	3	4	2	0	4	....	85	7,000
1869	Monmouth	Academy and High School	W. S. Masterman	Dept.	1	1	33	35	0	0	....	....	....	....	3	2	....	....	4	....	500	4,000
1870	Monson	Academy*	W. S. Knoulton	Dept.	1	1	30	20	0	0	5	3	4	2	0	0	....	....	4	....	200	5,000
1871	Montieello	High School*	Chas. L. Clement	Dept.	1	0	16	23	15	15	2	2	....	....	....	....	....	....	....	....	10	.....
1872	Mount Desert	....do	Everett W. Ober	Dept.	3	0	17	23	23	16	....	....	....	....	....	....	....	....	....	....	.....	.....
1873	Mt. Vernon	....do	Guy C. Howard	Dept.	1	0	6	13	0	0	....	....	....	....	0	0	0	0	....	....	.....	.....
1874	Newfield	....do	F. C. Mitchell	Dept.	1	0	22	14	6	8	0	0	2	4	1	2	1	2	4	....	.....	3,100
1875	Newport	....do	E. P. Dyer	Dept.	1	0	16	14	0	0	6	0	....	....	0	1	....	....	4	....	.....	5,000
1876	New Portland (West).	....do.*	John Carville	Dept.	1	0	10	9	0	0	1	0	0	0	0	0	....	....	4	....	11	1,200
1877	New Vineyard	....do	Frank L. Tozier	Dept.	1	0	4	9	8	17	0	0	0	0	....	....	....	....	5	....	.....	800
1878	North Berwiek	....do	F. T. Johnson	Dept.	1	1	11	15	0	0	1	0	0	0	0	2	0	0	4	....	25	5,000
1879	North Isleboro	....do	Walter P. Clarke	Dept.	1	0	2	5	16	15	....	....	....	....	....	....	....	....	....	....	.....	.....
1880	North Livermore	....do	Miss Sarah Doyen	Ind.	0	1	8	7	18	17	....	....	....	....	....	....	....	....	....	....	50	.....

1881	North New Portland.	.....do.*	Chas. B. Kimball	Dept..	1	0	11	7	12	6	1	1	0	0	3	0	0	0	6	....	.....	.....
1882	North Parsonsfield	Parsonsfield Seminary ...	E. D. Pratt	Dept..	1	2	35	15	0	0	....	....	5	0	11	4	4	2	4	....	100	20,000
1883	Norway	High School	Arthur G. Wilcy, A. B..	Dept..	2	1	29	81	0	0	5	3	4	1	6	8	2	2	4	....	260	4,000
1884	Oakland	.....do	Fred L. Tapley	Dept..	1	1	25	20	0	0	0	2	4	0	5	1	2	0	4	....	850	12,000
1885	Old Orchard	.....do	R. D. Fairfield	Dept..	1	0	8	7	0	0	0	1	....	....	1	2	....	....	3	....	100	5,000
1886	Orrington	.....do	J. O. Whitcomb	Dept..	1	0	17	30	0	0	....	....	....	....	0	0	....	....	....	....	.....	.....
1887	Oxford	.....do.*	Simon M. Hamlin	Ind...	1	1	10	17	1	6	0	0	0	0	1	3	0	0	4	....	600	3,000
1888	Patten	Academy	Herbert N. Gardner, A. B.	Dept..	1	1	21	39	0	0	2	2	2	0	4	0	2	0	4	....	100	11,000
1889	Pemaquid	Bristol High Sehool	Geo. W. Singer	Ind...	1	0	15	23	24	17	....	....	....	....	....	....	....	....	4	....	.....	.....
1890	Pembroke	High School	Miss Josephine E. Chase, A. B.	Dept..	1	1	8	28	0	0	....	....	....	....	1	8	....	....	4	....	50	2,500
1891	Phillips	.....do	E. Morse	Dept..	2	1	30	38	0	0	1	6	8	0	5	7	2	1	4	....	25	.....
1892	Portland	.....do	Albro E. Chase	Dept..	6	12	279	299	0	0	120	61	5	0	48	60	23	21	4	103	1,200	80,000
1893	Presque Isle	.....do.*	Chas. N. Perkins, A. M.	Dept..	1	2	46	63	0	0	6	7	....	....	2	15	2	3	4	....	50	21,000
1894	Prineeton	.....do	Rufus S. Randall	Dept..	1	0	12	22	0	0	1	3	....	....	0	1	0	0	4	....	.....	3,500
1895	Richmond	.....do.*	Frederick J. Libby	Dept..	1	1	20	40	0	0	3	3	....	....	7	8	1	1	4	....	200	2,500
1896	Roekland	.....do.*	L. E. Moulton	Dept..	3	2	90	68	0	0	7	5	10	0	6	16	2	0	4	....	.....	.....
1897	Rockport	.....do	R. N. Millett	Dept..	1	1	20	26	0	0	0	0	0	0	2	8	0	0	3	....	.....	5,000
1898	Rumford Falls	.....do	Charles W. Cary	Dept..	2	1	14	28	11	9	1	0	0	0	0	1	0	0	4	....	400	12,000
1899	Sabattus	.....do	F. W. Hilton	Dept..	1	1	14	12	0	0	3	1	1	0	0	0	....	....	4	....	.....	6,000
1900	St. Albans	.....do	Percy R. Longley	Dept..	1	0	12	10	14	28	....	....	....	....	2	4	....	....	3	....	24	2,500
1901	Sanford	.....do	Harry E. Bryant, A. B..	Dept..	1	1	15	36	0	0	1	2	.1	0	2	6	0	0	4	....	200	25,000
1902	Sangerville	.....do	Jonathan L. Dyer, A.B.	Dept..	1	1	8	19	0	0	1	0	....	....	1	6	....	....	4	....	.....	.....
1903	Scarboro	.....do	Clarence W. Proctor, A. B.	Dept..	1	0	18	22	0	0	1	1	....	....	0	2	0	1	4	....	.....	.....
1904	Searsport	.....do	A. N. Carver	Dept..	0	2	20	38	0	0	....	....	....	....	0	4	....	....	3	....	20	10,000
1905	Shapleigh	Lindsey High School	Frank C. Thompson, A. B.	Ind...	1	1	16	16	0	0	....	....	....	....	2	4	....	....	5	....	200	.....
1906	Sherman Mills	High Sehool	Clifton E. Wass	Dept..	1	1	15	18	16	10	2	2	2	0	....	....	....	....	4	....	.....	.....
1907	Skowhegan	Bloomfield Academy and Skowhegan High Sehool.	Frank G. Farrington..	Dept..	2	2	60	68	0	0	4	0	....	....	7	7	4	0	4	0	300	10,000
1908	South Norridgewock.	High Sehool	Le Roy R. Folsom	Dept..	1	2	24	13	18	25	3	5	....	....	3	1	0	0	4	....	150	6,000
1909	South Paris	.....do	L. P. Gerrish	Dept..	1	1	38	45	0	0	6	8	....	....	6	4	1	1	4	....	200	.....
1910	Southwest Harbor	Tremont Free High School.*	Joseph O. Whitcomb ..	Dept..	1	0	10	10	14	8	0	0	1	0	0	0	0	0	4	....	.....	.....
1911	South Windham	Frederick Robie High Sehool.	Fred Benson	Dept..	1	0	9	6	42	34	....	....	....	....	1	1	....	....	4	....	40	3,500
1912	Springfield	Normal School	Miss Flora A. Mason...	Ind...	0	3	58	64	0	0	....	....	....	....	1	4	....	....	4	....	190	4,800
1913	Springvale	High School	F. G. Davis	Dept..	1	1	20	31	0	0	0	2	0	0	0	0	0	0	4	....	12	6,000
1914	Stark	.....do.*	Mrs. W. L. Walker	Ind...	0	2	8	10	17	12	....	....	....	....	....	....	....	....	....	....	.....	500
1915	Steuben	.....do	E. I. Hanscom	Ind...	1	0	16	9	0	0	....	....	....	....	....	....	....	....	....	....	2	400
1916	Strong	.....do	H. E. Marston	Dept..	1	0	12	14	0	0	....	....	....	....	1	1	....	....	4	....	.....	.....
1917	Sullivan	.....do	A. C. Hanscom	Dept..	1	0	10	15	5	10	....	....	....	....	....	....	....	....	....	....	.....	.....
1918	Tenants Harbor	St. George High School...	Walter H. Mathews....	Ind...	1	0	17	17	5	8	....	....	....	.. .	1	1	....	....	4	....	0	.....
1919	The Forks	West Forks High School..	Chas. E. Ball	Dept..	1	0	6	6	6	7	....	....	....	....	....	....	....	....	3	....	.....	.....
1920	Thomaston	High Sehool	Albert S. Cole	Dept..	1	1	22	29	0	0	2	1	0	0	2	2	1	1	4	0	140	6,000
1921	Topsham	.....do	John A. Cone	Dept..	1	1	31	37	0	0	1	1	....	....	4	9	1	0	4	....	42	10,000
1922	Tremont	.....do.*	.....	Dept..	2	0	24	21	16	14	....	....	....	....	....	....	....	....	....	....	.....	5,000

* Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Prineipal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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—continued.																					
1923	Turner Center	Leavitt Institute	Leland A. Ross	Dept.	1	3	35	40	12	9	6	1	3	0	2	5	1	0	4	....	350	$2,500
1924	Union	High School	W. P. Clarke	Dept.	1	0	23	33	10	13	....	....	....	....	0	0	....	....	4	....	.....	2,500
1925	Vaneeboro	....do	Samuel Ackley, A. B.	Dept.	1	0	8	16	0	0	....	....	....	....	0	7	....	....	4	....	100	2,000
1926	Veazie	....do	N. R. Russell	Dept.	1	0	6	11	4	4	....	....	1	0	0	0	....	....	4	....	.....	.....
1927	Vinalhaven	....do	E. T. Ridley	Dept.	1	1	26	27	0	0	....	....	....	....	2	5	....	....	4	....	.....	7,000
1928	Waldoboro	....do	Clarenee E. Eaton	Ind.	1	1	20	25	0	0	1	1	....	....	0	0	....	....	4	....	167	.....
1929	Warren	....do	F. E. Russell	Dept.	1	0	21	35	0	0	2	4	....	....	0	0	0	0	4	....	150	.....
1930	Waterboro Center	Waterboro High School	A. E. Linscott	Ind.	1	0	12	18	0	0	1	2	....	....	2	5	....	....	4	....	70	500
1931	Waterville	High School	John E. Nelson	Dept.	2	5	62	94	0	0	13	24	25	22	7	25	2	7	4	....	2,500	.....
1932	Wayne	....do	Guy E. Healey	Dept.	1	0	13	14	0	0	1	0	....	....	0	1	0	0	4	....	.....	.....
1933	Weld	....do	Nathan G. Foster	Dept.	1	1	10	12	47	53	....	....	....	....	1	5	....	....	4	....	15	1,000
1934	Wells	....do	Miss Bertha L. Perkins	Dept.	0	1	17	15	0	0	2	1	....	....	....	....	....	....	4	....	73	1,250
1935	Westbrook	....do	Fred. W. Freeman, A. M.	Dept.	2	3	67	73	0	0	15	15	10	35	6	11	4	4	4	20	.....	.....
1936	West Buxton	Hollis High School	W. H. Tibbetts	Dept.	1	0	11	11	0	0	0	0	....	....	0	2	0	0	4	....	40	800
1937	West Garland	High School	Aravesta V. Flanders	Dept.	1	0	6	10	0	0	....	....	....	....	....	....	....	....	4	....	.....	.....
1938	Windham Center	Windham High School	Miss May L. Harlow	Dept.	0	2	16	22	8	10	....	....	....	....	3	10	....	....	4	....	.....	600
1939	Winslow	High School	Chas. L. Clement, A. B.	Ind.	1	1	10	13	0	0	....	....	....	....	....	....	....	....	4	....	100	.....
1940	Winter Harbor	....do	C. H. Morse	Ind.	1	0	15	21	0	0	0	0	0	0	0	0	0	0	4	....	40	.....
1941	Winterport	....do	Wm. J. Henderson	Dept.	1	0	4	8	7	18	2	5	....	....	0	0	0	0	4	....	0	1,500
1942	Winthrop	....do	Charles E. Sawtelle	Dept.	1	1	26	27	0	0	8	4	0	0	2	6	2	0	4	....	88	8,000
1943	Wiscasset	....do	Chas. S. Sewall, A. B.	Dept.	1	1	26	32	0	0	2	3	....	....	2	3	1	1	4	....	.....	.....
1944	Woodfords	Deering High School*	J. M. Hill	Dept.	1	4	79	95	0	0	5	4	8	5	7	14	2	0	4	....	.....	.....

	MARYLAND.																			
1945	Baltimore	Baltimore City College	Francis A. Soper	Dept.	16	0	700	0	0	0	0	0	0	0	43	0	....	....	4	....	.....	.....
1946	.....do	Baltimore Polyteehnie Institute.	John W. Saville	Dept.	17	0	268	0	315	0	0	0	24	0	34	0	5	0	3	....	2,000	100,500
1947	.....do	Colored High Sehool	Dr. Geo. Lewis Staley	Dept.	1	6	50	117	0	0	0	0	0	0	2	16	0	0	4	....	350	45,000
1948	.....do	Colored Polyteehnie Institute.	William R. Ryan	Dept.	7	0	53	0	0	0	....	....	....	....	6	0	....	....	3	....	.....	.....
1949	.....do	Eastern Female High Sehool.	Wm. F. Wardenburg	Dept.	1	12	0	440	0	0	0	0	0	0	0	63	0	0	4	....	400	102,651
1950	.....do	Western Female High Sehool.	Andrew S. Kerr	Dept.	2	16	0	675	0	0	0	2	0	0	0	61	0	2	4	....	400	231,750
1951	Belair	Academy and Graded School.	W. D. Maynard	Dept.	2	1	30	31	0	0	4	0	....	....	2	1	2	1	3	....	.....	.....
1952	Berlin	Buekingham High School.*	Chas. E. Dryden, A. B., B. Sc.	Dept.	1	0	5	15	0	0	2	1	....	....	1	6	1	1	2	....	300	6,000
1953	Boonsboro	Graded School	W. A. Henneberger	Dept.	1	0	16	10	0	0	....	....	....	....	1	1	....	....	3	....	75	.....
1954	Cambridge	Aeademy	Dr. James L. Bryan	Dept.	2	1	26	54	0	0	0	0	0	0	0	7	0	0	4	....	150	15,200
1955	Charlotte Hall	Charlotte Hall School*	Geo. M. Thomas, A. M.	Ind.	3	0	32	0	6	0	....	....	....	....	4	0	....	....	4	....	1,100	18,000
1956	Clearspring	High School*	Kieffer G. Hoover	Dept.	1	2	20	21	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
1957	Cumberland	Allegany County High School, No. 1.	John T. White	Dept.	1	1	17	55	0	0	....	....	....	....	0	19	....	....	4	....	1,300	.....
1958	Darlington	Aeademy and High Sehool.	A. F. Galbreath	Dept.	1	1	15	27	0	0	....	....	2	0	2	2	1	0	3	....	300	5,000
1959	Denton	High School	William S. Crouse	Dept.	1	1	26	45	0	0	....	....	....	....	1	7	1	0	4	....	350	3,000
1960	East Newmarket	Academy	William P. Beckwith	Ind.	1	0	6	17	62	46	....	....	....	....	0	0	0	0	5	....	.....	3,000
1961	Easton	High and Manual Training School.	Edward Reisler	Dept.	1	2	45	45	0	0	....	....	....	....	7	8	....	....	4	....	100	20,000
1962	Elkton	Ceeil County High Sehool	George A. Steele, A. M.	Dept.	2	3	40	96	0	0	3	1	....	....	3	1	3	1	4	....	250	.....
1963	Ellieott City	High School	J. Mont. Gambrill	Dept.	1	0	15	15	0	0	....	....	....	....	0	0	....	....	4	....	.....	.....
1964	Foresthill	Graded School	Miss Ella May Stritehoff	Dept.	0	1	4	8	52	47	0	2	....	....	1	1	....	....	3	....	192	.....
1965	Frederiek	Boys' High School	Amon Burgee, A. M.	Dept.	3	0	37	0	0	0	3	0	5	0	6	0	3	0	3	....	350	12,000
1966	.....do	Girls' High School	Miss Margaret M. Robinson.	Dept.	0	3	0	38	0	0	....	....	....	....	0	12	0	0	3	0	400	.....
1967	Frostburg	Beall High School	G. W. Craig	Dept.	1	1	12	52	0	0	....	....	....	....	....	....	....	....	4	....	.....	.....
1968	Galena	Shrewsbury Aeademy	William J. Boyer	Dept.	1	0	20	21	30	39	0	0	0	0	0	0	0	0	....	....	.....	.....
1969	Hagerstown	Male High Sehool	C. Edwin Carl	Dept.	2	1	47	0	0	0	5	0	0	0	14	0	2	0	3	....	300	10,000
1970	Havre de Graee	High Sehool	Charles T. Wright	Dept.	2	0	17	33	0	0	....	....	....	....	5	7	....	....	3	....	.....	30,000
1971	Henderson	Academy	James B. Noble	Dept.	1	0	0	8	40	48	....	....	....	....	0	3	....	....	3	....	250	.....
1972	Marion Station	Marion High Sehool	B. F. Haynes	Ind.	1	0	14	19	38	40	2	5	....	....	1	4	1	3	4	....	.....	2,500
1973	Middletown	High Sehool	F. G. Wagaman	Dept.	1	0	15	11	0	0	5	0	....	....	6	0	4	0	3	....	210	1,500
1974	Oxford	.....do	William S. Jaekson	Dept.	1	2	14	16	28	27	....	....	....	....	0	3	....	....	4	....	0	4,500
1975	Pocomoke City	.....do	H. J. Handy	Dept.	2	0	14	50	0	0	....	....	....	....	0	6	0	0	4	....	800	10,000
1976	Preston	Aeademy	G. E. Williamson	Dept.	1	0	4	9	0	0	....	....	....	....	0	2	....	....	3	....	100	2,500
1977	Princess Anne	Washington High Sehool.	Earle B. Polk	Dept.	1	0	7	17	0	0	2	0	3	0	1	0	....	....	4	....	100	14,000
1978	Rockville	High Sehool	Frank Andrews	Dept.	1	0	18	21	0	0	....	....	....	....	0	6	....	....	4	....	75	10,000
1979	St. Michaels	.....do	Henry E. Adams	Dept.	2	1	33	37	0	0	....	....	....	....	2	10	1	2	4	....	100	14,000
1980	Sharpsburg	.....do	J. B. H. Bowser	Dept.	1	0	8	24	0	0	....	....	....	....	6	2	1	0	....	....	.....	.....
1981	Smithburg	.....do	Eugene A. Spessard	Dept.	1	0	9	19	54	51	2	1	....	....	3	4	1	1	3	....	60	.....
1982	Snowhill	.....do	Chas. S. Riehardson	Dept.	1	1	14	28	0	0	....	....	....	....	0	4	0	2	3	....	300	7,000
1983	Sparrows Point	.....do.*	Jos. Blair	Dept.	1	2	12	40	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....

* Statisties of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses									
					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
	MARYLAND-cont'd.																					
1984	Thurmont	High School	H. D. Beachley, A. B	Dept.	1	0	14	18	0	0	0	2	....	....	1	8	0	2	3	....	100	$1,500
1985	Towson	....do	R. Brent Crane	Dept.	1	0	15	5	0	0	....	....	....	....	2	3	....	....	4	....	0	1,500
1986	Trappe	....do	Addison E. Mullikin, B. A.	Dept.	1	1	12	17	26	23	1	0	....	....	2	1	1	0	4	....	60	2,500
1987	Union Bridge	....do	J. L. T. Waltz	Dept.	1	1	20	25	0	0	....	....	....	....	....	....	....	....	4	....	100	2,500
1988	Upper Fairmount	Fairmount High School	W. Roger Revelle, A. M.	Ind.	1	1	30	42	45	38	....	....	4	5	1	4	....	....	4	....	50	2,000
1989	Upper Marlboro	Marlboro Academy	Thos. J. Grant, A. M.	Ind.	1	0	38	0	26	0	....	....	....	....	3	0	....	....	3	....	.....	.....
1990	Vienna	Academy	Albert W. Webb	Ind.	1	0	12	8	50	30	....	....	....	....	0	0	0	0	3	....	25	.....
1991	Western Port	High School	O. H. Bruce	Dept.	1	1	10	26	0	0	....	....	....	....	2	4	....	....	3	....	1,100	18,000
1992	Williamsport	....do	Henry E. Neibert	Dept.	2	0	6	15	0	0	....	....	....	....	0	2	....	....	4	....	100	10,000
	MASSACHUSETTS.																					
1993	Abington	High School	Reuben L. Ilsley	Dept.	1	3	43	65	0	0	1	4	2	0	4	10	1	1	4	0	100	12,000
1994	Adams	....do	John C. Hull	Dept.	1	5	50	90	0	0	3	5	1	0	4	5	3	0	5	....	500	20,000
1995	Amesbury	....do	Forrest Brown	Dept.	2	4	74	95	0	0	2	5	5	0	6	16	5	2	4	68	325	20,000
1996	Amherst	....do	Charles Falconer	Dept.	3	2	52	95	0	0	5	5	10	4	9	12	7	6	4	....	300	25,000
1997	Ashby	....do	Miss Mabel S. Garcelon	Dept.	0	2	5	20	0	0	0	1	3	0	1	12	0	1	4	....	25	.....
1998	Ashfield	Sanderson Academy and High School.	Orren Henry Smith	Dept.	1	2	20	21	0	0	4	2	4	0	3	3	1	1	4	....	5,000	18,000
1999	Ashland	High School	Victor V. Thompson	Dept.	1	1	30	21	26	40	5	6	0	0	5	0	3	0	4	....	75	20,000
2000	Assinippi	Norwell High School	C. A. Record	Ind.	1	1	19	22	0	0	....	....	3	0	5	5	2	0	4	....	50	.....
2001	Attleboro	High School	Chas. P. Barnes, A. M.	Dept.	2	4	69	57	0	0	6	9	....	....	5	6	1	4	4	....	300	.....
2002	Avon	Gifford High School	John Carroll	Dept.	1	1	17	22	0	0	4	4	2	0	6	4	....	....	4	....	100	10,000
2003	Ayer	High School	Robt. J. Fuller, A. B	Dept.	1	1	26	26	0	0	2	1	0	0	7	2	2	0	4	....	100	15,000

2004	Baldwinsville	do.*	N. A Cutler	Dept.	1	0	13	25	0	0	0	2	0	0	0	4	0	0	4		200	10,000
2005	Barre	do	C. L. Randall	Dept.	1	1	15	25	0	0	1	4	1	0	1	2	1	2	4		150	
2006	Bedford	do	Miss Loula A. H. Buck.	Ind.	0	2	7	16	9	13	0	0	0	0	3	4	0	0	3			
2007	Belchertown	do	Charles A. Guild	Dept.	1	1	26	21	11	18					3	7	3	4	4			
2008	Bellingham	do.*	Miss Frances B. M. Willgoose.	Dept.	0	1	10	9	4	1					1	3			2		30	2,500
2009	Belmont	do	Henry H. Butler	Dept.	1	3	26	40	0	0	4	2	3	2	1	4			4		350	50,000
2010	Bernardston	Powers Institute	Elmer E. Sawyer, A.M.	Ind.	1	1	19	34	9	5	0	2	4	2	4	5	2	1	4			
2011	Beverly	High School	Benj. S. Hurd	Dept.	2	7	124	140	0	0	10	15	15	10	10	22	3	2	4		500	
2012	Blackstone	do	Ambrose Kennedy	Dept.	1	2	12	24	0	0	2	0	0	0	3	7	2	0	4	0	200	8,000
2013	Bolton	Houghton High School	Miss Amelia J. Webber.	Ind.	0	2	6	15	8	5	0	0	0	0	1	2	0	0	4	0	75	2,000
2014	Boston	Brighton High School	Frederic A. Tupper	Dept.	4	8	76	173	0	0					15	50			4	55		
2015	Boston (Station G)	Charlestown High School.	John O. Norris	Dept.	4	9	112	273	0	0	0	0	4	10	22	68	1	1	3	95	3,000	
2016	Boston	Dorchester High School	Charles J. Lineoln	Dept.	3	12	140	243	0	0	8	15	3	0	20	48	4	5	4	100	2,000	50,000
2017	do	East Boston High School.	John F. Eliot	Dept.	3	7	106	173	0	0	2	4	3	0	17	31	1	0	4	72	500	
2018	do	English High School for Boys.	Robert E. Babson	Dept.	28	0	796	0	0	0			22	0	150	0			3	607	1,500	
2019	do	Girls' High School	John Tetlow	Dept.	4	27	0	1,161	0	0					0	217	0	5	3	0	6,300	
2020	do	Girls' Latin School	John Tetlow	Dept.	3	9	0	276	0	0	0	0	0	0	0	31	0	31	6	0	1,158	
2021	do	Mechanic Arts High School.	Charles W. Parmenter.	Dept.	13	2	444	0	0	0	0	0	82	0	74	0			4		200	235,000
2022	do	Public Latin School	Moses Merrill	Dept.	17	0	501	0	0	0	501	0	0	0	46	0			6	450	5,144	
2023	do	Roxbury High School	Charles M. Clay	Dept.	5	16	128	528	0	0	12	21	16	1	30	125	19	11	3	102	3,000	400,000
2024	Boston (Jamaica Plain).	West Roxbury High School.	George C. Mann	Dept.	3	7	77	225	0	0	8	30			11	54	3	11	4	72	1,050	50,000
2025	Bourne	High School	Francis A. Smith	Dept.	1	1	19	34	0	0					3	8			4		250	1,500
2026	Bradford	do	Frank P. Morse	Dept.	1	3	31	55	0	0	3	3	1	0	4	12	1	5	4		625	6,000
2027	Braintree	do	Joseph A. Ewart	Dept.	2	3	50	54	0	0	8	8	7	0	4	9	0	0	4		300	37,000
2028	Brewster	do	Fred. C. Stewart	Dept.	1	1	15	14	2	3					5	4	0	0	3			
2029	Bridgewater	do	Edwin H. Whitehill	Dept.	1	4	46	41	0	0	11	4	6	0	4	5	2	2	4	0	300	32,000
2030	Broekton	do	Edward Parker	Dept.	5	14	248	250	0	0	10	4	11	1	37	31	6	3	4		460	
2031	Brookline	do	J. C. Packard	Dept.	6	11	172	193	0	0	40	16	26	43	22	20	15	10	4	0	1,200	278,000
2032	Cambridge	English High School	Ray Greene Huling, Sc. D.	Dept.	5	18	310	349	0	0	0	0	62	6	30	47	19	4	4		3,100	254,000
2033	do	Latin School	William F. Bradbury	Dept.	4	12	187	215	0	0					16	27	16	27	5		1,000	360,000
2034	do	Rindge Manual Training School.	Charles H. Morse	Dept.	4	2	43	0	0	0	0	0	29	0	14	0	10	0	4	0		
2035	Canton	High School	E. H. Braekett	Dept.	1	2	30	38	0	0			7	0	2	7	0	0	4		100	8,000
2036	Chatham	do.*	C. C. Richardson, A.M.	Dept.	1	0	13	18	0	0	1	0			1	3			4		50	5,000
2037	Chelmsford	Center High School	C. W. Averell	Dept.	1	1	21	12	0	0	3	0	1	3	0	0	0	0	4	16		
2038	Chelsea	High School	Alton E. Briggs	Dept.	3	14	175	275	0	0	40	60	30	5	26	40	12	18	4	150	1,000	100,000
2039	Cheshire	do	Miss C. M. Allen	Dept.	0	1	11	15	0	0					1	1			4		250	12,000
2040	Chicopee	Center High School	William C. Whiting	Dept.	1	5	65	78	0	0	15	6	8	47	5	12	3	4	4		1,341	35,000
2041	Clinton	High School	Andrew E. Ford	Dept.	5	4	85	97	0	0	10	5	4	0					4		200	75,000
2042	Cohasset	do	C. F. Jaeobs	Dept.	1	2	26	47	0	0	4	1	2	0	2	8	2	0	4		125	32,000
2043	Concord	do	William L. Eaton	Dept.	1	7	92	111	0	0	19	19	7	0	21	20	3	6	4		200	50,000
2044	Conway	do	Miss Cora F. Keith	Dept.	0	2	15	21	0	0	2	2	2	1	1	3			4		300	2,000
2045	Cottage City	do	Henry H. Harriman	Dept.	1	1	7	6	0	0			1	0	3	1	0	1	4		50	15,000
2046	Dalton	do	H. L. Allen	Dept.	1	3	21	37	0	0	4	5	2	0					4		75	25,000
2047	Danvers	Holton High School	Ernest J. Powers	Dept.	1	6	80	125	0	0	15	10	5	0	15	16	4	3	4	0	280	
2048	Dartmouth	High School	Frank A. Kennedy	Dept.	1	0	4	3	19	12									3			3,000

* Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

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							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
2049	Dedham	High School	George F. Joyce, jr	Dept.	2	4	71	87	0	0	11	8	....	....	12	14	5	3	4	....	550	$35,000
2050	Dennis	Dennis North High School	Levi P. Wyman, A. B.	Ind.	1	0	19	7	0	0	1	1	0	2	2	2	0	0	4	....	90	2,000
2051	East Bridgewater	High School	F. E. Bragdon	Dept.	1	1	17	30	0	0	0	0	1	0	2	5	0	0	4	0	75	.....
2052	East Douglass	Douglas High School	George H. Stoddard	Dept.	1	0	6	8	2	9	2	0	0	0	0	1	0	0	4	....	25	.....
2053	Easthampton	High School	Alfred B. Morrill	Dept.	2	3	19	50	0	0	0	5	0	0	5	13	0	1	4	....	250	25,000
2054	Edgartown	.....do	Miss Mertie Maxim	Dept.	0	1	3	11	0	0	....	....	....	....	0	0	0	0	4	....	.....	.....
2055	Essex	.....do	Wesley S. Goodwin	Dept.	1	1	24	27	0	0	1	0	1	0	3	3	1	0	4	....	100	15,000
2056	Everett	.....do	Wilbur J. Rockwood	Dept.	4	6	115	170	0	0	13	18	6	0	15	29	6	8	4	....	800	80,000
2057	Fairhaven	.....do	Miss Eloise A. Hafford	Dept.	0	4	10	32	58	6	0	0	0	0	0	4	0	0	4	0	100	6,000
2058	Fall River	B.M.C.Durfee High School	Charles C. Ramsay	Dept.	13	11	313	409	0	0	15	10	10	0	40	60	....	....	4	300	1,250	500,000
2059	Falmouth	Lawrence High School	Leland B. Lane	Dept.	1	2	39	32	0	0	1	1	....	....	2	5	1	1	4	....	50	35,000
2060	Fitchburg	High School	George P. Hitchcock	Dept.	9	13	243	315	36	38	38	62	56	2	29	69	13	15	4	....	700	250,000
2061	Foxboro	.....do	W. Edgar Horton	Dept.	1	2	26	26	0	0	1	4	14	5	1	3	0	0	4	....	30	6,000
2062	Framingham	Academy and High School.*	John H. Parsons	Dept.	2	5	118	142	0	0	....	....	....	....	15	16	6	4	5	....	.....	.....
2063	Franklin	Horace Mann High School	Ernest D. Daniels, A.M.	Dept.	2	5	32	52	21	45	4	5	2	0	0	8	0	1	6	....	400	.....
2064	Gardner	High School	Clarence R. Hodgdon	Dept.	2	5	70	83	37	33	4	8	6	0	11	17	3	1	4	....	300	65,000
2065	Georgetown	.....do	James G. Morrell	Dept.	1	1	14	20	9	9	0	0	0	0	2	11	0	0	4	....	.....	.....
2066	Gloucester	.....do	Albert W. Bachelor	Dept.	3	11	121	272	12	18	9	13	20	10	18	49	6	4	4	130	4,000	100,000
2067	Granby	.....do	John H. Bixby	Dept.	1	0	6	12	7	5	....	....	....	....	2	5	....	....	4	....	.....	.....
2068	Great Barrington	.....do.*	Sanford L. Cutler	Dept.	1	1	32	42	0	0	1	1	1	3	8	13	1	1	4	....	100	80,000
2069	Greenfield	.....do	W. H. Whiting	Dept.	2	4	62	115	0	0	11	13	2	0	....	....	....	....	4	....	300	45,000
2070	Groton	.....do	John H. Manning	Dept.	1	1	40	40	0	0	2	1	0	0	3	9	0	1	4	....	.....	.....
2071	Groveland	.....do	Chas. H. Phelps	Dept.	1	1	25	27	0	0	1	0	1	0	2	8	1	0	4	....	150	3,000

2072	Hardwick	do	Frank W. Kimball	Dept.	1	1	9	15	0	0	0	1	0	2	2	7	0	3	4			
2073	Harwich	do	Eugene Averell, A. B	Dept.	1	1	18	19	0	0	2	6			0	1	0	1	4	0	250	
2074	Haverhill	do	Clarenee E. Kelley	Dept.	4	9	167	238	0	0					22	31	20	7	4			
2075	Hingham Center	Hingham High School	Jacob O. Sanborn	Ind.	1	4	50	72	0	0	9	12	5	0	9	7	6	2	4		100	20,000
2076	Hinsdale	High School	Geo. J. Walsh	Dept.	1	0	11	5	7	3	0	0	0	0	0	0			3		40	
2077	Holbrook	Sumner High School	E. O. Hopkins	Dept.	1	1	29	39	0	0	0	3	2	2	1	5	0	2	4			13,000
2078	Holden	High School	Alonzo K. Learned	Dept.	1	1	19	20	0	0	4	3	4	0	5	3	4	3	4		5,000	30,000
2079	Holliston	do	Maurice B. Smith	Dept.	1	2	26	27	0	0	9	1			2	4	2	1	4			
2080	Holyoke	do	Charles H. Keyes	Dept.	8	15	275	310	0	0	40	62	37	2	13	39	7	14	4	0	1,700	250,000
2081	Hopedale	do	Henry W. B. Arnold	Dept.	1	1	11	21	0	0	0	0	0	4	1	4	0	2	4		200	12,000
2082	Housatonie	do	Miss Lillian M. Turner	Dept.	0	1	10	16	0	0	0	0	0	0	2	6	0	0	3		110	
2083	Hubbardston	Center High School	A. G. Cummings, A. B., Pd. B.	Ind.	1	0	5	9	6	6	0	0	0	0	0	3	0	0	3		12	6,500
2084	Hudson	High School	Chas. A. Williams	Dept.	1	3	46	62	0	0	3	4	2	3	4	9	1	1	4		200	
2085	Huntington	Murrayfield High School	L. M. Drake	Dept.	1	1	28	20	0	0					4	1	4	1			300	22,000
2086	Hyannis	Barnstable High School	Louis M. Boody	Dept.	1	3	24	32	0	0	2	0							4		50	
2087	Hydepark	High School	W. H. Angleton	Dept.	3	5	89	100	0	0					7	17			4	89		
2088	Ipswieh	Manning High School	John P. Marston	Dept.	1	4	18	47	0	0	2	3	1	1	5	9	0	0	4		800	
2089	Kingston	High School	Ansel S. Richards, A.B.	Dept.	1	1	28	26	0	0	3	4	2	0	3	1	0	0	4		800	40,000
2090	Lancaster	do	William E. Sargent	Dept.	1	2	34	37	0	0	0	2	5	0	6	7	0	0	4		100	400
2091	Lawrence	do	James D. Horne	Dept.	5	15	257	305	0	0	89	42	47	0	20	34	13	5	4			80,000
2092	Lee	do	John D. Seaeord	Dept.	1	2	36	47	0	0	4	6	3	0	6	5	2	1	4		50	30,000
2093	Lenox	do	L. M. Rowland	Dept.	1	2	20	39	0	0					2	5	2	5	4	0	200	40
2094	Leominster	Field High School	Wallace E. Mason	Dept.	5	6	80	100	0	0	10	20	15	0	9	16	2	5	4	60	200	
2095	Lexington	High School	J. I. Buck	Dept.	2	5	29	42	0	0	1	9	1	0	3	7	1	1	4	10	200	12,000
2096	Littleton	do.*	William E. Cate, A. B	Dept.	1	1	18	21	0	0	4	4	0	0	2	4	1	1	4			3,000
2097	Lowell	do	Cyrus W. Irish	Dept.	8	18	315	406	0	0	62	29	19	9	63	83	17	6	4	300	1,000	225,000
2098	Ludlow	do	Frederic F. Smith	Ind.	1	1	6	14	0	0					2	3	0	2	4		25	300
2099	Lynn	Classical High School	Eugene D. Russell	Dept.	5	8	101	213	0	0	8	27	6	0	17	57	15	34	4	99	410	
2100	do	English High School	Chas. S. Jackson	Dept.	9	10	250	290	0	0	1	0	20	2	50	51	4	2	4	190	200	340,000
2101	Malden	High School	John W. Hutchins	Dept.	6	14	207	276	0	0	61	52	49	0	12	52	0	13	4		1,600	200,000
2102	Manchester	Story High School	W. S. C. Russell, A. B	Dept.	1	1	15	25	0	0	3	3	3	0	1	1	1	1	4	0	300	35,000
2103	Mansfield	High School	Geo. W. Stone	Dept.	1	1	26	40	0	0	4	1			7	11			4		40	20,000
2104	Marblehead	do	E. H. Eastman	Dept.	2	4	56	89	0	0	2	3	3	0	1	8			4		75	12,000
2105	Marlboro	do	W. F. O'Connor	Dept.	1	11	85	180	0	0	5	18	14	10	15	16	4	5	4		500	250,000
2106	Marshfield	do	Charles R. Copeland	Dept.	1	1	13	17	0	0	0	0	1	0	1	4	0	0	4		40	13,000
2107	Mattapoisett	Barstow High School	Edward F. Cunningham.	Dept.	1	0	16	22	0	0	0	0	0	0	0	0			4		0	
2108	Maynard	High School	J. Henry White	Dept.	1	2	18	29	0	0	3	6	7	4	5	8	2	0	4		200	
2109	Medfield	do	Walter L. Van Kleeck	Dept.	1	0	14	12	0	0			2	0	2	2			3		40	3,500
2110	Medford	do	Lorin L. Dame	Dept.	7	13	136	204	0	0	15	58	57	0	13	25	8	8	5	140	810	200,000
2111	Medway	do	Willard J. Fisher	Dept.	1	1	18	22	0	0					1	5			4		25	
2112	Melrose	do	F. H. Beede	Dept.	5	6	106	130	0	0	17	14	10	0	11	11	6	4	4		400	135,000
2113	Mendon	do	Newton D. Clarke	Dept.	1	0	7	14	0	0	0	0	0	0	0	0	0	0	4		25	1,600
2114	Merrimae	do	Chauncey C. Ferguson	Dept.	1	2	19	39	0	0	1	0	1	0	4	7	1	2	4			10,000
2115	Middleboro	do	Walter Sampson	Dept.	1	3	61	65	0	0	8	4	5	0	9	6	7	1	4		150	30,000
2116	Milford	do	A. E. Tuttle	Dept.	1	4	70	85	0	0	6	7	13	30	6	18	1	4	4	60	500	10,000
2117	Millbury	do	John F. Roache	Dept.	1	2	43	52	0	0	4	5	3	0	3	7	0	2	4		200	10,000
2118	Milton	do	Emory L. Mead	Dept.	3	8	67	94	0	0	5	7	3	0	9	12	5	2	4		800	125,000
2119	Montague	Center High School	Miss Eva L. Tower	Dept.	0	3	21	19	59	43	1	0	0	0	4	3	0	0	4		130	
2120	Nahant	High School	O. A. Tuttle	Dept.	1	2	10	17	0	0	1	0	0	0	0	3	0	0	4		50	500

* Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
2121	Natick	High School	Horace W. Rice, A. M.	Dept.	2	7	104	142	0	0	8	19	14	7	9	30	5	7	4	....	100	$25,000
2122	Needham	Kimball High School *	William H. Godfrey	Dept.	1	2	38	66	0	0	12	14	2	0	2	5	1	4	4	....	350	.....
2123	New Bedford	High School	Charles S. Moore	Dept.	7	9	144	253	0	0	57	97	8	8	16	33	12	5	4	70	13,646	137,200
2124	Newburyport	do	Geo. A. Dickey	Dept.	2	5	95	102	0	0	20	10	20	0	15	14	2	6	4	....	550	500
2125	New Salem	do	Emerson L. Adams	Dept.	1	1	13	26	0	0	0	1	1	0	2	2	0	1	4	....	200	5,000
2126	Newtonville	Newton High School	Enoch C. Adams	Dept.	6	16	275	369	0	0	110	154	58	0	32	53	16	17	5	266	1,100	295,000
2127	Norfolk	High School	Clarence H. Jones	Dept.	1	0	5	12	9	16	0	0	0	0	0	3	0	0	2	....	12	.....
2128	North Adams	Drury High School	Herbert H. Gadsby, Ph. D.	Dept.	4	4	84	127	0	0	....	....	....	....	12	13	11	5	4	....	8,000	60,000
2129	Northampton	High School	Clarence B. Roote	Dept.	2	7	57	115	0	0	....	....	....	....	5	11	2	9	4	....	50	75,000
2130	North Andover	Johnson High School	Charles T. Woodbury	Dept.	2	4	36	50	0	0	0	0	1	0	5	3	1	0	4	....	100	20,000
2131	North Attleboro	High School	James W. Brehaut	Dept.	3	2	34	44	0	0	6	8	2	0	5	7	1	1	4	....	700	18,000
2132	Northboro	do	Edward F. Blood	Dept.	1	4	20	21	7	11	3	6	4	5	2	2	0	0	4	....	0	.....
2133	North Brookfield	do	C. L. Judkins	Dept.	1	2	40	45	0	0	7	9	1	0	9	3	5	0	4	....	200	30,000
2134	North Dartmouth	do	Truman R. Hawley	Dept.	1	0	5	5	5	0	2	0	0	0	0	0	0	0	3	....	50	6,600
2135	North Easton	Oliver Ames High School	M. C. Lamprey	Dept.	3	3	35	67	0	0	0	0	0	0	4	13	0	0	4	....	300	75,000
2136	Norwood	High School	Albin C. Russell	Dept.	1	3	32	52	4	25	6	7	0	3	4	12	3	1	4	....	200	25,000
2137	Orange	do	Charles L. Simmons	Dept.	1	3	65	78	0	0	4	7	6	4	9	9	5	7	4	....	300	.....
2138	Oxford	do	W. R. Fletcher	Dept.	1	1	19	18	10	13	0	0	0	0	3	2	2	2	4	....	400	5,000
2139	Palmer	do	A. C. Thompson	Dept.	1	3	41	49	0	0	4	9	10	11	6	12	4	4	4	....	909	30,000
2140	Peabody	do	John M. Nichols	Dept.	1	5	65	88	0	0	8	21	5	0	10	9	2	2	4	....	.....	.....
2141	Pembroke	do	L. G. Ewell	Dept.	1	0	11	12	2	4	....	....	....	....	3	3	0	0	4	....	.....	.....
2142	Pepperell	do.*	Alfred O. Tower, A. M.	Dept.	1	2	34	30	0	0	0	2	1	0	2	3	.....	.....	4	....	0	10,000
2143	Pittsfield	do	Charles A. Byram	Dept.	5	4	112	207	0	0	26	8	10	0	15	28	11	2	4	....	600	200,000
2144	Plainville	do.*	G. Fay Hilton	Dept.	1	0	9	23	3	2	0	0	0	0	0	2	0	0	4	0	50	.....

2145	Plymouth	do	Mrs. Agnes W. Lindsey	Dept.	0	9	76	130	0	0	12	5	5	0	7	9	2	2	4		0	
2146	Princeton	do	Miss Anna C. Mason	Dept.	0	2	7	7	49	32					0	3			3			30,000
2147	Provincetown	do	Ira A. Jenkins, A. M	Dept.	1	2	25	41	0	0	1	1	0	0	3	5	0	0	4		100	10,000
2148	Quincy	do	Charles F. Harper	Dept.	4	8	199	228	0	0	12	31	9	2	37	47	5	1	4		200	
2149	Reading	do	F. E. Whittemore	Dept.	2	6	61	78	0	0			1	0	9	15	5	3	4		300	18,000
2150	Rockland	do	Theodore P. Farr	Ind.	2	4	60	80	0	0	6	8	1	0	7	13	2	2	4		50	15,000
2151	Rockport	do	William A. Woodward	Dept.	1	1	33	43	0	0	0	0	0	0	3	5	0	0	4		250	6,000
2152	Rutland	do	A. A. Heald	Dept.	1	1	20	17	0	0			2	1	2	2	2	1	4			20,000
2153	Salem	Classical and High School	Frank M. Collester	Dept.	7	10	247	235	0	0	73	84	32	3	29	22	12	15	4		1,800	40,000
2154	Sandwich	High School	Frederic S. Pope, jr., B. L.	Dept.	1	1	17	14	0	0	0	0	0	0	2	3	0	0	4		50	5,000
2155	Saugus	do	Norris E. Adams	Dept.	1	3	38	58	0	0	16	14	2	0	8	23	0	5	4		275	40,000
2156	Scituate	do	Julius N. Mallory	Dept.	1	1	26	34	0	0	2	2	0	0	5	5	0	0	4	0	100	6,000
2157	Sharon	do	H. S. Freeman, A. B	Dept.	1	0	15	16	0	0	0	1			0	1			4		60	12,000
2158	Sheffield	do	Wm. Ellis	Dept.	2	0	26	22	0	0	1	1			4	8	0	1	3		150	2,750
2159	Shrewsbury	do	Henry E. Cottle	Dept.	1	1	17	15	13	10	0	0	0	0	2	2	0	0	3		316	16,600
2160	Somerville	English High School	C. T. C. Whitcomb	Dept.	8	15	228	402	0	0	3	4	69	0	34	52	11	3	4		1,161	150,000
2161	do	Latin High School	George L. Baxter	Dept.	3	6	115	164	0	0	115	164			24	27	24	27	4			70,000
2162	South Acton	Acton High School	W. A. Charles	Dept.	1	1	22	36	0	0	1	1			3	9	1	0	4		105	5,750
2163	Southampton	High School	Miss M. H. Bridgman	Dept.	0	1	7	5	11	9					2	1			1			
2164	Southboro	Peters High School	Wm. F. Sims, A. B	Dept.	1	1	25	30	0	0			1	0	2	4	0	1	4		140	
2165	Southbridge	High School	Fred E. Corbin	Dept.	2	2	28	50	0	0	5	3	3	0	5	11	2	1	4		100	
2166	South Dartmouth	do	Theodore E. Dexter	Dept.	1	0	6	8	10	13	1	1	0	0	0	0	0	0	3		160	5,000
2167	South Hadley Falls	do	Walter H. Young	Dept.	1	1	27	37	0	0	2	3	1	0	6	3	1	0	4		175	
2168	South Weymouth	South High School*	William D. Mackintosh	Ind.	1	2	46	54	0	0			1	0	5	6	0	0	4		160	10,000
2169	Spencer	David Prouty High School	E. S. Tirrell, A. M	Dept.	1	4	54	66	0	0	4	7	6	0	11	10	1	3	4		125	65,000
2170	Springfield	Central High School	Fred. W. Atkinson, Ph. D.	Dept.	7	20	258	364	0	0					32	46	13	18	4	0	500	450,000
2171	do	Mechanic Arts High School.	Charles F. Warner	Dept.	4	1	17	0	0	0	0	0	2	0	0	0	0	0	4		0	10,000
2172	Sterling	High School	Raymond H. Cook	Dept.	1	1	11	22	9	11	0	0	0	0	2	8	0	0	3		40	3,500
2173	Stockbridge	do	Alfred W. Rogers, A. M.	Dept.	1	2	30	48	0	0	2	0	0	0	5	4	2	0	4		400	6,000
2174	Stoneham	do	C. J. Emerson	Dept.	1	3	65	64	0	0	4	2	10	0	15	16	5	6	4	57	300	30,000
2175	Stoughton	Clapp High School	Arthur D. Arnold	Dept.	1	2	26	40	0	0	8	12	3	0	5	5	1	0	4		300	16,000
2176	Stow	Hale High School	Benj. D. May, A. B	Dept.	1	0	8	11	0	0	0	0	0	0	0	3	0	0	4		25	1,200
2177	Sudbury	High School	Frank E. Nye	Ind.	1	1	7	11	0	0	2	0	0	1	0	1	0	1	4		50	5,000
2178	Sutton	do	S. E. Wedge	Dept.	0	1	7	17	5	1					2	4			4		25	
2179	Swampscott	Phillips High School	Harold C. Childs	Dept.	1	2	29	40	0	0	1	3	0	0	1	4	0	2	4		200	60,000
2180	Taunton	High School	John F. Swinerton	Dept.	6	4	163	236	0	0	22	9	5	0	26	38	2	1	4	40	300	70,000
2181	Templeton	do	Miss race E. Blodgett	Dept.	0	2	14	10	0	0					3	2			4		50	
2182	Tewksbury	do	Miss Ida C. Gleason	Dept.	0	2	19	19	0	0	1	0	1	0	1	2	0	0	4		150	13,000
2183	Topsfield	do	Leon Otis Glover, A. M.	Dept.	1	1	25	16	0	0	0	0	0	0	4	6	1	0	4			
2184	Townsend	do	Miss Neva Davis Hane	Dept.	0	2	16	33	0	0	1	1			3	4	1	1	4		40	
2185	Turners Falls	do	Lucas Lee Baker	Dept.	2	2	20	49	0	0			2	3	2	6	1	0	4		200	100,000
2186	Tyngsboro	Winslow High School	Miss Gertrude M. Bolster.	Dept.	0	1	3	2	7	12	1	1	0	0	0	0			1		25	
2187	Upton	High School*	Elmer L. Fargo	Dept.	1	2	34	36	0	0	2	1	2	2	8	9	1	2	4		60	23,000
2188	Uxbridge	do	Chas. H. Bates	Dept.	1	2	22	28	0	0			1	0	4	10	1	1	4		200	35,000
2189	Vineyard Haven	do	L. A. Fales	Dept.	1	2	9	16	0	0					1	2			4		200	5,500
2190	Wakefield	do	Chas. H. Howe	Dept.	1	6	80	126	0	0	10	17	8	0	6	25	3	6	4	65	250	
2191	Walpole	do	Allen Latham	Dept.	2	1	32	49	0	0	4	4	1	0	2	8	2	2	4	0	200	10,000

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students,												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
2192	Waltham	High School	Wilson R. Butler	Dept.	3	8	144	162	0	0	32	81	45	0	13	20	8	15	4	....	.....	.....
2193	Ware	....do	S. W. Hallett	Dept.	2	4	36	48	23	17	8	10	....	....	5	12	1	3	4	....	300	.....
2194	Warren	....do	Leroy S. Dewey	Ind.	2	1	25	35	0	0	4	3	2	0	4	8	0	1	4	....	25	$8,000
2195	Watertown	Phillips High School	Frank W. Whitney	Dept.	3	4	38	69	0	0	10	3	8	0	8	7	7	1	4	....	225	20,000
2196	Wayland	High School	Miss Leila S. Taylor	Dept.	0	3	17	18	0	0	4	5	4	0	0	0	0	0	4	....	.....	30,000
2197	Webster	....do	A. H. Morse	Dept.	4	1	41	43	0	0	10	15	12	13	5	4	1	2	4	....	500	20,000
2198	Wellesley Hills	Wellesley High School	Seldon L. Brown	Dept.	1	3	37	43	0	0	13	15	5	3	6	7	5	2	4	....	200	45,000
2199	Wellfleet	High School	John Rankin	Dept.	1	0	11	14	0	0	1	0	1	0	4	4	1	0	3	....	.....	4,000
2200	Westboro	....do	H. C. Waldron	Dept.	1	4	30	62	0	0	7	5	....	....	2	4	....	....	4	....	175	17,000
2201	West Boylston	....do	Wilbur D. Gilpatric	Dept.	1	2	21	30	0	0	0	3	2	0	3	7	1	2	4	....	630	.....
2202	West Brookfield	....do.*	Miss Cora A. Durgin	Dept.	0	1	7	9	0	0	....	....	1	0	1	1	1	0	3	....	25	10,000
2203	West Dennis	Dennis South High School	Wellington Hodgkins	Dept.	1	0	20	27	0	0	1	3	5	7	5	5	0	1	3	....	300	1,500
2204	Westfield	High School	Herbert W. Kittredge	Dept.	4	6	79	130	0	0	4	12	6	2	13	18	4	3	4	....	900	87,000
2205	West Hanover	Hanover High School	Herman N. Knox	Dept.	1	1	15	21	22	15	2	2	0	0	4	7	1	2	3	....	40	.....
2206	Westminster	High School	Jessie L. Shepherd	Dept.	0	1	18	18	0	0	1	1	....	....	5	8	1	1	3	....	20	.....
2207	West Newbury	....do	Fred. W. Dudley	Dept.	1	0	13	11	0	0	0	0	0	0	1	1	1	0	4	....	300	.....
2208	Weston	....do	Charles M. Eaton	Dept.	1	2	20	22	0	0	1	3	3	0	4	3	3	1	4	....	100	25,000
2209	Westport	....do	Alexander Scott	Dept.	1	0	6	6	0	0	....	....	....	....	0	1	....	....	3	....	.....	2,000
2210	West Springfield	....do	John C. Worcester	Dept.	1	4	64	83	0	0	10	8	2	4	10	16	4	5	4	....	700	15,000
2211	West Stockbridge	....do	R. P. Woodin	Dept.	1	0	9	7	9	10	....	....	....	....	3	2	....	....	2	....	75	.....
2212	Weymouth Center	Weymouth High School	E. J. Bugbee	Dept.	2	6	104	164	0	0	6	8	....	....	9	22	2	3	4	....	500	52,000
2213	Whitinsville	Northbridge High School	S. A. Melcher	Dept.	1	3	56	52	0	0	12	11	7	0	10	5	3	0	4	....	350	55,000
2214	Whitman	High School	D. L. Whitmarsh	Dept.	2	2	52	56	0	0	0	0	6	0	12	11	3	0	4	....	.....	.....
2215	Williamsburg	....do	H. S. Lovejoy	Dept.	1	0	1	8	5	7	1	2	....	....	1	1	....	....	....	....	75	.....
2216	Williamstown	....do	H. A. Strong	Dept.	3	1	26	42	0	0	13	4	0	0	7	5	3	1	4	....	75	42,000

2217	Wilmington	do	Miss Dora J. Dadmun	Dept.	1	1	13	21	7	10	....	....	1	0	2	6	1	0	3	....	25	5,000
2218	Winchester	do	Edwin N. Lovering	Dept.	3	3	86	122	0	0	8	14	....	....	0	1	0	1	5	....	1,700	30,000
2219	Winthrop	do	Ervine D. Osborne	Dept.	1	3	29	45	0	0	....	....	....	....	4	8	0	1	4	....	250	25,000
2220	Woburn	do	L. Herbert Owen	Dept.	2	8	121	173	0	0	15	37	11	19	18	37	4	11	4	80	275	25,000
2221	Worcester	Classical High School	Edward R. Goodwin	Dept.	16	12	305	341	0	0	....	....	....	....	41	70	31	41	5	....	3,000	161,510
2222	do	English High School	Homer P. Lewis	Dept.	10	25	425	500	0	0	2	2	58	0	54	78	4	0	4	....	1,200	185,000
2223	Wrentham	High School	L. V. Symonds	Dept.	1	1	17	28	0	0	0	1	0	0	3	8	0	0	4	....	200	10,000
2224	Yarmouth Port	Yarmouth High School	Edward Foster Peirce	Dept.	1	1	8	11	2	5	1	0	1	0	2	2	1	0	4	....	400	3,000
	MICHIGAN.																					
2225	Addison	High School	Chancey A. Graves	Dept.	1	1	17	28	0	0	....	....	....	....	3	6	0	0	3	....	125	3,500
2226	Adrian	do	John W. Welch	Dept.	3	5	117	137	0	0	....	....	10	18	15	20	5	4	4	....	14,900	.....
2227	Albion	do	Miss Clara B. Robertson	Dept.	2	5	89	147	0	0	....	....	....	....	6	23	4	17	4	0	2,000	.....
2228	Algonac	do	Albro G. Gates	Ind.	1	1	20	30	20	30	....	....	....	....	3	1	3	1	1	....	240	10,600
2229	Allegan	do	H. W. McIntosh	Dept.	1	3	65	90	0	0	....	....	7	3	9	15	9	15	4	....	.....	30,000
2230	Allen	do	D. L. Clark	Ind.	1	2	21	17	27	21	....	....	....	....	2	3	....	....	4	....	180	18,000
2231	Alma	do	E. A. Coddington	Ind.	2	2	40	40	0	0	10	15	15	10	8	5	5	3	4	....	1,575	35,000
2232	Almont	Union High School	Judd B. Nicholson	Dept.	1	1	27	30	0	0	1	2	4	3	1	4	1	4	4	....	400	13,500
2233	Alpena	High School	T. P. Hickey	Dept.	2	3	60	95	0	0	0	0	2	3	4	10	2	0	4	....	3,500	80,000
2234	Ann Arbor	do	J. G. Pattengill	Dept.	8	12	340	295	0	0	26	26	42	42	35	40	29	29	4	....	6,150	135,000
2235	Athens	do	J. C. Seemann	Dept.	1	2	24	16	0	0	....	....	....	....	4	4	....	....	3	....	125	4,000
2236	Augusta	do	Wilber E. Post	Dept.	1	1	17	13	0	0	....	....	3	1	2	1	....	....	3	....	130	5,000
2237	Ausable	do	Miss Sarah Kanouse	Dept.	1	1	20	54	0	0	....	....	....	....	2	11	....	....	4	....	200	2,000
2238	Badaxe	do	A. F. Doyle	Dept.	1	2	24	32	0	0	....	....	6	4	1	3	1	0	4	....	160	20,000
2239	Baneroft	do	H. A. Haynes	Dept.	1	1	21	26	0	0	....	....	....	....	1	1	0	1	4	....	302	6,000
2240	Bangor	do	F. C. Penoyar	Dept.	1	1	45	35	0	0	....	....	4	2	6	6	4	2	4	....	800	6,000
2241	Baraga	do	M. J. McKanna	Dept.	1	0	12	16	0	0	....	....	2	1	0	0	....	....	4	....	250	8,000
2242	Bath	do	Geo. J. Smith	Dept.	1	1	7	8	38	32	....	....	....	....	0	1	0	0	2	....	30	1,000
2243	Battlecreek	do	Warren D. Baker	Dept.	2	8	115	243	0	0	....	....	....	....	5	33	....	....	4	....	15,000	.....
2244	Bay City	do	James H. Harris	Dept.	7	8	152	292	0	0	4	7	10	25	11	30	3	3	4	....	1,000	.....
2245	Beaeon	Champion High Sehool	R. D. Ewing	Dept.	1	2	15	14	0	0	....	....	....	....	3	5	1	3	2	....	1,250	.....
2246	Belding	High School	Miss Jessie M. Baker	Dept.	1	4	45	53	0	0	2	4	....	....	5	10	4	6	4	....	175	14,000
2247	Belleville	do	W. L. McDermiad	Dept.	1	2	20	40	0	0	....	....	....	....	2	0	....	....	3	....	30	6,000
2248	Bellevue	do	C. G. Wade	Dept.	1	1	19	29	0	0	....	....	8	13	3	2	1	0	3	....	300	7,000
2249	Benton Harbor	Broadway High Sehool	Miss Elizabeth Schermerhorn.	Dept.	2	5	65	95	0	0	3	5	4	6	8	8	3	4	4	....	300	48,000
2250	Berrien Springs	High School	J. D. Carmody	Ind.	1	1	25	24	60	56	3	4	2	1	7	7	....	....	4	....	400	10,000
2251	Bessemer	do	Mrs. T. B. Hartley	Dept.	2	1	24	27	0	0	....	....	....	....	3	5	....	....	4	0	300	30,000
2252	Big Rapids	do	Lesta E. Bookwalter	Dept.	1	4	61	92	0	0	....	....	4	4	3	14	....	....	4	....	.....	.....
2253	Birmingham	do	E. F. Waldo	Dept.	1	2	39	53	0	0	....	....	3	5	5	6	2	1	4	....	400	12,000
2254	Blissfield	East Blissfield High School.	L. H. Richards	Dept.	1	1	16	19	0	0	....	....	....	....	1	2	1	1	4	....	500	4,500
2255	do	West Side High School*	John C. Howell	Dept.	1	1	22	18	0	0	....	....	....	....	2	5	1	1	4	....	194	2,500
2256	Bloomingdale	High School	Mareus J. Newell	Dept.	0	1	10	15	0	0	....	....	....	....	2	3	....	....	3	....	75	6,500
2257	Boyne	do	H. Harman Clement	Dept.	1	0	8	14	0	0	....	....	....	....	1	7	....	....	3	....	146	5,000
2258	Brighton	do	E. D. Watkins	Dept.	1	1	35	48	0	0	....	....	4	3	5	6	4	3	3	....	.....	16,000
2259	Bronson	do	J. H. Baxter	Ind.	2	0	21	18	0	0	1	0	0	3	2	4	1	2	4	0	147	3,500
2260	Brooklyn	do	E. E. Overholt	Dept.	2	0	20	45	0	0	0	1	....	....	2	2	0	1	4	....	300	4,400
2261	Buehanan	do	F. G. Avery	Dept.	1	3	41	68	0	0	....	....	1	2	2	9	1	2	4	....	300	100,000
2262	Burnips Corners	do	F. M. Cosner	Dept.	1	0	9	8	41	44	....	....	....	....	3	0	3	0	2	....	100	2,500

*Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898-99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
2263	Burroak	High School	Louis B. Austin	Dept.	2	1	24	39	0	0	4	0	3	5	3	3	2	2	4	....	396	$50,000
2264	Cadillac	....do.*	C. E. Maxwell	Dept.	1	4	57	101	0	0	4	10	4	12	1	9	1	6	4	....	1,450	60,000
2265	Calumet	....do.*	Miss Florence Sanborn	Dept.	6	3	75	125	0	0	....	....	....	....	8	18	3	10	4	....	6,500	40,000
2266	Camden	....do	F. C. Janes	Ind.	1	1	22	10	18	15	....	....	....	....	2	3	1	1	3	....	94	1,800
2267	Carleton	....do	P. L. Sisson	Ind.	1	0	9	15	41	45	0	0	0	0	0	2	0	0	3	....	300	.....
2268	Caro	....do.*	R. L. Holloway	Dept.	1	3	52	68	0	0	0	2	5	0	5	19	1	3	4	....	1,116	30,000
2269	Carrollton	....do	James B. Griffin	Dept.	1	0	6	8	0	0	0	0	0	0	0	0	....	....	4	....	324	10,000
2270	Carson City	....do	Miss Alice Brown	Dept.	1	2	31	34	0	0	....	....	....	....	3	10	....	....	4	....	350	15,000
2271	Casnovia	....do	A. T. Hagerman	Dept.	1	1	12	18	38	44	3	4	1	2	2	5	1	2	....	....	150	3,000
2272	Cass City	....do	Charles S. Weaver	Dept.	1	1	50	70	0	0	....	....	1	1	2	7	1	1	4	....	180	15,000
2273	Cassopolis	....do	R. Howard Struble	Dept.	1	2	40	55	0	0	3	20	15	10	4	14	3	9	4	....	600	20,600
2274	Cedar Springs	....do	George Downs	Dept.	1	1	14	33	0	0	....	....	....	....	2	7	0	2	4	....	1,100	16,000
2275	Charlevoix	....do.*	Miss Minnie A. Goss	Dept.	0	3	45	45	0	0	....	....	....	....	1	6	1	0	4	....	200	25,000
2276	Charlotte	....do	C. S. Andrus	Dept.	2	4	75	91	0	0	4	5	3	2	6	6	3	3	4	....	.....	.....
2277	Cheboygan	....do	Miss Elizabeth C. Hamilton.	Dept.	2	1	32	55	0	0	0	2	....	....	1	9	0	2	4	....	2,350	50,000
2278	Chelsea	....do	Miss Carrie McClaskic.	Dept.	1	3	40	50	0	0	3	4	14	16	10	7	8	4	4	....	500	15,000
2279	Chesaning	....do	J. J. Marshall	Dept.	1	2	25	55	0	0	0	0	1	1	1	5	1	1	4	....	450	15,000
2280	Clare	....do	H. A. Graham	Dept.	1	1	15	26	0	0	....	....	....	....	1	1	....	....	4	....	391	22,000
2281	Clarkston	Union School	Clarence Vliet	Dept.	1	0	6	35	39	50	....	....	....	....	....	....	....	....	4	....	25	4,000
2282	Clayton	High School	G. W. Wisman	Dept.	1	0	27	21	33	30	....	....	....	....	0	0	....	....	4	....	456	3,000
2283	Climax	....do	W. L. Mercer	Ind.	1	0	10	10	50	70	....	....	....	....	0	0	0	0	4	....	300	10,000
2284	Clinton	....do	F. E. Wilcox	Dept.	1	1	24	33	0	0	3	2	1	2	1	5	0	4	4	....	300	10,000
2285	Coldwater	....do	E. P. Bradley	Dept.	4	2	78	89	0	0	2	3	3	7	7	9	1	2	4	....	15,000	50,000
2286	Coloma	....do	Will R. Stevens	Dept.	1	0	12	16	0	0	1	0	....	....	1	0	1	0	4	....	200	10,000

2287	Colon	....do	G. E. Garbutt	Dept..	2	0	22	28	0	0	2	0	4	3	0	0	....	....	4	....	100	2,000
2288	Concord	Union School	F. E. Schall	Dept..	1	1	22	23	0	0	....	....	....	....	4	1	....	....	4	....	200	6,000
2289	Constantine	High School	Miss Georgia Fox	Dept..	1	4	51	47	0	0	....	....	11	6	4	6	2	3	4	....	700	18,000
2290	Corunna	....do.*	C. I. Collins	Dept..	1	2	35	45	0	0	0	0	10	14	2	4	2	4	4	....	500	25,000
2291	Croswell	....do	William W. Weir	Dept..	1	1	16	22	0	0	....	....	....	....	7	6	2	1	3	....	120	6,500
2292	Crystal Falls	....do	Miss Margaret J. Faulds.	Dept..	1	2	13	27	0	0	0	2	1	0	3	3	0	0	4	....	1,200	18,700
2293	Dansville	Union School	Theron C. North	Dept..	1	0	14	14	46	54	....	....	3	3	4	4	3	2	3	....	75	5,000
2294	Decatur	High School	W. V. Sage	Dept..	1	2	43	50	0	0	3	2	2	0	5	10	3	1	4	....	250	15,500
2295	Deerfield	....do	W. W. Armstrong	Dept..	1	0	11	10	0	0	....	....	....	....	5	2	....	....	4	....	300	6,000
2296	Detroit	Central High School	Frederick Leroy Bliss.	Dept..	20	37	760	975	0	0	....	....	....	....	45	65	....	....	4	....	5,641	576,287
2297	Dexter	High School	A. D. DeWitt	Dept..	1	2	21	28	0	0	0	0	8	4	1	3	....	....	4	....	1,200	20,000
2298	Douglas	....do	G. C. Nevins	Dept..	1	0	22	24	0	0	0	1	2	0	1	5	0	1	2	....	600	3,000
2299	Dowagiac	....do	George W. Green	Dept..	3	2	61	78	0	0	5	4	8	4	8	12	....	....	4	....	800	30,000
2300	Dryden	....do	Fred Broesamle	Ind...	1	0	18	25	39	48	....	....	....	....	2	6	1	1	2	....	170	1,700
2301	Dundee	Union School	G. A. Dennison	Dept..	1	1	27	38	0	0	1	3	2	2	2	4	1	1	4	....	300	22,000
2302	Durand	....do	F. W. Wheaton	Dept..	2	0	25	26	0	0	0	0	0	0	5	6	1	0	3	....	200	10,000
2303	East Jordan	High School	E. J. Warren	Dept..	1	1	15	37	0	0	6	8	1	0	3	3	1	1	4	....	400	15,000
2304	East Tawas	....do	Lavilla H. Campbell	Dept..	1	1	18	46	0	0	0	2	1	0	0	5	0	3	4	....	600	.....
2305	Eaton Rapids	....do.*	R. B. Way	Dept..	2	3	60	95	0	0	0	0	....	....	9	12	....	....	4	....	250	.....
2306	Eau Claire	....do.*	Byron J. Benson	Ind...	1	0	3	7	28	32	0	0	....	....	1	6	0	0	5	....	60	3,000
2307	Edmore	....do	Herbert J. Wilson	Dept..	1	1	15	25	0	0	2	7	4	0	0	0	0	0	3	....	225	5,000
2308	Edwardsburg	....do	L. L. Coates	Dept..	1	1	30	26	42	42	1	0	1	0	2	1	1	0	4	....	100	3,000
2309	Elk Rapids	....do	Henry C. Lott	Dept..	1	2	22	28	0	0	....	....	4	4	3	0	....	....	4	....	450	2,500
2310	Elsie	....do	E. G. Van Deventer	Ind...	1	1	28	26	0	0	0	0	0	0	4	4	0	0	4	....	8	4,000
2311	Escanaba	....do	H. G. Paul	Dept..	2	2	40	60	0	0	....	....	5	5	4	5	4	2	4	....	1,200	.....
2312	Evart	....do	Miss Lettie O. H. Augustine.	Dept..	1	2	16	41	0	0	....	....	....	....	1	2	....	....	4	....	1,000	.....
2313	Farwell	....do	Clark B. Chaffee	Dept..	1	1	6	14	0	0	....	....	2	3	4	7	....	....	2	....	20	4,000
2314	Fennville	....do	Chas. F. Bacon	Dept..	1	0	11	20	0	0	....	....	....	....	....	....	....	....	4	....	75	2,500
2315	Fenton	....do	Lew D. Remington	Dept..	2	1	42	52	0	0	20	16	....	....	4	6	2	4	4	....	958	10,000
2316	Flat Rock	Union School	E. W. Yost	Dept..	1	0	16	17	0	0	....	....	....	....	2	5	....	....	3	....	300	12,000
2317	Flushing	High School	Wm. H. Maybee	Dept..	1	1	21	30	0	0	4	5	....	....	1	4	1	3	4	....	200	8,000
2318	Fowlerville	....do	Nicholas Knooihuizen.	Dept..	1	2	20	38	0	0	4	13	2	7	1	9	1	9	4	....	326	10,000
2319	Frankfort	....do	.....	Dept..	1	2	13	28	0	0	....	....	....	....	0	1	0	1	4	....	1,100	30,000
2320	Fremont	Union School *	William E. Gould	Dept..	1	1	30	50	0	0	3	2	....	....	7	8	3	2	4	....	150	4,000
2321	Gaines Station	High School	Walter N. Isbell	Ind...	1	1	11	7	59	57	0	0	0	0	6	4	0	0	2	....	280	5,000
2322	Galesburg	....do	A. W. Bolt	Dept..	2	1	35	40	0	0	....	....	3	5	7	10	3	5	4	....	450	.....
2323	Galien	....do.*	.....	Ind...	2	0	25	10	33	47	0	0	0	0	0	0	0	0	4	....	146	4,500
2324	Gladstone	....do	Miss Florence Kellogg.	Dept..	0	3	18	28	0	0	1	3	5	7	3	2	2	1	4	....	300	18,000
2325	Gobleville	....do	Charles W. Whitney	Dept..	1	1	33	26	0	0	1	1	1	0	3	1	2	1	4	....	214	4,000
2326	Grand Haven	....do	M. E. Osborn	Dept..	3	3	58	87	0	0	....	....	....	....	6	14	6	8	4	....	5,000	55,000
2327	Grandledge	....do	E. J. Quackenbush	Dept..	1	2	30	41	0	0	....	....	2	2	3	8	1	1	4	....	700	25,000
2328	Grand Rapids	Central High School	Albert J. Volland	Dept..	9	17	543	769	0	0	40	28	140	187	48	90	18	25	4	....	1,500	140,000
2329	Grasslake	High School	J. P. Everett	Dept..	1	2	22	28	0	0	....	....	....	....	3	4	2	2	4	....	1,000	.....
2330	Grayling	....do	Miss Leda M. Kirtland.	Dept..	1	2	20	17	0	0	....	....	....	....	0	2	....	....	4	....	150	10,000
2331	Greenville	....do	Miss Mary E. Fish	Dept..	2	3	50	80	0	0	0	2	25	40	8	17	8	10	4	....	1,350	.....
2332	Hadley	....do	Edmund A. Branch	Dept..	1	1	40	30	30	25	....	....	....	....	1	1	....	....	3	....	600	5,000
2333	Hancock	....do	Ralph Taylor	Dept..	2	3	45	65	0	0	....	....	3	6	3	5	0	3	4	....	1,500	50,000
2334	Hanover	Union School	Edward E. Gallup	Ind...	1	1	21	31	0	0	....	....	3	1	3	4	2	1	4	0	380	6,850
2335	Harbor Beach	High School	E. C. Hambleton	Dept..	1	1	17	22	0	0	0	0	0	0	1	4	0	0	4	....	300	8,000

* Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
2336	Harbor Springs	Union School	Frederick M. Churchill	Dept.	1	1	22	24	0	0	....	....	....	....	1	6	1	0	4	....	120	$8,000
2337	Harrison	High School	F. S. Kebler	Dept.	1	0	10	15	0	0	0	0	1	0	1	2	0	0	4	....	150	3,000
2338	Hart	Union School	R. C. Fisher	Dept.	2	1	29	34	0	0	1	1	7	2	3	0	....	....	4	....	150	15,000
2339	Hartford	High School	G. L. Griswold	Dept.	1	1	26	47	0	0	....	....	....	....	3	5	....	....	4	....	200	2,000
2340	Hastings	do	Ernest J. Edger	Dept.	4	0	76	84	0	0	....	....	....	....	9	7	....	....	4	....	1,800	50,000
2341	Hersey	do	P. M. Sawyer	Dept.	1	0	8	14	49	39	0	0	0	0	3	1	2	1	2	....	115	3,000
2342	Hesperia	do	L. G. Fairchild	Dept.	1	0	7	7	0	0	....	....	3	0	2	4	1	1	4	....	40	.....
2343	Hillsdale	do	S. J. Gier	Dept.	1	4	107	122	0	0	3	4	7	5	5	19	4	9	4	....	1,000	55,000
2344	Holland	do	Frank D. Haddock	Dept.	1	4	65	75	0	0	....	....	....	....	7	7	....	....	4	....	3,500	75,000
2345	Holly	do	S. O. Wood	Dept.	1	2	61	56	0	0	10	12	5	7	8	4	5	1	4	....	300	15,000
2346	Homer	do	Miss Lizzie M. Cook	Dept.	1	2	33	23	0	0	1	1	2	0	7	4	1	1	4	....	302	15,000
2347	Houghton	Portage Township High School.	Herbert W. Whetten	Dept.	2	2	18	36	0	0	0	0	2	2	2	7	2	7	4	0	.....	.....
2348	Howard	High School	John C. Nafe	Dept.	1	1	35	32	0	0	4	3	2	1	1	4	1	2	4	0	.....	.....
2349	Howell	do	Robt. D. Briggs	Dept.	3	2	82	87	0	0	21	17	8	0	8	8	5	7	4	....	1,200	35,000
2350	Hubbardston	do	D. J. Crawford	Dept.	1	0	15	15	47	45	....	....	3	0	1	3	1	0	3	....	175	4,500
2351	Hudson	do	Miss Myra B. True	Dept.	1	3	41	53	0	0	....	....	....	....	5	6	2	1	4	....	800	2,200
2352	Imlay City	Union School.	C. H. Naylor	Dept.	1	2	19	26	0	0	4	0	....	....	4	7	0	2	4	....	500	14,000
2353	Ionia	High School*	C. L. Bemis	Dept.	1	6	61	99	0	0	....	....	....	....	11	13	....	....	4	....	600	62,000
2354	Iron Mountain	N. P. Hulst High School	Clarence W. Greene	Dept.	3	2	50	69	0	0	4	4	6	3	5	3	3	0	4	....	2,200	50,000
2355	Iron River	High School	A. E. Farmer	Dept.	1	1	2	14	0	0	....	....	1	2	0	2	0	1	4	....	100	10,000
2356	Ironwood	do	A. H. Tuttle	Dept.	2	1	46	33	0	0	4	6	5	0	8	7	5	2	4	....	2,000	50,000
2357	Ishpeming	do	Miss A. F. Olcott	Dept.	4	6	108	99	0	0	....	....	10	15	20	15	3	4	4	....	1,200	100,000
2358	Ithaca	Union School	Miss Alice Iseman	Dept.	1	3	39	66	0	0	2	3	2	2	5	5	2	4	4	....	1,600	40,000
2359	Jackson	High School, Dist. No. 1	E. O. Marsh	Dept.	4	7	138	233	0	0	....	....	....	....	12	25	....	....	4	....	.....	.....

2360	....do.....	High School, Dist. No. 17 (East Side).*	Chas. D. Livingston....	Dept..	2	3	52	72	0	0	1	0	6	3	8	6	0	0	4	....	200	20,000
2361	Jonesville	High School.....	Miss Elsie Cooper.....	Dept..	2	1	30	49	0	0	3	4	2	0	5	9	2	3	4	....	398	30,000
2362	Kalamazoo	.....do	Shattuck O. Hartwell..	Dept..	3	10	155	233	0	0	7	10	20	19	12	31	....	....	4	....	400	50,000
2363	Kalkaska.....	.....do	Miss Madge A. Gillie ..	Dept..	1	1	34	30	0	0	1	4	5	4	2	2	1	0	4	....	175	11,000
2364	Kingston	.....do	Mrs. Hattie L. King....	Dept..	0	2	25	35	30	39	1	1	....	....	4	2	1	1	5	....	40	1,200
2365	Laingsburg.....	... .do	F. L. Evans	Dept..	2	0	30	20	0	0	....	....	....	....	5	4	....	....	4	....	150	6,000
2366	Lake Ann	.....do	B. S. Sayre	Dept..	1	0	11	10	29	43	0	0	0	0	0	0	0	0	....	0	75	3,000
2367	Lake Linden	.....do	Mrs. C. G. White.....	Dept..	1	5	38	120	0	0	0	7	16	40	4	14	4	14	4	....	1,200	14,000
2368	Lakeview	.....do	Chester Straight.....	Dept..	2	0	28	32	0	0	3	6	1	0	0	3	0	3	4	....	441	4,000
2369	Lansing	.....do	Clarence E. Holmes ...	Dept..	3	9	178	287	0	0	....	....	....	....	19	40	3	6	4	....	8,874	160,000
2370	Lapeer	.....do	Herbert P. Stellwagen.	Dept..	2	4	65	82	0	0	1	2	0	1	7	15	2	1	4	....	.....	.....
2371	Lawton.....	.....do	John B. Jaekson.....	Dept..	1	1	23	31	0	0	....	....	1	1	0	4	....	....	4	....	300	10,000
2372	Leroy.....	.....do	C. G. Stead.....	Ind...	1	1	24	16	56	54	4	3	....	....	0	2	0	1	4	....	50	8,000
2373	Leslie	.....do	A. Kneehtel	Dept..	1	1	40	55	0	0	....	....	3	0	3	0	3	0	4	....	200	12,000
2374	Lexington.....	.....do	E. R. Nethereott	Dept..	1	1	21	27	0	0	....	....	6	4	4	3	3	2	4	....	300	12,000
2375	Litchfield	.....do	H. L. Howe	Dept..	2	1	25	35	0	0	2	3	....	....	5	7	3	2	4	....	200	12,500
2376	Lowell	.....do	W. A. Ludwig.....	Dept..	1	2	31	56	0	0	....	....	....	....	2	3	....	....	4	....	4,231	.....
2377	Ludington.....	.....do	Gerard T. Smith	Dept..	2	4	53	129	0	0	4	4	2	4	10	18	3	14	4	....	200	60,000
2378	Luther	.....do	G. F. Manning	Dept..	1	0	14	28	0	0	....	....	0	4	3	4	....	....	3	....	212	4,000
2379	McBride.....	.....do.*	J. E. Bradley.....	Dept..	1	2	15	20	45	60	....	....	....	....	2	2	1	1	3	....	.....	2,000
2380	Maneelona	.....do	Miss Grace Osborne ...	Dept..	1	1	15	27	0	0	....	....	....	....	0	6	0	0	4	....	50	10,000
2381	Manchester	.....do	Evan Essery.....	Dept..	1	2	32	36	0	0	....	....	....	....	1	6	....	....	4	....	230	2,500
2382	Manistique.....	.....do	O. S. Groner.....	Dept..	2	3	15	27	0	0	2	2	1	0	1	8	1	3	4	....	1,200	40,000
2383	Manton	Union School.....	A. J. Chappell.....	Dept..	1	1	30	35	0	0	0	0	1	0	3	2	1	0	4	....	150	10,000
2384	Maple Rapids	High School.....	M. G. Spinner.....	Dept..	2	0	25	30	0	0	0	0	0	0	2	3	0	0	2	....	250	3,000
2385	Marcellus	.....do	Edmund Schoetzow ...	Dept..	1	2	23	42	0	0	....	....	....	....	2	3	1	2	4	....	160	5,000
2386	Marine City	.....do	Miss A. J. Hamilton....	Dept..	2	2	20	36	0	0	....	....	5	5	2	6	1	3	4	....	856	3,000
2387	Marlette.....	.....do	E. M. Hartman.....	Dept..	1	1	35	25	0	0	....	....	....	....	1	2	....	....	4	....	65	18,000
2388	Marquette.....	.....do	C. H. Taylor.....	Dept..	3	4	70	71	0	0	2	3	5	7	7	15	7	12	4	....	.....	.....
2389	Marshall	.....do	Ralph S. Garwood	Dept..	3	3	62	109	0	0	6	4	20	24	6	12	6	4	4	....	1,771	.....
2390	Martin	.....do.*	Ira G. Thorpe	Ind...	1	0	11	21	58	41	....	....	....	....	2	3	1	1	4	....	30	6,000
2391	Mason.....	.....do	Carrie A. Barber	Dept..	1	4	43	84	0	0	....	....	2	5	7	14	1	5	4	....	651	15,000
2392	Mayville	.....do	C. F. B. Stowell.....	Dept..	2	0	14	20	0	0	....	....	....	....	2	5	....	....	4	....	342	.....
2393	Mendon	Union School.....	F. T. Aldrich.....	Dept..	2	1	32	43	0	0	....	....	1	0	4	3	....	....	5	....	150	2,800
2394	Menominee	High School.....	B. S. Hopkins	Dept..	3	3	74	100	0	0	1	2	....	....	7	13	5	12	4	....	1,000	15,000
2395	Metamora	.....do.*	W. Frank Laughlin....	Ind...	1	0	25	13	35	29	4	3	....	....	1	0	....	....	4	....	300	3,500
2396	Michigamme.....	.....do	Miss Elizabeth Lyons..	Dept..	1	1	6	13	0	0	0	0	0	0	3	6	0	0	3	....	700	6,000
2397	Middleville	.....do	George D. Cooley	Dept..	2	1	23	26	0	0	....	....	....	....	0	0	....	....	4	....	100	10,000
2398	Midland.....	.....do	Miss Eleanor Woodruff.	Dept..	1	2	40	42	0	0	....	....	....	....	8	5	0	0	4	....	1,200	30,000
2399	Milan	.....do	C. H. Carrick.....	Ind...	1	1	38	45	0	0	....	....	....	....	4	4	2	1	4	....	1,200	.....
2400	Milford.....	.....do.*	W. J. Morrison.....	Dept..	2	0	38	45	0	0	....	....	1	1	4	1	1	0	4	....	75	10,000
2401	Millington	.....do	H. Z. Wilber.....	Dept..	1	0	22	24	0	0	....	....	....	....	0	0	....	....	4	....	165	7,000
2402	Monroe.....	.....do.*	J. F. Rieman	Dept..	3	3	66	67	0	0	6	9	7	5	2	10	2	6	4	....	4,500	50,000
2403	Montague	.....do	C. H. Burgess.....	Dept..	1	1	14	21	0	0	....	....	2	3	0	0	0	0	4	....	40	17,000
2404	Morenci	.....do	Frank Smith.....	Dept..	1	2	25	25	0	0	1	0	....	....	3	5	0	0	4	....	260	8,000
2405	Morrice.....	.....do	W. L. Wright	Dept..	1	1	24	28	0	0	....	....	8	20	3	3	2	1	3	....	175	5,000
2406	Mount Clemens ..	.....do	Miss Florence Barnard.	Dept..	1	3	43	69	0	0	0	0	2	4	4	10	2	4	4	....	3,000	65,000
2407	Mount Morris	.....do	E. F. Koyl.....	Ind...	1	0	4	1	61	72	....	....	....	....	0	0	....	....	2	....	150	8,000
2408	Mount Pleasant ..	.....do	P. H. Kelley.....	Dept..	3	2	53	81	0	0	....	....	....	....	11	9	....	....	4	....	500	12,000
2409	Muir.....	Union School.....	J. M. Chapman.....	Ind...	1	0	14	16	46	64	6	10	2	4	4	6	2	3	3	....	140	5,000

* Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
2410	Muskegon	High School	John H. Heil	Dept..	3	9	160	266	0	0	1	7	7	11	23	44	18	31	4	....	400	$100,000
2411	Muskegon Heights	....do	L. G. Palmer	Dept..	1	0	6	3	0	0	....	....	....	....	1	0	....	....	2	....	.....	.....
2412	Napoleon	Graded School	Frank E. Romine	Dept..	1	0	17	14	33	44	0	1	2	2	0	3	0	1	4	....	190	5,500
2413	Nashville	High School	Lewis B. Alger	Dept..	3	1	35	65	0	0	3	4	5	3	4	0	4	0	4	....	500	14,000
2414	Negaunee	....do	J. F. Thomas	Dept..	2	2	30	60	0	0	....	....	....	....	3	10	0	5	4	....	250	.....
2415	Newaygo	....do	H. W. Daniels	Dept..	1	2	20	30	0	0	1	0	0	0	2	7	0	0	4	....	400	.....
2416	New Buffalo	....do	Irving Cross	Dept..	1	1	4	16	0	0	....	....	....	....	0	0	0	0	4	....	100	3,000
2417	Newhaven	....do	E. R. Wilcox	Dept..	1	0	18	14	0	0	....	....	....	....	2	1	....	....	4	23	160	3,000
2418	New Troy	....do	W. C. Stebbins	Dept..	1	0	10	1	9	5	....	....	....	....	1	0	....	....	2	....	750	4,000
2419	Niles	....do	H. D. Minchin	Dept..	2	3	72	83	0	0	7	6	2	0	....	....	....	....	4	....	2,651	50,000
2420	North Adams	....do	C. A. Langworthy	Dept..	1	1	18	23	0	0	2	3	....	....	4	6	1	1	4	....	136	10,000
2421	Northbranch	....do	Orvice La Bounty	Ind...	1	1	19	23	0	0	1	2	1	0	0	0	0	0	4	....	425	9,000
2422	Northville	....do	J. B. Gilbert	Ind...	1	1	32	37	0	0	1	2	3	0	4	7	....	....	4	....	1,000	20,000
2423	Norway	....do	Miss Mary B. Hubbard	Dept..	1	2	35	36	0	0	0	0	5	3	1	2	1	1	4	....	1,100	5,000
2424	Okemos	....do	G. W. Harvey	Dept..	1	2	24	33	40	49	5	6	....	....	0	5	0	3	4	....	47	2,500
2425	Olivet	....do	Ira J. Houston	Dept..	1	0	16	20	0	0	4	0	0	3	3	7	....	....	2	....	336	9,200
2426	Ontonagon	....do	Miss Clemmie E. Martin	Dept..	0	2	7	19	0	0	....	....	....	....	0	0	....	....	4	....	.....	6,000
2427	Oscoda	....do	Miss Lizzie M. McKoy	Ind...	0	2	14	24	0	5	0	0	0	1	2	6	0	1	4	....	677	3,000
2428	Osseo	....do	N. J. Drouyor	Dept..	1	0	4	3	26	37	....	....	....	....	....	....	....	....	3	....	100	1,575
2429	Otisville	....do	Paul L. Laing	Dept..	1	2	30	28	0	0	....	....	....	....	5	1	....	....	4	0	.....	3,000
2430	Otsego	....do	W. F. Lewis	Dept..	1	3	58	60	0	0	2	4	8	2	9	7	4	6	4	....	500	30,000
2431	Ovid	....do	Miss C. A. Copeland	Dept..	2	1	46	45	0	0	1	0	0	0	4	7	1	0	4	....	404	14,000
2432	Owosso	....do	D. F. Mertz	Dept..	1	6	100	150	0	0	....	....	6	3	8	27	5	12	4	....	1,000	75,000
2433	Oxford	....do	H. S. Elliott	Dept..	1	2	20	30	0	0	0	0	4	10	1	5	0	4	4	....	400	14,000
2434	Palmyra	....do	Miss Mildred B. Moore	Dept..	0	2	10	10	40	30	....	....	....	....	0	2	0	0	2	....	36	2,000

2435	Parma	do	Wilson H. Davis	Ind	1	0	17	19	0	0	1	0	1	0	3	9	1	0	3	....	300	6,000
2436	Paw Paw	do	J. A. O'Leary	Dept.	2	1	50	60	0	0	1	1	13	23	7	19	3	6	4	....	1,250	40,000
2437	Pentwater	Union School	H. A. Lewis	Dept.	1	2	30	43	0	0	2	4	1	0	1	3	1	1	4	....	315	12.000
2438	Perry	High School	F. W. French	Dept.	2	1	25	22	0	0	2	1	1	1	7	5	1	0	4	....	600	.....
2439	Petersburg	Union School	R. R. McGeorge	Dept.	1	1	10	36	0	0	....	....	2	6	0	5	....	....	4	....	150	30
2440	Petoskey	High School	Miss Bertha A. Houtz	Dept.	2	2	37	57	0	0	....	....	....	....	....	....	....	....	4	....	1,500	30,000
2441	Pinckney	do	Stephen Durfee	Dept.	1	0	25	23	0	0	....	....	....	....	8	5	....	....	4	....	0	6,000
2442	Pinconning	do	George O. Bryan	Dept.	2	0	13	25	0	0	1	2	....	....	2	5	1	0	2	....	.....	4,000
2443	Pittsford	do	J. M. Holloway	Dept.	1	0	30	32	0	0	3	0	....	....	....	....	....	....	3	....	120	6,000
2444	Plainwell	do	Charles H. Norton	Dept.	1	3	63	65	0	0	3	15	15	25	7	12	2	8	4	....	500	15,000
2445	Plymouth	Union School	E. H. Ryder	Dept.	1	2	32	33	0	0	1	1	....	....	4	5	1	1	4	....	300	15,000
2446	Pontiac	High School	Warren H. Smith	Dept.	3	3	92	121	0	0	....	....	....	....	9	12	....	....	4	....	2,000	25,000
2447	Port Austin	do	Wm. M. Warner	Dept.	1	1	11	5	0	0	....	....	....	....	2	2	....	....	4	....	250	4,000
2448	Port Hope	do	C. P. Ward	Dept.	1	0	5	9	48	70	0	0	0	0	0	2	0	0	3	....	25	1,800
2449	Port Huron	do	Frank B. Whipple	Dept.	3	7	106	168	0	0	0	2	20	7	4	18	2	4	4	....	8,000	.....
2450	Portland	do	Miss Frances E. Knight	Dept.	1	4	71	86	0	0	....	....	16	13	5	12	4	7	4	....	600	16,000
2451	Quincy	Union School	Miss Jessica Hopkins	Dept.	1	2	34	56	0	0	....	....	....	....	3	9	....	....	4	....	300	15,000
2452	Reading	High School	W. G. Cowell	Dept.	1	1	30	40	0	0	1	1	1	0	7	5	1	0	4	....	175	8,000
2453	Reed City	do	Miss Ida Pierce	Dept.	1	2	35	67	0	0	0	0	8	16	5	14	5	14	4	....	175	.....
2454	Reese	do	Samuel McGeachy	Dept.	1	1	20	22	0	0	0	0	0	0	0	0	0	0	4	....	100	2,000
2455	Republic	do	J. F. Walker	Dept.	1	1	8	14	0	0	....	....	....	....	0	4	0	1	4	....	300	7,500
2456	Richland	do	Miss Sara Parmalee	Ind	0	2	14	13	57	25	0	0	0	0	5	4	....	....	2	....	25	5,000
2457	Richmond	do	L. A. Suydam	Dept.	2	0	28	26	0	0	....	....	....	....	1	15	0	0	4	....	600	.....
2458	Rochester	do	A. L. Croft	Ind	1	2	30	50	0	0	....	....	....	....	3	8	....	....	4	....	300	12,000
2459	Rockland	do	A. C. Adair	Dept.	1	0	11	8	39	56	0	0	0	0	0	0	0	0	4	....	618	5,560
2460	Romeo	do	O. D. Thompson	Dept.	2	2	40	47	0	0	5	0	8	5	7	8	4	4	4	....	1,540	26,800
2461	Saginaw	East Side High School	E. C. Warriner	Dept.	4	10	228	363	0	0	2	2	....	....	13	51	....	....	4	....	.....	26,700
2462	do	West Side High School	F. L. Sage	Dept.	3	7	118	178	0	0	....	....	....	....	10	12	....	....	4	....	8,000	31,287
2463	St. Clair	High School	B. E. Richardson	Dept.	1	3	52	35	0	0	....	....	....	....	5	7	1	2	4	....	600	.....
2464	St. Ignace	La Salle High School*	E. J. Lachance (supt.)	Dept.	1	2	39	38	0	0	0	0	3	6	5	3	3	2	3	....	500	20,000
2465	St. Johns	High School	Lewis M. Parrott	Dept.	3	2	86	105	0	0	....	....	....	....	8	11	....	....	4	....	595	50,000
2466	St. Joseph	do	Miss Sadie Alley	Dept.	1	4	59	83	0	0	5	6	8	20	8	21	1	4	4	....	3,000	75,000
2467	St. Louis	do	Miss Harriet Rudisill	Dept.	2	2	32	59	0	0	....	....	....	....	5	5	0	1	4	....	1,200	30,000
2468	Saline	Union School	R. O. Austin	Dept.	1	1	18	30	0	0	6	2	....	....	1	6	0	3	4	....	900	25,000
2469	Sandlake	High School	M. T. Skinner	Dept.	1	0	19	18	46	57	....	....	....	....	0	0	0	0	5	....	140	3,000
2470	Saugatuck	do	P. A. Latta	Dept.	1	1	27	27	0	0	....	....	3	3	3	3	3	3	3	0	108	6,000
2471	Sault Ste. Marie	do	Miss E. Olive Maveety	Dept.	1	4	57	100	0	0	3	15	12	13	3	9	3	5	4	....	1,800	.....
2472	Schoolcraft	do	Arthur H. Covert	Dept.	1	2	19	27	0	0	0	0	5	0	1	2	0	1	4	....	500	20,000
2473	Shelby	Union School	E. N. Pitkin	Dept.	1	1	23	22	0	0	....	....	....	....	3	4	....	....	4	....	250	.....
2474	Sheridan	High School	W. K. Palmer	Dept.	1	2	24	23	0	0	....	....	3	4	4	3	2	1	4	....	200	4,500
2475	South Frankfort	do	W. L. Gillette	Dept.	1	0	4	15	46	50	....	....	....	....	0	1	....	....	4	....	50	1,500
2476	South Haven	do	A. D. Prentice	Dept.	1	3	74	87	0	0	0	0	12	15	7	11	4	5	4	0	400	20,000
2477	South Lyon	Union School	Guy O. Doxtader	Dept.	1	0	15	19	0	0	....	....	....	....	2	3	....	....	3	....	157	.....
2478	Sparta	High School	A. L. Marvin	Dept.	1	1	33	22	0	0	5	8	3	2	0	1	....	....	4	....	541	7,750
2479	Springlake	do	Edward P. Cummings	Dept.	1	1	5	9	0	0	....	....	....	....	3	3	....	....	2	....	75	6,000
2480	Springport	do	W. H. Pearce	Ind	2	0	14	30	52	60	1	2	2	3	2	6	1	3	3	0	406	20,000
2481	Stephenson	do	Luman Burch	Dept.	1	0	20	15	0	0	0	0	....	....	2	3	0	0	2	....	175	2,500
2482	Stevensville	do	G. N. Otwell	Dept.	1	0	21	12	0	0	1	1	....	....	2	3	1	1	3	....	245	4,000
2483	Stockbridge	do	E. L. Small	Dept.	2	0	18	16	0	0	0	0	0	0	3	2	0	0	4	....	71	5,000
2484	Sturgis	do	Miss Edith R. Stuart	Dept.	2	1	52	57	0	0	....	....	....	....	4	6	1	3	4	....	.....	50,000
2485	Tawas City	do	J. A. Campbell	Dept.	1	1	10	29	0	0	....	....	....	....	1	4	0	0	4	....	330	4,000

*Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
2486	Tecumseh	High School	Miss Flora H. Hartbeck	Dept..	1	4	68	84	0	0	....	....	....	....	5	9	....	....	4	....	2,200	$26,000
2487	Tekonsha	....do	O. W. Hoffman	Ind...	1	0	28	21	57	51	....	....	....	....	6	1	....	....	3	....	300	10,000
2488	Threeoaks	....do	W. M. Milham	Dept..	1	1	18	20	0	0	2	6	8	5	0	5	0	2	4	....	140	7,000
2489	Three Rivers	....do	John E. Fox	Dept..	3	3	53	84	0	0	0	0	....	....	2	11	1	0	4	....	600	.....
2490	Traverse City	....do	Charles H. Horn	Dept..	4	6	150	177	0	0	....	....	....	....	7	19	....	....	4	....	1,200	75,000
2491	Tustin	....do	C. O. Smith	Dept..	1	1	11	12	21	12	....	....	....	....	1	1	1	1	4	....	700	3,300
2492	Union City	....do	Miss Ora Travis	Dept..	2	2	58	56	0	0	5	3	4	2	6	6	6	5	4	....	400	.....
2493	Unionville	....do	Wm. H. Lewis	Dept..	1	0	14	6	72	56	0	0	0	0	3	1	0	0	3	0	150	2,500
2494	Vandalia	....do	Clarence L. Catherman	Ind...	1	1	6	18	61	50	0	3	1	0	0	0	0	0	4	....	350	3,000
2495	Vassar	....do	Austin E. Wilber	Dept..	1	2	26	57	0	0	1	2	1	0	3	5	2	2	4	....	650	25 000
2496	Vernon	....do	W. B. Sheehan	Dept..	1	1	19	20	0	0	....	....	....	....	....	....	....	....	4	....	100	6,000
2497	Vicksburg	....do	F. W. Wells	Dept..	2	1	30	44	0	0	....	....	....	....	1	7	1	3	4	....	300	5,000
2498	Watervliet	....do	O M. Miles	Dept..	1	1	13	18	0	0	0	1	1	0	1	2	1	1	4	....	300	12,000
2499	Wayland	....do	Ernest M. Vroman	Dept..	1	1	22	39	0	0	0	0	0	0	....	....	....	....	3	....	30	7,500
2500	Wayne	....do	Geo. R. Brandt	Dept..	1	2	26	33	0	0	0	0	6	9	2	7	1	4	4	....	400	1,250
2501	West Bay City	....do	Ira A. Beddow	Dept..	2	4	58	84	0	0	0	0	0	0	4	6	0	0	4	....	.....	10,000
2502	Westbranch	....do.*	B. Bennett	Dept..	1	1	25	30	0	0	....	....	....	....	3	5	....	....	2	....	100	8,000
2503	Whitecloud	....do	Miss Isabella M. Becker	Dept..	0	1	10	16	0	0	....	....	....	....	0	6	....	....	3	....	120	8,000
2504	Whitehall	....do	F. J. Hendershot	Dept..	1	1	21	44	0	0	....	....	....	....	2	6	1	2	4	....	1,000	30,000
2505	White Pigeon	....do	F. E. Knapp	Dept..	1	1	23	22	0	0	....	....	....	....	1	5	....	....	4	....	200	4,500
2506	Williamston	....do	C. J. Willson	Dept..	1	2	45	55	0	0	0	0	10	8	12	7	5	3	4	0	325	20,000
2507	Woodland	....do	E. G. Welch	Dept..	1	0	13	12	47	49	....	....	5	1	....	....	....	....	2	....	150	6,000
2508	Wyandotte	....do.*	Miss Louise Kilbourne.	Dept..	0	3	15	39	0	0	....	....	....	....	3	8	1	6	4	....	5,600	40,000
2509	Yale	....do	J. Q. Roode	Dept..	1	1	19	39	0	0	1	1	1	0	2	7	....	....	4	....	225	11,000
2510	Ypsilanti	....do	William B. Arbaugh	Dept..	4	6	100	162	0	0	....	....	....	....	12	16	....	....	4	....	2,100	40,000

	MINNESOTA.																				
2511	Adrian	High School	C. H. Shellbach	Dept.	1	1	6	29	0	0	....	....	2	1	1	3	1	0	4	....	350	4,000
2512	Aitkin	....do	Geo. W. Walker	Dept.	1	1	4	5	8	10	0	0	1	0	0	0	0	0	4	....	360	12,399
2513	Albert Lea	....do	Miss Mary E. Higgins	Dept.	2	3	48	64	0	0	....	....	....	....	8	12	3	5	4	....	.....	.....
2514	Alexandria	....do	J. A. Cranston	Dept.	1	4	44	54	0	0	....	....	14	25	2	6	2	6	4	....	1,000	7,500
2515	Anoka	....do	J. L. Torrens	Dept.	3	1	43	57	0	0	1	2	16	17	6	11	4	4	4	....	1,000	40,100
2516	Appleton	....do	J. M. Powers	Dept.	1	1	17	18	0	0	1	1	0	1	1	4	1	3	4	....	300	18,000
2517	Austin	....do	L. N. McWhorter	Dept.	2	5	47	114	0	0	0	0	3	5	6	15	3	5	4	....	550	60,000
2518	Barnesville	....do	R. S. Dewar	Dept.	1	1	20	25	0	0	....	....	1	2	1	1	1	0	4	....	200	10,000
2519	Benson	....do	Andrew Nelson	Dept.	1	1	27	23	0	0	....	....	8	2	5	3	4	1	4	....	550	17,800
2520	Blue Earth City	State High School	V. R. Wasson	Dept.	2	1	39	33	0	0	....	....	15	10	1	4	1	2	4	....	1,400	40,000
2521	Brainerd	High School	Frank W. Hanft	Dept.	1	2	38	59	2	0	0	0	3	5	0	1	0	1	4	....	700	50,000
2522	Brown Valley	Graded School	S. F. Beede	Ind.	1	0	6	2	105	105	0	0	0	0	0	0	0	0	3	....	380	6,000
2523	Buffalo	High School	Jno. C. Partridge	Dept.	1	1	3	19	0	0	0	2	1	0	3	1	0	0	4	....	204	9,000
2524	Caledonia	....do	Forrest A. Morrill	Dept.	1	0	8	12	0	0	0	0	0	0	0	0	0	0	4	0	250	8,000
2525	Canby	....do	O. S. Vail	Dept.	1	1	15	15	0	0	0	0	4	4	2	3	2	3	4	....	550	20,000
2526	Cannon Falls	....do	A. M. Locker	Dept.	1	2	54	50	0	0	6	10	10	5	3	2	2	1	4	....	1,300	26,000
2527	Chatfield	....do	E. J. Donaldson	Dept.	1	3	21	31	0	0	0	0	2	3	0	6	0	1	4	....	1,000	18,000
2528	Cloquet	....do	J. A. Marr	Dept.	1	0	4	10	0	0	....	....	....	....	....	....	....	....	4	....	600	15,000
2529	Crookston	....do	Miss Esther Friedlander.	Dept.	2	3	39	76	6	11	2	4	12	36	5	7	2	2	4	....	354	17,000
2530	Dawson	....do	E. M. Phillips	Dept.	1	2	24	21	0	0	10	12	0	0	2	6	2	4	4	....	1,000	14,000
2531	Delano	....do	Miss Alice L. Arnold	Dept.	0	2	14	17	0	0	....	....	1	2	0	0	....	....	4	....	425	12,100
2532	Detroit	State High School	S. A. Chaliman	Dept.	2	1	6	25	0	0	3	1	0	0	0	5	0	2	4	....	1,500	32,000
2533	Dodge Center	High School	J. C. Marshall	Dept.	1	1	15	23	0	0	....	....	4	9	2	5	2	4	4	....	550	20,000
2534	Duluth	Central High School	John Loman	Dept.	11	8	201	330	0	0	6	0	82	132	14	31	14	31	4	....	1,782	541,500
2535	Dundas	High School	O. M. Washburn	Dept.	1	0	6	14	0	0	....	....	....	....	0	4	....	....	2	....	350	4,000
2536	Elgin	....do	S. Henry Wolfe	Ind.	1	1	7	12	0	0	....	....	....	....	1	3	....	....	4	....	200	8,000
2537	Elk River	....do	John M. Casey	Dept.	2	1	28	42	0	0	....	....	....	....	4	8	3	8	4	....	230	12,320
2538	Excelsior	....do.*	H. I. Harter	Ind.	1	5	25	30	142	62	....	....	....	....	2	10	....	....	2	....	.....	9,000
2539	Fairmont	....do	P. P. Kennedy	Dept.	1	2	32	48	0	0	....	....	8	4	4	5	3	3	4	....	730	27,000
2540	Faribault	....do	D. C. Brown	Dept.	1	5	62	98	0	0	3	2	15	22	4	8	4	4	4	32	1,300	40,000
2541	Farmington	....do	F. P. Phipps	Dept.	1	1	13	18	0	0	....	....	6	8	4	1	4	0	4	....	340	12,000
2542	Fergus Falls	....do	Miss Mary B. Day	Dept.	1	5	66	98	0	0	0	1	4	5	7	19	2	3	4	....	1,400	.....
2543	Gaylord	....do.*	Edwin Johnson	Dept.	1	0	6	4	0	0	....	....	....	....	2	0	2	0	4	....	300	8,000
2544	Gleneoe	Stevens Seminary	E. E. McIntire	Ind.	1	2	39	46	0	0	....	....	12	12	9	3	9	3	4	0	4,920	30,000
2545	Glenwood	State High School	Squire F. Browne	Ind.	1	1	11	19	114	161	0	12	4	3	2	0	1	0	4	0	800	10,000
2546	Granite Falls	High School	John W. Marshall	Dept.	1	2	19	32	0	0	....	....	5	7	2	6	....	....	4	....	500	.....
2547	Hastings	....do	Miss Rose A. Simmons.	Dept.	1	4	57	72	0	0	....	....	....	....	10	9	5	0	4	....	5,000	16,000
2548	Henderson	....do	Chas. E. Young	Dept.	1	1	21	21	0	0	....	....	8	5	0	4	0	2	4	....	750	12,000
2549	Herman	....do	H. H. Aspden	Dept.	1	0	1	6	0	0	....	....	1	1	0	0	0	0	2	....	180	.....
2550	Howard Lake	....do	Robt. Morris	Ind.	1	0	5	5	45	55	....	....	....	....	....	....	....	....	4	....	300	2,000
2551	Hutchinson	....do	H. L. Merrill	Ind.	3	1	46	62	0	0	....	....	28	38	9	10	5	6	4	....	1,250	50,000
2552	Jackson	....do	H. A. Britzins (supt.)	Dept.	2	1	29	50	0	0	....	....	12	15	2	10	1	1	4	....	700	41,500
2553	Janesville	....do	V. G. Pickett	Dept.	1	2	17	38	0	0	....	....	4	0	1	13	1	0	4	....	600	20,000
2554	Jordan	....do	J. P. Lahr	Dept.	1	0	7	17	0	0	2	3	1	0	0	0	0	0	4	0	580	22,000
2555	Kasson	....do	E. H. Ellsworth	Dept.	1	1	23	35	0	0	15	20	....	....	4	2	....	....	4	....	400	35,650
2556	Kenyon	....do	W. H. Hollands	Dept.	1	1	5	16	0	0	....	....	....	....	0	3	....	....	4	....	485	.....
2557	Lake City	....do	L. P. Cravens	Dept.	2	3	53	57	0	0	0	0	46	52	5	7	5	7	4	....	1,000	55,000
2558	Lanesboro	....do	R. D. Taylor	Dept.	1	2	15	17	0	0	0	0	2	1	3	1	2	1	4	....	475	17,500

* Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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–cont'd.																					
2559	Leroy	High School	R. L. H. Lord	Ind	1	1	8	24	91	98	0	0	2	6	0	2	0	0	4	....	500	$4,000
2560	Lesueur	do	Edmund Berrigan	Dept.	1	3	25	30	0	0	....	....	5	8	0	1	0	1	4	....	500	60,000
2561	Litchfield	do	Miss Hattie E. Mann	Dept.	2	2	20	54	0	0	....	....	2	5	0	6	0	6	4	....	425	30,000
2562	Littlefalls	do	Alex. M. Rowe	Dept.	1	3	36	77	0	0	10	25	4	10	4	9	4	5	4	....	476	20,000
2563	Luverne	do	F. E. Dean (supt.)	Dept.	1	3	40	60	0	0	....	....	25	10	1	4	1	4	4	....	1,400	46,800
2564	Madelia	do.*	A. F. Ewers	Dept.	1	3	20	30	0	0	....	....	4	0	0	5	0	5	....	....	650	38,270
2565	Madison	do	P. C. Tonning	Dept.	1	1	15	20	0	0	0	0	1	1	3	2	1	1	4	....	700	15,000
2566	Mankato	do	H. B. Leyenberger	Dept.	2	5	75	125	0	0	....	....	....	....	10	25	....	....	4	....	1,600	50,000
2567	Mantorville	do	J. T. Fuller	Dept.	1	1	10	19	0	0	2	1	....	....	1	2	1	1	4	0	446	16,000
2568	Mapleton	do	H. M. Stanford	Dept.	1	1	21	43	0	0	0	0	5	8	1	5	1	2	4	....	1,175	.....
2569	Marshall	do.*	Miss Julia E. Booth	Ind	1	3	50	50	0	0	1	1	0	0	9	6	....	....	4	....	613	.....
2570	Minneapolis	Central High School	John N. Greer	Dept.	3	33	506	712	0	0	50	50	350	450	49	92	40	82	4	....	3,000	250,000
2571	do	Holmes High School (East Side).	W. F. Webster	Dept.	4	16	182	306	0	0	....	....	....	....	18	47	12	39	4	....	500	.....
2572	do	North Side High School	W. W. Hobbs	Dept.	3	14	157	200	0	0	....	....	75	177	10	16	10	16	4	....	600	85,000
2573	do	South Side High School	Charles L. Sawyer	Dept.	4	16	250	300	0	0	....	....	75	100	17	35	10	20	4	....	200	100,000
2574	Montevideo	High School	Geo. A. Smith	Dept.	1	2	29	36	0	0	0	0	....	....	5	4	2	2	4	....	1,000	20,000
2575	Monticello	State High School	F. E. Lurton, Ph. D.	Dept.	1	2	16	26	0	0	0	0	4	5	0	4	0	3	4	....	550	20,000
2576	Moorhead	High School	Miss Emma M. Williamson.	Dept.	1	3	16	32	0	0	0	0	3	4	1	1	1	1	4	....	3,500	5,500
2577	Morris	do	Pete W. Ross	Dept.	2	1	25	33	0	0	0	0	1	4	3	6	1	1	4	....	575	31,000
2578	New Paynesville	do	B. J. Buckland, A. B	Dept.	1	1	13	7	0	0	6	3	....	....	1	0	....	....	4	....	300	10,000
2579	New Ulm	do	E. T. Critchett	Dept.	2	1	27	30	0	0	0	0	5	6	3	7	3	7	4	....	1,206	33,000
2580	Northfield	Central High School	Miss Alma B. Stanford.	Dept.	3	5	94	128	0	0	2	5	40	80	10	20	9	10	4	....	1,600	50,000
2581	Ortonville	State High School	Joel N. Childs	Dept.	1	1	18	15	0	0	0	0	6	3	0	2	0	1	4	....	465	17,500

2582	Owatonna	High School	L. H. Ford	Dept..	1	4	69	70	0	0	....	....	3	4	8	7	....	....	4	....	1,800	50,000
2583	Pine Island	State High School	W. A. Westerson	Dept..	2	0	20	16	0	0	....	....	6	4	2	2	....	....	4	....	1,600	10,000
2584	Pipestone	High School	G. W. Young	Dept..	1	2	37	50	0	0	....	....	16	20	8	7	2	0	4	....	420	40,000
2585	Plainview	....do	J. C. Miller	Dept..	1	1	7	26	0	0	0	0	3	12	2	8	2	7	4	....	500	15,000
2586	Preston	....do	E. E. Lockerby	Dept..	1	2	25	29	0	0	....	....	6	10	3	5	3	5	4	....	400	18,000
2587	Princeton	....do	H. E. White	Dept..	1	2	15	25	1	10	....	....	1	2	0	0	0	0	4	....	650	.....
2588	Red Wing	....do	Miss Fannie P. Farnsworth.	Dept..	1	4	57	110	0	0	....	....	17	11	13	33	8	9	4	....	1,377	36,000
2589	Redwood Falls	....do	Arthur J. Jones	Dept..	1	2	15	34	0	0	0	1	....	....	2	5	0	1	4	....	480	43,000
2590	Rochester	....do	L. S. Overholt	Dept..	2	2	50	83	0	0	....	....	....	....	4	11	4	11	4	....	1,600	12,000
2591	Roekford	....do	L. H. Pryor	Dept..	1	0	2	6	58	74	....	....	....	....	....	....	....	....	2	....	200	3,000
2592	Rushford	....do	Edwin T. Reed	Dept..	1	2	24	30	0	0	8	10	6	0	3	5	3	3	4	....	1,326	.....
2593	St. Charles	....do	A. C. Tibbetts	Dept..	1	1	20	30	0	0	....	....	10	15	5	9	5	8	4	....	1,200	30,000
2594	St. Cloud	....do	Miss Rebeeea Ashley	Dept..	1	4	43	61	0	0	0	1	5	8	9	8	4	5	4	....	5,032	7,650
2595	St. James	....do	M. H. Manuel	Dept..	1	2	17	15	0	0	....	....	6	0	1	2	1	0	4	....	3,000	15,000
2596	St. Louis Park	....do	L. M. Abbott	Dept..	1	1	12	17	0	0	2	1	3	4	0	0	....	....	4	....	675	11,500
2597	St. Paul	Central High School	J. C. Bryant	Dept..	8	18	379	716	0	0	....	....	....	....	43	72	....	....	4	....	2,600	.....
2598	....do	Cleveland High School	S. A. Farnsworth	Dept..	1	6	42	138	0	0	3	8	3	10	4	19	0	5	4	....	1,000	95,000
2599	....do	Humboldt High School	Henry S. Baker	Dept..	1	6	75	141	0	0	3	11	8	14	8	11	3	5	4	0	2,000	82,000
2600	....do	Mechanics' Arts High School.	George Weitbreeht	Dept..	6	7	258	86	0	0	....	....	55	4	13	11	8	0	4	0	1,027	150,000
2601	St. Peter	High School	Edgar George	Dept..	2	2	27	64	0	0	0	0	....	....	5	10	....	....	4	....	675	38,500
2602	Sauk Center	....do	George A. Stanton	Dept..	1	3	45	57	0	0	....	....	5	6	6	7	3	3	4	....	700	30,000
2603	Slayton	....do	W. P. Dyer	Dept..	1	1	12	17	0	0	....	....	3	3	2	1	1	0	4	....	449	2,250
2604	Sleepyeye	....do	Miss Jessie P. Arnold	Dept..	1	2	30	30	0	0	....	....	5	3	6	3	5	3	4	....	322	45,000
2605	Springfield	....do	W. W. Barnum	Dept..	1	1	4	19	20	23	0	2	....	....	0	0	....	....	4	....	700	25,000
2606	Spring Valley	....do. *	E. E. Campbell	Dept..	2	3	30	20	0	0	0	6	15	30	4	12	0	1	4	....	680	35,000
2607	Stillwater	....do	Miss Ada E. Smith	Dept..	2	9	89	147	0	0	....	....	4	0	11	23	....	....	4	0	5,500	52,000
2608	Tower	....do	R. G. McLeod	Dept..	2	2	12	12	0	0	....	....	....	....	0	0	0	0	4	....	625	1,800
2609	Tracy	....do	Miss Mary Neff	Dept..	1	3	30	37	0	0	....	....	....	....	5	5	4	3	4	....	883	33,000
2610	Verndale	....do	F. J. Yerke	Dept..	1	1	15	25	0	0	0	10	....	....	0	10	0	10	2	....	824	10,000
2611	Wabasha	....do	J. A. Vandyke	Dept..	2	2	40	56	0	0	....	....	....	....	7	11	5	7	4	....	700	31,000
2612	Wadena	....do	M. J. Tormey	Dept..	1	1	16	19	0	0	....	....	....	....	0	3	....	....	4	....	2,000	10,000
2613	Warren	....do	William Angus	Dept..	1	1	20	22	0	0	0	0	7	6	2	1	1	1	4	0	672	20,000
2614	Waseca	State High School	Lafeyette Bliss	Dept..	1	3	57	67	0	0	7	3	26	30	5	9	5	4	4	20	1,300	40,000
2615	Wells	High School	A. C. Kingsford	Dept..	3	0	30	40	0	0	0	0	8	4	2	9	1	1	4	....	1,000	40,000
2616	Whitebear Lake	....do. *	F. F. Farrar	Dept..	1	1	4	10	0	0	0	0	0	0	0	0	0	0	4	....	382	40,000
2617	Willmar	....do	Miss Estelle Fenno	Ind...	0	3	35	34	0	0	....	....	....	....	9	2	9	2	4	....	1,400	24,000
2618	Windom	....do	Miss Thyrza McClure	Dept..	1	2	23	27	0	0	0	2	5	0	4	5	3	0	4	....	440	25,400
2619	Winnebago City	....do	J. E. Gilman, A. B	Dept..	2	2	21	35	0	0	....	....	11	33	5	3	5	3	4	....	701	27,000
2620	Winona	....do	William A. Bartlett	Dept..	3	4	108	179	0	0	....	....	....	....	16	31	....	....	4	....	1,000	75,000
2621	Worthington	....do	Miss M. Maud Case	Dept..	1	3	33	42	0	0	....	....	4	2	7	2	3	1	4	....	1,433	.....
2622	Zumbrota	....do	F. J. Bomberger	Dept..	1	2	22	31	0	0	....	....	2	3	2	7	2	3	4	....	250	31,000
	MISSISSIPPI.																					
2623	Aberdeen	High School	M. Rose	Dept..	1	2	13	54	0	0	1	5	....	....	1	10	1	5	3	....	1,100	26,000
2624	Amory	....do. *	E. E. Cowley	Dept..	1	1	17	21	0	0	3	5	1	0	....	....	....	....	4	....	200	3,000
2625	Artesia	....do	Joe Cook	Dept..	1	0	5	3	13	15	....	....	....	....	....	....	....	....	3	....	0	800
2626	Auburn	Graded School	Prof. A. A. McAlpin	Dept..	1	0	15	10	22	23	5	6	....	....	5	5	0	0	3	....	.....	900
2627	Baldwyn	High School *	W. R. Brooks	Dept..	1	2	20	18	40	25	4	2	8	7	....	....	....	....	....	....	100	.....

*Statistics of 1897–98.

TABLE NO. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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-cont'd.																					
2628	Batesville	High School	S. P. Walker	Dept..	1	0	10	20	62	48	1	0	1	0	0	0	....	....	3	....	0	$8,000
2629	Big Creek	Male and Female Institute	C. E. Lunsford	Dept..	1	1	16	27	44	35	4	6	1	3	....	....	....	....	1	....	.....	3,000
2630	Bolton	High School	C. F. Capps	Dept..	1	0	12	11	23	27	5	4	....	....	0	1	0	0	4	....	100	3,500
2631	Brandon	Graded School	J. R. Tipton	Dept..	1	1	15	20	0	0	....	....	....	....	2	1	....	....	3	....	.....	6,000
2632	Brookville	High School	J. T. Wallace	Ind...	1	1	12	17	40	30	4	5	....	....	....	....	....	....	4	....	.....	2,000
2633	Byhalia	Waverly Institute	E. H. Randle	Ind...	1	1	20	45	15	20	3	2	....	....	0	0	....	....	4	....	800	3,000
2634	Coldwater	High School	Prof. W. N. Craig, B. S..	Ind...	1	2	10	8	20	17	5	1	5	0	0	0	....	....	2	0	0	4,500
2635	Coles Creek	Academy	Miss Mary Smith	Dept..	0	1	2	4	16	28	....	....	....	....	0	0	0	0	1	....	.....	50c
2636	Columbus	High School	J. M. Barrow	Dept..	1	2	37	50	0	0	8	48	....	....	6	7	0	7	3	....	0	25,000
2637	Como Depot	Como Academy	I. S. Pressley	Ind...	1	0	10	12	34	25	3	0	3	7	3	1	3	1	2	....	.....	2,500
2638	Crystalsprings	High School*	Thomas L. Trawick	Dept..	1	5	78	96	0	0	17	23	13	29	....	....	....	....	4	....	2,000	9,000
2639	Durant	do	W. H. Smith	Dept..	1	0	12	14	0	0	3	4	2	1	2	4	1	2	3	....	150	3,000
2640	Edinburg	do.*	M. C. Hembroff	Dept..	1	0	20	20	0	0	....	....	....	....	0	0	....	....	3	....	.....	.....
2641	Ellistown	do	R. H. Speck	Dept..	1	0	4	4	41	36	0	0	0	0	....	....	....	....	....	....	.....	300
2642	Ellisville	Graded School	T. C. Lockard	Dept..	1	0	15	21	0	0	2	1	1	1	1	0	1	0	2	....	.....	12,000
2643	Enterprise	High School	J. D. Wallace, A. M	Dept..	1	2	11	16	41	59	0	2	0	2	0	3	0	2	3	....	200	.....
2644	Eucutta	Normal College*	J. E. Woodward	Ind...	1	1	30	40	40	40	15	12	13	16	0	1	....	....	3	....	36	1,000
2645	Fayette	Jefferson County High School.	W. J. Taylor, supt	Dept..	1	1	11	16	0	0	8	16	....	....	....	....	....	....	3	....	0	25,000
2646	Fernwood	High School	C. H. Webb	Ind...	1	0	4	6	37	35	....	....	....	....	0	0	....	....	....	....	.....	2,000
2647	Geeville	do	Prof. Billingsly	Ind...	1	0	5	10	35	35	1	4	0	0	....	....	....	....	2	....	25	600
2648	Gloster	do	C. M. Shaw, A. B	Dept..	2	0	50	55	0	0	2	5	....	....	2	0	2	0	4	....	40	8,000
2649	Greenville	do	E. E. Bass	Dept..	3	3	37	69	0	0	10	23	....	....	4	15	4	15	3	....	1,400	27,000
2650	do	High School (colored)	Miss L. C. Williams	Dept..	0	2	11	25	0	0	2	0	2	0	2	5	....	....	2	....	160	.....
2651	Grenada	Graded School	L. L. Bowman	Dept..	1	2	30	30	0	0	15	10	20	15	0	6	0	6	3	....	.....	20,000

2652	Hamlet	Jasper County Normal High School.	J. W. Holder	Ind...	1	1	25	20	9	9	....	....	7	5	0	0	....	....	2	....	125	1,000
2653	Harrison Station	High School	A. M. Beauchamp	Dept..	1	1	12	17	18	28	3	3	....	....	....	....	....	....	4	....	.....	300
2654	Hattiesburg	Graded School	F. F. Phillips, supt.	Dept..	3	0	30	42	0	0	3	5	....	....	3	3	3	3	3	....	600	19,000
2655	Hickory	....do	J. L. Taylor	Dept..	1	0	20	25	0	0	2	5	2	4	....	....	....	....	3	....	.....	2,000
2656	Holly Springs	Normal Institute	W. A. Anderson	Dept..	2	0	10	18	0	0	1	0	....	....	....	....	....	....	....	....	.....	3,500
2657	Houlka	High School	Jas. W. Beard	Ind...	1	0	10	8	55	47	....	....	2	1	1	0	1	0	4	....	.....	.....
2658	Iuka	Collegiate High School*	John Neuhardt, A. M	Dept..	1	0	8	3	0	0	2	0	4	1	0	0	0	0	3	....	.....	3,000
2659	Jacinto	High School	J. R. Reynolds	Ind...	1	0	7	4	38	36	0	0	1	0	....	....	....	....	....	....	.....	800
2660	Jackson	....do. *	J. C. Hardy	Dept..	2	1	35	85	0	0	15	50	....	....	1	18	1	10	3	....	500	30,000
2661	.....do	Graded School (colored)	J. A. Martin	Dept..	1	1	10	25	0	0	....	....	....	....	1	4	....	....	....	....	.....	10,000
2662	Jefferson	High School*	T. F. Abernethy	Dept..	0	1	24	18	29	32	....	....	....	....	0	0	0	0	5	....	.....	1,500
2663	Kilmichael	....do	Vernon D. Rowe	Ind...	1	1	19	24	33	11	5	10	....	....	2	2	....	....	3	....	.....	800
2664	Kosciusko	....do	G. F. Boyd	Dept..	1	4	50	50	0	0	....	....	....	....	3	12	2	9	....	....	600	20,000
2665	Lafayette Springs	Collegiate Institute	Gilmer and Spradling	Ind...	2	0	10	10	40	30	....	....	....	....	....	....	....	....	3	....	500	3,000
2666	Laurel	Normal High School*	J. W. Copeland	Dept..	1	1	10	10	0	0	2	5	2	2	....	....	....	....	3	....	.....	2,000
2667	Lena	Harmony Baptist Institute.	J. F. Cadenhead and M. P. Hendrick.	Dept..	2	0	17	19	30	33	....	....	4	6	1	4	1	1	4	....	350	1,200
2668	Longtown	High School*	P. Watt Lanier	Dept..	1	0	5	5	50	37	....	....	5	5	....	....	....	....	2	....	100	1,000
2669	Lumberton	....do	H. W. Forman	Ind...	1	0	6	4	34	46	....	....	5	0	0	0	0	0	3	....	50	4,000
2670	Maeon	....do	Charles H. Spessard	Ind...	2	0	20	30	0	0	2	1	0	0	1	4	1	2	2	0	0	8,000
2671	Magnolia	....do	W. H. Rowan	Dept..	1	1	10	31	0	0	1	0	2	0	1	2	1	2	3	....	300	3,000
2672	Marietta	Normal Institute	W. A. Simmons	Dept..	2	0	10	13	45	52	....	....	3	2	0	0	0	0	3	....	.....	700
2673	Masengale	Fellowship Institute*	J. T. Hosey	Ind...	1	0	2	3	31	36	0	0	0	0	0	0	0	0	4	....	.....	500
2674	Meridian	Whitfield High School	Prof. D. C. Hull	Dept..	1	3	33	84	0	0	....	....	....	....	5	16	5	16	3	0	1,000	55,000
2675	Miller	Training School*	C. N. Craig	Dept..	1	1	8	12	20	11	....	....	....	....	....	....	....	....	3	....	.....	.....
2676	Monticello	Academy	Leon Tyrone	Ind...	1	2	28	13	45	38	3	3	2	1	....	....	....	....	3	....	.....	2,000
2677	Mount Pleasant	High School	C. H. Curd	Dept..	1	2	20	15	31	33	....	....	....	....	0	0	0	0	4	....	125	750
2678	Myrtle	Academy	K. S. Archer	Dept..	1	0	9	10	36	40	....	....	....	....	....	....	....	....	....	....	.....	1,200
2679	New Albany	High School	Jno. H. Mitchell	Ind...	1	1	7	8	0	0	....	....	....	....	0	0	0	0	2	....	8	1,500
2680	Oakland	Graded School	H. W. Sanderson	Dept..	1	1	2	15	10	11	....	....	....	....	....	....	....	....	....	....	.....	2,000
2681	Ocean Springs	High School	Q. D. Sauls	Dept..	1	0	8	7	0	0	1	0	1	0	0	0	0	0	3	....	400	5,000
2682	Okolona	Graded School	W. D. Shue	Dept..	2	0	15	29	0	0	4	0	....	....	3	4	3	0	4	....	.....	25,000
2683	Olivebranch	High School*	Harper Johnson and Clyde Johnson.	Ind...	2	0	9	3	10	16	5	2	0	2	....	....	....	....	....	....	.....	1,500
2684	Oxford	Graded School	R. H. Hester	Dept..	1	3	66	77	0	0	36	35	....	....	11	15	4	9	3	....	532	20,000
2685	Pickens	....do	A. N. Grafton	Ind...	1	2	22	22	18	23	6	6	10	12	4	3	....	....	....	....	.....	3,000
2686	Poplarville	High School	W. I. Thames	Dept..	1	1	40	35	0	0	0	0	0	0	5	3	....	....	3	....	500	11,000
2687	Port Gibson	Graded School No. 1 (colored).	A. M. Addison	Dept..	0	3	15	40	0	0	....	....	....	....	3	3	....	....	3	....	0	.....
2688	.....do	Graded School No. 2	J. M. Taylor	Dept..	1	1	11	36	44	26	....	....	....	....	0	3	....	....	3	....	200	2,000
2689	Potts Camp	Reid's Institute	W. M. Sanders	Ind...	1	1	15	10	57	48	10	2	1	0	0	0	....	....	4	....	.....	1,000
2690	Purvis	High School*	Willard Bond	Dept..	1	1	11	9	59	71	0	0	0	0	....	....	....	....	3	....	.....	800
2691	Raymond	Graded School	Miss Jennie D. Babert.	Dept..	0	2	8	2	30	19	....	....	....	....	0	1	....	....	4	....	500	1,200
2692	Sardis	Panola High School (colored).	John A. Spain	Ind...	0	1	3	3	39	41	....	....	....	....	....	....	....	....	4	....	.....	400
2693	Scranton	High School	H. F. Fisher	Dept..	1	0	11	14	0	0	1	1	2	1	0	0	0	0	....	....	.....	.....
2694	Senatobia	High School for Boys	C. B. Sisler	Ind...	1	1	20	0	60	0	11	0	....	....	....	....	....	....	4	....	.....	2,000
2695	Silvercreek	Lawrenee County High School.	H. L. McLaurin	Ind...	1	2	20	21	0	0	....	....	....	....	1	2	1	0	3	....	200	.....
2696	Starkville	High School	J. H. Woodard	Dept..	1	1	20	47	0	0	....	....	....	....	0	0	0	0	3	....	300	20,000

*Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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—cont'd.																					
2697	Steencreek	High School	Geo. G. Hurst	Ind...	1	2	25	28	35	52	5	12	....	....	....	....	....	....	4	0	650	$2,500
2698	Strayhorn	Academy	S. T. Clayton	Dept..	1	1	19	20	19	20	0	0	0	0	0	0	....	....	....	....	....	....
2699	Sturgis	High School*	S. W. Smith	Ind...	1	0	8	12	47	44	0	1	1	0	0	2	....	....	2	....	.....	1,000
2700	Summit	....do	P. L. Marsalis	Dept..	1	1	7	5	0	0	....	....	5	0	....	....	....	....	3	....	.....	3,000
2701	Terry	Graded School	W. N. Hardee	Dept..	1	0	2	6	40	45	2	6	0	0	0	0	0	0	2	....	125	2,500
2702	Troy	Mississippi Normal High School.	H. D. Wilson	Ind...	2	0	18	20	60	70	0	0	2	3	0	0	....	....	2	....	200	1,000
2703	Tupelo	Graded School	D. A. Hill	Ind...	1	1	10	22	0	0	....	....	....	....	2	1	2	1	3	....	150	12,000
2704	Tyro	High School*	Ira G. Allen	Ind...	1	0	6	9	25	25	2	0	0	8	1	0	1	0	4	....	0	500
2705	Vaiden	Institute	Prof. F. B. Moss	Dept..	1	1	28	22	40	38	5	0	....	....	0	0	....	....	4	0	0	1,000
2706	Vernon	Blue Ridge Academy	S. T. Gavin	Dept..	1	1	4	3	45	43	....	....	....	....	4	2	4	2	4	....	.....	600
2707	Vicksburg	Cherry Street College (colored).*	B. F. Shannon	Dept..	2	4	80	125	0	0	....	....	30	40	10	28	....	....	3	....	50	3,500
2708	Wallhill	High School*	Miss Mary Houze	Dept..	0	1	3	7	14	15	....	....	....	....	....	....	....	....	....	....	.....	.....
2709	Watervalley	....do	Jas. M. Bell	Dept..	1	4	39	59	0	0	....	....	....	....	3	8	1	2	3	....	500	8,000
2710	Wesson	Graded School	H. J. Wilson	Dept..	1	2	20	34	0	0	....	....	....	....	0	5	0	5	3	....	175	2,500
2711	Westpoint	High School	Henry A. Hayes	Dept..	1	3	43	48	0	0	....	....	....	....	4	4	1	3	3	....	224	18,009
2712	Winona	....do	W. T. Foster	Dept..	2	1	15	25	0	0	2	3	....	....	0	4	0	0	4	....	500	10,000
2713	Yazoo City	....do	Robert Torrey	Dept..	3	1	40	50	0	0	5	4	....	....	3	5	3	3	4	....	250	30,000
	MISSOURI.																					
2714	Adrian	High School	A. L. Ives	Dept..	1	0	12	10	0	0	....	....	....	....	3	0	....	....	2	....	200	7,000
2715	Albany	....do	J. H. Markley	Dept..	3	0	47	43	0	0	0	0	0	0	0	0	0	0	4	....	1,860	20,000

2716	Appleton City	do	John W. Richardson	Dept.	2	0	12	28	4	6	2	2	1	0	5	7	1	2	4		50	12,000
2717	Arrow Rock	do	Mrs. A. M. R. M'Mahan	Dept.	0	2	8	4	0	0	0	2	0	0	0	0	0	0	4		0	
2718	Ash Grove	do.*	Alfred Page	Dept.	1	4	24	32	0	0					1	9	0	0	3		217	5,000
2719	Aurora	do	D. L. Van Amburgh	Dept.	3	0	20	40	0	0					1	8	1	8	4		150	20,000
2720	Barnard	do.*	M. D. Thudium	Ind.	1	0	14	11	79	84	0	2	0	1	1	6	0	3	4		375	4,000
2721	Belton	do	D. A. Chapman	Dept.	1	1	30	32	0	0	5	8	3	2	0	8	0	5	3		122	8,000
2722	Bethany	do	J. R. Hale	Dept.	1	3	36	44	0	0	0	0	2	2	2	4			4		1,150	21,000
2723	Bevier	do	Chas. H. Hitchborn	Dept.	1	0	15	16	0	0			1	2	5	5			3		350	
2724	Bloomfield	do	Isaac H. Hughes	Dept.	2	0	11	13	20	30									3			8,000
2725	Bonne Terre	do	L. N. Gray	Dept.	2	0	25	35	0	0	0	3	1	0	1	8			4		250	40,000
2726	Boonville	do	Prof. D. T. Gentry	Dept.	2	2	91	83	0	0	0	0	0	0	0	3			4		500	40,250
2727	do	Summer High School (colored).	C. G. Williams	Dept.	1	1	11	26	0	0	3	5			1	1	1	1	4		600	8,000
2728	Bowling Green	High School	W. J. Rowley	Dept.	1	2	20	21	0	0	2	3	1	2	2	3	1	1	3		400	9,000
2729	Braymer	do	J. H. Eckleberry	Dept.	1	1	32	25	0	0					0	0	0	0	3		175	3,000
2730	Breckenridge	do.*	E. C. Orr	Dept.	1	0	18	27	0	0	2	1	0	0	4	1	2	1	3		350	30,000
2731	Brookfield	do	J. U. White	Dept.	2	2	40	60	0	0					6	6			4			
2732	Brunswick	Elliott High School (colored).	J. H. Smith	Dept.	1	1	8	9	46	44					0	0	0	0	3		10	
2733	do	High School	C. L. Buckmaster	Dept.	2	0	23	26	0	0					1	4	1	4	3		400	15,000
2734	Buffalo	do	W. A. Wilkinson	Dept.	1	1	22	24	0	0					0	8			3		170	10,000
2735	Bunceton	Central High School*	John Kirkpatrick	Dept.	1	0	12	11	0	0	1	0			4	3			2		100	2,000
2736	Butler	High School*	J. F. Starr	Dept.	2	2	44	66	0	0	5	0	10	16	9	17	2	2	4		765	35,000
2737	Cabool	do.*	J. A. Woodford	Dept.	1	0	13	22	0	0					2	5	1	5	4		400	4,000
2738	Cainsville	do	Geo. R. Sullivan	Dept.	1	0	9	13	0	0	5	8	4	5	1	0	1	0	3		60	8,000
2739	Calhoun	do	Walter L. Finks	Dept.	1	0	12	18	0	0	0	0	0	0	0	0	0	0	3		60	6,500
2740	California	Aurora High School	F. B. Owen	Dept.	1	2	28	40		0					1	3	1	2	4		412	20,000
2741	Cameron	High School	Miss Bertha L. Ensign	Dept.	1	2	45	55	0	0	6	1	5	0	9	9	4	2	4		500	20,000
2742	Canton	do	A. O. Moore	Dept.	1	2	38	32	0	0	2	1	10	15	6	1			3		500	20,000
2743	Carrollton	do	Mrs. A. R. Quisenberry	Dept.	3	2	51	87	0	0	2	3			1	11			4		1,800	30,000
2744	do	Lincoln High School (colored).	J. Thos. Payne	Dept.	1	0	9	17	0	0	0	0	0	0	7	1			3		186	
2745	Carterville	High School	A. A. Antles	Dept.	2	0	20	30	0	0			2	5	0	0			3		190	25,000
2746	Carthage	do	Edwin Gray	Dept.	4	6	126	235	0	0					15	41	3	14	4		4,700	29,600
2747	Cassville	do.*	I. W. Wingo	Dept.	2	0	40	37	0	0					0	0			3		75	12,500
2748	Centralia	do.*	W. A. Muir	Dept.	2	1	45	53	0	0					2	6	0	0	4		800	12,000
2749	Charleston	do	A. R. Boone	Dept.	1	0	8	15	0	0	0	3			0	5	0	3	2		250	5,000
2750	Chillicothe	Central High School	J. W. Barton	Dept.	1	4	61	113	0	0	2	3	4	2	5	10	2	4	4		7,000	50,000
2751	do	Garrison High School (colored).	Joe E. Herriford	Dept.	1	0	1	7	75	68	0	0	1	1	1	3	1	1	2		600	6,000
2752	Clinton	High School	I. McCutchan	Dept.	3	1	50	90	0	0	4	7	2	0	2	10	1	2	4		1,200	
2753	Coffeyburg	Salem High School*	W. J. Dougherty	Dept.	1	0	4	6	47	54			2	0	0	6	0	2	3		80	2,000
2754	Columbia	High School	R. H. Emberson	Dept.	3	3	78	77	0	0	15	17	34	18	18	12			4		500	30,000
2755	Corder	do	H. H. Cassell	Dept.	1	0	12	6	0	0									3		65	3,000
2756	Craig	do	W. L. Cochrane	Dept.	1	0	10	20	0	0	2	2	6	1	0	0			3		250	5,000
2757	Crystal City	do	G. O. Nations	Dept.	1	2	3	14	0	0	0	1			0	5	0	1	2		10	5,000
2758	Deepwater	do	D. Walker Smith	Dept.	1	1	20	26	0	0	0	0	0	0	3	0			3		172	1,200
2759	Desoto	do	A. B. Carroll	Dept.	2	1	26	34	0	0	0	0	0	0	5	9			3		1,000	
2760	Doniphan	do	J. A. Presson	Dept.	2	0	12	30	0	0					0	0			4		100	10,000
2761	Edina	do	A. R. Coburn	Dept.	2	0	15	20	0	0	4	0			3	6	1	0	3		300	10,000
2762	Eldorado Springs	do	Mrs. W. H. Miller	Dept.	1	1	15	25	0	0	0	0	0	0	0	0	0	0	3		200	7,500

* Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Prineipal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Seeondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classieal eourse.		Seientific courses.									
					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—eont'd.																					
2763	Elsberry	High School	B. P. Taylor	Dept..	1	0	12	22	0	0	3	1	1	0	2	3	2	2	2	....	300	$10,000
2764	Excelsior Springs	.....do	Leslie Bates	Dept..	2	0	24	26	0	0	2	0	1	1	2	4	1	0	3	....	1,575	15,000
2765	Fairfax	.....do	A. E. Kennedy	Dept..	1	1	22	24	0	0	....	....	....	....	8	1	....	....	3	....	200	1,500
2766	Farley	.....do.*	J. W. Farley	Dept..	1	1	12	21	25	28	4	9	8	15	3	4	....	....	3	....	.....	.....
2767	Farmington	.....do	Mrs. Rachel N. Geissing	Dept..	0	1	18	20	2	18	4	1	....	....	4	1	4	1	3	....	1,146	10,000
2768	Fayette	.....do	Miss Magdalene Deatherage.	Dept..	1	2	38	40	0	0	....	....	....	....	6	6	2	3	2	....	600	21,200
2769	Ferguson	.....do	J. A. Miller	Dept..	1	1	5	12	0	0	0	0	0	0	1	6	0	0	2	....	576	13,000
2770	Forest City	Graded School	J. R. Hodgin	Dept..	1	0	4	20	0	0	....	....	....	....	0	0	....	....	3	....	300	.....
2771	Fredriektown	High School	T. E. Joyce	Dept..	1	1	25	30	0	0	....	....	....	....	0	1	0	1	....	....	200	10,000
2772	Fulton	.....do	J. S. Morrison	Dept..	1	1	30	36	0	0	2	0	8	12	10	12	7	5	3	....	400	15,000
2773	Glasgow	.....do	A. F. Willis	Dept..	1	1	20	20	0	0	2	2	....	....	1	4	1	4	3	....	253	6,000
2774	Golden City	.....do	Will R. Crowther	Dept..	2	0	10	15	0	0	....	....	....	....	2	4	0	1	3	200	185	10,000
2775	Granby	.....do	S. L. Slane	Dept..	1	2	20	30	0	0	2	3	1	2	3	7	1	1	3	....	150	6,000
2776	Grant City	.....do	H. N. Stamper	Dept..	3	0	36	54	0	0	3	2	4	1	5	7	3	2	3	....	431	40,000
2777	Green City	.....do	E. M. Wilson	Dept..	1	0	18	20	0	0	....	....	....	....	0	0	0	0	3	....	100	4,000
2778	Greenfield	.....do	James M. Taylor	Dept..	2	1	25	35	0	0	....	....	....	....	4	10	2	4	4	....	500	15,000
2779	Hamilton	.....do.*	C. W. Good	Dept..	3	0	40	55	0	0	....	....	....	....	2	14	....	....	3	....	600	20,000
2780	Hannibal	Douglas High School (colored.)*	J. H. Pelham	Dept..	1	2	15	26	0	0	1	2	6	5	....	....	....	....	4	....	500	14,000
2781	.....do	High School	Miss Gertrude Ashmore	Dept..	1	4	49	112	0	0	6	12	4	0	8	17	6	4	4	....	1,200	16,000
2782	Hardin	.....do	Clarenee A. Bloeher	Dept..	1	0	25	19	0	0	2	3	5	2	1	2	1	2	3	....	85	7,000
2783	Harris	.....do	Guy F. Davis	Dept..	1	0	3	9	57	56	....	....	....	....	1	1	0	0	1	....	300	10,000
2784	Harrisonville	.....do	J. Q. Cope	Dept..	3	1	43	63	0	0	....	....	....	....	1	10	....	....	4	50	2,500	3,800
2785	Hartville	.....do.*	W. A. Newton	Dept..	1	0	18	18	30	34	0	0	0	0	1	1	....	....	4	....	12	.....

2786	Hermann	do	C. C. Thudium	Dept.	3	1	30	42	0	0	10	12	....	....	5	2	2	2	4	....	1,300	12,000
2787	Higbee	do	J. V. Adams	Dept.	2	0	20	23	0	0	....	....	....	....	....	....	....	....	3	....	.....	.....
2788	Higginsville	do	W. C. Sebring	Dept.	2	2	46	63	0	0	2	4	3	10	5	14	2	4	4	....	500	30,000
2789	do	High School (colored)	G. W. Perry	Dept.	1	0	0	5	88	100	0	2	0	0	0	0	....	....	4	....	50	2,500
2790	Holden	High School	P. A. Boulton	Dept.	1	1	16	22	0	0	....	....	....	....	8	6	0	0	2	....	400	8,000
2791	Hopkins	do	Beniah Dimmitt	Dept.	2	0	24	22	0	0	....	....	7	3	3	2	1	0	4	....	450	12,000
2792	Humansville	do	J. A. Bloomer	Dept.	2	0	17	36	0	0	....	....	....	....	1	2	....	....	3	....	50	6,500
2793	Hume	do	G. W. Pendergraft	Dept.	1	0	15	18	0	0	6	4	....	....	2	0	2	0	3	....	200	6,000
2794	Huntsville	do	W. O. Doyle	Dept.	1	1	33	37	0	0	....	....	....	....	3	7	....	....	3	....	400	18,000
2795	Independenee	do.*	Wm. L. C. Palmer	Dept.	1	3	47	75	0	0	0	0	10	18	5	7	3	5	3	....	1,636	10,000
2796	Jackson	do.*	B. F. Lusk	Dept.	1	0	20	19	0	0	0	0	0	0	0	1	0	0	3	....	280	11,000
2797	Jameson	do.*	Miss M. W. Sampson	Dept.	0	1	13	13	0	0	2	5	0	0	1	0	0	0	3	....	120	.....
2798	Jamesport	do	H. H. Edmiston	Dept.	1	0	5	12	0	0	2	3	0	0	0	2	0	2	3	....	420	3,500
2799	Jasper	do	John W. Spaid	Dept.	1	0	21	22	0	0	....	....	....	....	....	....	....	....	4	....	245	4,000
2800	Jefferson City	do	J. L. Bankson	Dept.	2	1	22	71	0	0	5	15	....	....	1	5	0	3	4	....	1,000	35,000
2801	Jerico	do	J. A. Lowe	Dept.	1	0	10	8	60	60	2	0	....	....	1	1	1	0	3	....	30	3,000
2802	Joplin	do	J. M. Gwinn	Dept.	3	4	75	132	0	0	....	....	....	....	4	8	....	....	4	....	800	30,000
2803	Kahoka	do	H. A. Higgins	Dept.	2	0	25	36	0	0	2	2	1	0	2	4	0	1	3	....	500	10,000
2804	Kansas City	Central High School	E. C. White	Dept.	22	23	609	1,187	0	0	42	73	6	10	84	154	24	37	4	40	.....	250,000
2805	do	Lineoln High School (colored).	G. N. Grisham	Dept.	4	1	72	134	0	0	....	....	2	1	2	8	....	....	4	....	.....	18,000
2806	do	Manuel Training High School.	G. B. Morrison	Dept.	14	15	581	633	0	0	....	....	....	....	13	21	13	21	4	....	1,000	130,000
2807	do	Westport High School	S. A. Underwood	Dept.	4	7	75	143	0	0	2	2	....	....	5	13	5	13	4	....	200	32,500
2808	Keytesville	High School*	Joseph F. Jones	Dept.	1	0	12	17	0	0	0	0	5	9	3	5	....	....	3	....	325	15,000
2809	King City	do	G. F. McKinney	Dept.	2	0	30	50	0	0	1	0	1	1	3	4	1	1	4	....	181	21,000
2810	Kingston	do	J. E. Herriott	Dept.	1	0	3	15	0	0	1	6	1	4	1	1	1	0	4	....	130	10,000
2811	Kirksville	do	O. H. Lind	Dept.	2	1	72	122	0	0	....	....	....	....	4	8	....	....	4	....	300	.....
2812	Kirkwood	do	W. S. Dearmont	Dept.	1	4	43	44	0	0	5	0	2	11	5	7	2	2	4	....	700	40,000
2813	Knob Noster	do	Chas. D. Thompson	Dept.	2	1	30	30	0	0	....	....	....	....	3	5	0	1	3	....	400	10,000
2814	Laddonia	do	A. S. Faulkner	Dept.	1	0	8	17	0	0	0	0	0	0	2	9	....	....	2	....	86	4,500
2815	Lagrange	Pleasant Grove High Sehool.	D. B. Jeter	Dept.	1	1	19	35	0	0	....	....	8	15	4	7	4	6	3	....	652	5,000
2816	Lamar	High School	H. C. Richmond	Dept.	4	0	42	77	0	0	....	....	....	....	3	13	2	9	4	....	.....	40,000
2817	Lamonte	Central High School*	N. N. Hoover	Dept.	1	2	31	24	0	0	1	2	2	2	0	0	0	0	2	....	312	4,800
2818	Lancaster	High Sehool	Horaee G. Murphy	Dept.	1	1	30	20	0	0	10	15	15	10	5	2	5	2	4	....	400	5,000
2819	Laplata	do	S. E. Shafer	Dept.	2	1	33	42	0	0	0	0	3	5	2	6	....	....	4	....	400	1,500
2820	Lathrop	do	Frank W. Armstrong	Dept.	1	0	21	22	0	0	0	0	3	1	4	4	3	1	3	....	75	6,000
2821	Lebanon	do	F. W. Ploger	Dept.	1	1	24	36	0	0	....	....	3	5	3	5	3	5	3	....	200	30,000
2822	Lees Summit	do	H. E. Robinson	Dept.	1	2	30	40	0	0	0	0	0	0	1	6	....	....	4	....	250	20,000
2823	Lexington	do	H. D. Demand, supt.	Dept.	2	2	30	50	0	0	3	3	11	14	1	9	1	2	4	....	1,400	55,000
2824	Liberty	do	C. O. Nelson	Dept.	2	1	25	50	15	25	1	3	....	....	1	8	1	3	4	....	450	8,000
2825	Lieking	do	Gilbert Lay	Ind.	1	0	9	10	87	81	0	0	0	0	1	2	....	....	2	....	50	6,000
2826	Linneus	do	H. P. Bruee	Dept.	1	1	15	20	0	0	....	....	....	....	1	2	1	2	3	....	175	10,000
2827	Louisiana	do	R. R. Rowley	Dept.	3	1	27	48	0	0	6	2	0	0	2	4	1	2	4	....	1,650	53,500
2828	do	Lineoln High School (eolored).*	Jaeob M. Coekfield	Dept.	1	2	19	26	0	0	....	....	5	2	....	....	....	....	4	....	200	3,000
2829	Maeon	High Sehool	Henry King	Dept.	3	3	51	97	0	0	3	4	2	6	7	4	3	3	4	....	385	35,000
2830	Madison	do	L. Donaldson	Dept.	1	0	10	15	0	0	2	2	2	2	4	2	2	2	2	....	25	3,000
2831	Maitland	do	John U. Crosen	Dept.	1	3	34	33	0	0	....	....	....	....	0	0	0	0	4	....	250	3,000
2832	Malden	do	R. S. Douglass	Dept.	1	0	12	18	0	0	0	2	3	0	4	3	2	3	3	....	300	8,000

* Statisties of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
2833	Mansfield	High School	S. Wallace Marr	Dept.	1	0	8	12	0	0	1	2	1	1	----	----	----	----	3	....	150	$5,000
2834	Marceline	do.*	W. E. Parks	Dept.	2	1	22	28	0	0	1	1	1	1	4	8	1	1	3	....	150	15,000
2835	Marionville	do	S. E. Stout	Dept.	1	1	17	43	0	0	1	0	0	0	1	2	1	0	4	....	410	8,000
2836	Marshall	do	T. E. Spencer	Dept.	5	2	81	131	0	0	9	16	28	78	3	9	3	9	4	....	1,300	22,000
2837	Marshfield	do.*	W. W. Thomas	Dept.	1	1	31	26	0	0	....	....	....	....	....	....	....	....	3	....	300	25,000
2838	Maryville	do	Chas. A. Hawkins	Dept.	3	3	80	100	0	0	10	5	10	10	7	7	3	4	4	....	600	60,000
2839	Maysville	do	Fred W. Urban	Dept.	1	1	9	5	0	0	2	0	0	0	2	0	2	0	3	....	150	25,000
2840	Meadville	do	D. A. Randall	Dept.	1	1	21	20	0	0	....	....	....	....	3	3	....	....	3	....	100	10,400
2841	Memphis	do	J. O. Boyd	Dept.	2	1	39	55	0	0	....	....	....	....	6	14	....	....	4	....	250	12,195
2842	Mexico	do	D. A. McMillan	Dept.	2	6	96	116	0	0	3	0	16	30	7	7	7	7	4	....	850	45,500
2843	do	Garfield High School (colored).	John D. Jackson	Dept.	1	0	11	25	0	0	....	....	....	....	1	2	....	....	3	....	.....	.....
2844	Miami	High School	Emerson C. Fisher	Dept.	3	0	24	36	0	0	8	6	5	3	4	2	3	1	4	....	.....	12,000
2845	Moberly	do	J. C. Lilly	Dept.	3	3	79	139	0	0	10	20	....	....	3	11	2	5	4	....	1,330	30,000
2846	Monett	do	John R. Yelton	Dept.	1	1	10	20	0	0	3	0	2	2	0	0	0	0	4	....	56	.....
2847	Monroe City	do	Miss Edith Nichols	Dept.	2	1	50	60	0	0	20	30	....	....	2	12	2	12	4	....	300	25,000
2848	Montrose	do	W. C. Hohnan	Dept.	1	0	11	11	0	0	....	....	....	....	0	0	0	0	3	....	40	8,000
2849	Morrisville	do.*	Samuel M. Godbey	Ind.	1	0	1	5	64	65	0	0	1	5	0	0	0	0	2	....	225	2,850
2850	Mound City	do	B. C. Maxwell	Dept.	2	1	57	50	0	0	....	....	....	....	5	3	2	0	4	....	.....	.....
2851	Mount Grove	do.*	W. L. Oliver	Dept.	2	0	21	39	0	0	....	....	....	....	....	....	....	....	4	....	200	10,000
2852	Mount Vernon	do	H. McCurdy	Dept.	1	0	8	16	0	0	....	....	1	0	0	4	....	....	3	....	105	10,000
2853	Nelson	do	J. S. M. Huff	Dept.	3	0	33	31	0	0	0	0	12	8	2	3	1	2	3	....	145	4,200
2854	Neosho	do.*	James M. Stevenson	Dept.	4	17	160	180	0	0	20	30	45	37	7	16	4	7	4	....	1,000	60,000
2855	do	Lincoln High School (colored).	J. M. Clendenon	Dept.	1	0	2	4	33	51	....	....	....	....	....	....	....	....	1	....	52	700

2856	Nevada	High School	John C. Pike	Dept.	3	2	82	133	0	0	....	....	....	....	6	17	....	....	4	....	3,000	.....
2857	New London	do.*	J. A. Jones	Dept.	1	3	47	52	0	0	....	....	19	10	3	5	3	5	4	....	200	8,500
2858	New Madrid	do	G. S. Summers	Dept.	1	0	8	14	0	0	....	....	....	....	2	4	....	....	2	....	100	8,000
2859	Norborne	do	Arthur Bruton	Dept.	2	0	10	30	0	0	6	15	....	....	5	7	0	1	3	....	250	15,000
2860	Oak Ridge	do	C. A. Maeom, B. S. D	Dept.	1	0	17	20	46	57	0	0	0	0	0	1	0	0	4	....	.....	.....
2861	Odessa	do	C. A. Phillips	Dept.	1	1	10	20	0	0	....	....	....	....	0	0	....	....	4	....	350	10,000
2862	Oregon	do	D. L. Roberts	Dept.	1	2	31	46	0	0	....	....	....	....	2	7	....	....	4	....	500	25,000
2863	Osceola	do.*	Chas. D. George, B. S. D.	Dept.	1	0	12	31	0	0	4	6	4	5	1	6	1	4	3	....	530	8,000
2864	Ozark	do	R. E. Morris	Dept.	1	0	13	12	20	30	0	0	0	0	0	0	0	0	2	....	15	10,000
2865	Palmyra	do	Miss Alice H. Meagher	Dept.	0	1	6	14	0	0	....	....	....	....	2	3	....	....	3	....	50	10,000
2866	Paris	do	W. D. Christian	Dept.	2	1	45	60	0	0	....	....	....	....	4	13	2	2	5	....	200	10,000
2867	Pattonsburg	do	S. W. Brandom	Dept.	1	0	24	22	0	0	0	0	0	0	1	0	0	0	2	....	44	3,000
2868	Perry	do	J. C. Briggs	Dept.	2	0	10	20	0	0	0	0	0	0	3	5	2	0	4	....	100	5,000
2869	Pierce City	do	D. L. Newkirk	Dept.	2	3	30	32	16	35	8	5	....	....	2	2	2	0	3	....	500	20,000
2870	Plattsburg	do	J. D. Marr	Dept.	2	0	22	24	0	0	1	2	2	0	4	7	1	0	4	....	500	10,000
2871	Pleasant Hill	do	R. L. Walker	Dept.	2	2	49	75	0	0	....	....	20	30	6	10	5	10	3	....	1,200	20,000
2872	Polo	do	F. F. Thompson	Dept.	1	0	19	19	0	0	3	2	....	....	1	3	1	1	3	....	350	7,500
2873	Poplar Bluff	do	H. G. Builteman	Dept.	2	0	18	34	17	18	....	....	....	....	3	4	....	....	4	....	150	40,000
2874	Princeton	do	Geo. W. Brown, supt.	Dept.	1	1	42	61	0	0	....	....	1	0	3	4	1	2	4	....	100	15,000
2875	Queen City	do	L. B. Osborne	Dept.	1	3	20	25	0	0	10	20	5	0	6	3	2	2	3	....	232	8,000
2876	Renick	do.*	Wiley D. Marshall	Dept.	1	0	4	5	34	38	....	....	....	....	....	....	....	....	2	....	133	2,000
2877	Rich Hill	do	W. S. Cope	Dept.	2	1	25	35	0	0	....	....	....	....	2	8	0	0	4	....	500	4,500
2878	Richmond	do	James E. Dunn	Dept.	3	0	22	42	0	0	....	....	....	....	2	8	....	....	4	....	1,000	20,000
2879	do	Lincoln High School (colored).	J. F. Bruce	Dept.	1	0	2	4	29	44	....	....	....	....	....	....	....	....	....	....	54	1,800
2880	Rockport	High School	John Groves	Dept.	2	1	20	60	0	0	5	3	3	2	0	8	0	1	4	....	150	16,000
2881	Rockville	do	Wm. E. Welch	Dept.	1	0	11	14	0	0	3	5	....	....	2	3	2	3	3	....	.....	8,000
2882	St. Joseph	do	C. E. Miller	Dept.	5	9	191	395	0	0	10	15	8	0	12	45	4	6	4	....	1,800	120,000
2883	St. Louis	Normal and High School.	Wm. J. S. Bryan	Dept.	22	46	632	1,223	0	0	27	19	46	14	77	150	....	....	4	40	1,000	400,000
2884	do	Sumner High School (colored).	Oscar M. Waring	Dept.	6	4	66	186	0	0	8	4	0	0	5	23	3	2	4	....	200	61,000
2885	Salem	High School	P. B. Bluc	Dept.	2	0	17	23	0	0	3	0	....	....	0	0	0	0	4	....	150	8,000
2886	Salisbury	do	Wm. P. Noel	Dept.	1	1	12	22	0	0	0	3	....	....	2	6	....	....	3	....	200	.....
2887	Savannah	do	L. M. Garrett	Dept.	3	0	50	60	0	0	7	12	6	2	0	5	0	5	4	....	800	20,000
2888	Schell City	do	C. T. Van Benthusen	Dept.	1	0	7	23	0	0	0	0	0	0	0	0	....	....	3	....	234	10,000
2889	Sedalia	do	J. D. Wilson	Dept.	5	6	136	254	0	0	50	70	25	20	10	43	....	....	4	....	300	50,000
2890	Seneca	do	S. Toledo Sherry	Dept.	1	1	20	35	0	0	0	0	1	1	2	3	1	1	4	....	200	10,000
2891	Seymour	do	Chas. H. Simmons	Dept.	1	1	22	28	0	0	0	2	2	0	0	0	0	0	3	....	100	3,500
2892	Shelbina	do	John T. Vaughn	Dept.	3	0	30	51	0	0	....	....	2	0	3	1	2	0	4	....	600	20,000
2893	Shelbyville	do	Ira Richardson	Dept.	1	1	18	22	0	0	2	4	1	0	2	0	1	0	4	....	183	6,120
2894	Sikeston	Graded School	John H. Goodin	Dept.	1	0	10	12	0	0	3	5	0	0	10	12	4	5	3	....	169	4,000
2895	Sparta	Academy*	W. B. Schoggen	Dept.	1	0	3	3	0	0	....	....	....	....	0	0	....	....	3	....	40	700
2896	Springfield	High School*	W. T. Carrington	Dept.	4	7	182	306	0	0	4	10	18	41	12	23	6	11	4	....	1,200	85,000
2897	Stanberry	do	Geo. L. Gray	Dept.	1	1	24	33	0	0	....	....	....	....	0	0	0	0	3	....	86	15,000
2898	Stewartsville	do	E. H. Homberger	Dept.	1	0	14	12	0	0	1	2	....	....	3	4	....	....	2	....	360	3,750
2899	Stockton	do	J. A. Burke	Dept.	1	1	15	8	0	0	3	2	0	0	1	2	....	....	2	....	200	6,000
2900	Sturgeon	do	F. M. Patterson	Dept.	1	1	14	14	0	0	....	....	2	4	....	....	....	....	3	....	225	1,000
2901	Sweet Springs	do	M. A. O'Rear	Dept.	1	1	7	19	0	0	0	0	0	0	1	6	0	0	4	....	320	14,000
2902	Tarkio	do	W. D. Grove	Dept.	1	2	24	39	0	0	....	....	....	....	6	3	6	3	3	....	500	20,000
2903	Thayer	do	F. N. Dyer	Dept.	1	1	24	26	0	0	10	8	6	0	....	....	....	....	3	....	507	12,000
2904	Tipton	do	B. S. Couch	Dept.	1	1	14	18	0	0	2	3	6	8	3	5	2	3	3	....	400	15,000

*Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1889.					
											Classical course.		Scientific courses.									
					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.																					
2905	Trenton	High School	B. F. Guthrie	Dept.	3	1	70	90	0	0	5	8	7	10	14	11	3	5	4	....	5,000	$60,000
2906	Union Star	....do	J. H. Callahan	Dept.	1	0	10	15	40	77	....	....	....	....	0	0	0	0	2	....	45	4,000
2907	Unionville	....do	W. B. Thornburgh	Dept.	2	0	20	27	0	0	1	2	3	2	1	1	0	1	3	....	400	18,000
2908	Utica	....do	Paul Price	Dept.	1	0	11	8	60	62	4	5	2	3	2	2	2	0	2	....	210	5,000
2909	Vandalia	....do	T. B. Ford	Dept.	2	1	30	45	0	0	10	9	3	0	1	4	1	4	4	....	300	10,500
2910	Vermont	Bethlehem Graded School*	Henry Foendenberger.	Dept.	1	0	1	4	13	18	....	....	1	1	....	....	....	....	....	....	.....	1,000
2911	Versailles	High School*	J. S. Carlisle	Dept.	1	2	15	20	0	0	2	0	2	0	2	6	2	0	4	....	600	6,000
2912	Walnut Grove	....do	A. L. Lacy	Dept.	1	0	11	17	0	0	0	2	1	0	2	1	1	0	3	....	95	2,500
2913	Warrensburg	....do	L. W. Martin	Dept.	1	4	75	141	0	0	....	....	....	....	0	0	0	0	4	....	500	10,000
2914	Warsaw	....do	Jos. L. Ferguson	Dept.	1	0	2	11	0	0	0	1	....	....	0	2	0	1	2	....	520	8,000
2915	Washington	....do	Jasper N. Tankersley.	Dept.	1	1	14	19	0	0	....	....	....	....	3	8	....	....	2	....	300	.....
2916	Waverly	....do	U. E. Cunningham	Dept.	1	0	11	12	49	72	....	....	....	....	....	....	....	....	2	....	50	.....
2917	Webb City	....do	J. A. Higdon	Dept.	2	3	40	82	0	0	....	....	....	....	2	10	....	....	4	....	800	.....
2918	Wellsville	....do	J. W. Dunlap	Dept.	2	0	20	40	0	0	....	....	....	....	0	0	0	0	3	....	200	8,000
2919	Weston	....do	Frank Potter	Dept.	1	0	22	22	0	0	5	8	0	0	2	3	2	3	3	....	500	10,000
2920	Westplains	....do	Beverly B. Cassell	Dept.	1	1	18	21	0	0	2	2	2	1	2	2	1	0	3	....	130	4,500
2921	Willow Springs	....do	E. L. Hume	Dept.	2	0	12	29	0	0	0	0	0	0	1	3	0	0	3	....	125	12,000
2922	Windsor	....do	Hugh A. Smith	Dept.	2	2	32	43	0	0	5	4	0	0	2	3	2	1	4	....	366	16,000
2923	Winfield	....do	W. T. Blankenship	Dept.	1	0	13	12	50	58	0	0	0	0	0	3	0	0	2	....	200	.....
2924	Winston	....do	Fred W. Williams	Dept.	1	0	20	23	0	0	....	....	....	....	4	7	....	....	3	....	432	7,800

	MONTANA.																			
2925	Anaconda	High School	R. R. Kilroy	Dept.	1	2	66	32	0	0	0	0	0	0	1	5	0	1	4	....	500	12,000
2926	Big Timber	do	J. D. Orr	Dept.	1	0	1	6	0	0	....	....	....	....	0	0	0	0	3	....	130	6,000
2927	Billings	do	H. M. Brayton	Dept.	1	2	9	24	0	0	1	1	0	10	1	5	1	2	3	....	630	.....
2928	Bozeman	Gallatin Co. High School.	Geo. B. Swan	Dept.	1	2	25	48	0	0	....	....	....	....	8	9	6	7	3	....	65	500
2929	Deer Lodge	High School	H. E. Wolfe	Dept.	1	1	14	30	0	0	....	....	....	....	5	10	....	....	3	....	400	.....
2930	Dillon	do.*	H. A. Hull	Dept.	1	1	24	24	0	0	8	3	5	4	2	6	....	....	4	....	450	25,000
2931	Great Falls	do	Miss Helen Edgerton	Dept.	2	3	33	72	0	0	1	3	2	2	1	11	....	....	4	....	250	125,000
2932	Helena	do	W. H. Johnson	Dept.	2	5	111	156	0	0	....	....	....	....	9	17	....	....	4	....	.....	.....
2933	Kalispell	do	E. A. Steere	Dept.	1	2	26	35	0	0	....	....	....	....	0	3	....	....	4	....	200	.....
2934	Lewistown	do	P. M. Silloway	Dept.	2	0	13	18	12	17	....	....	....	....	....	....	....	....	4	....	542	15,000
2935	Livingston	do	F. S. Monical	Dept.	1	2	22	29	0	0	5	7	9	8	2	4	2	4	3	....	300	20,000
2936	Miles City	do	N. M. Miller	Dept.	0	2	21	18	0	0	2	1	2	0	3	1	2	1	3	....	1,720	18,000
2937	Philipsburg	do	Jonas Cook	Dept.	1	2	20	22	0	0	....	....	....	....	3	0	....	....	4	....	769	35,000
2938	Red Lodge	do	J. M. Kay	Dept.	1	1	13	23	0	0	0	15	8	0	....	....	....	....	3	....	250	7,000
2939	White Sulphur Spring.	do	W. E. Rowe	Dept.	1	1	20	22	0	0	0	0	5	4	3	6	2	2	4	....	400	1,800
	NEBRASKA.																			
2940	Ainsworth	High School	R. E. Giffin	Dept.	1	0	9	26	0	0	....	....	....	....	0	3	....	....	3	....	200	15,000
2941	Albion	do	Fred H. Abbott	Dept.	1	2	19	38	0	0	4	8	5	2	5	9	0	0	4	....	261	25,000
2942	Alexandria	do	W. A. Yoder	Dept.	1	0	13	19	0	0	0	2	3	0	1	1	1	1	3	....	85	3,665
2943	Alliance	do	Miss Jean E. Cohn	Dept.	1	1	33	63	0	0	....	....	....	....	0	2	0	2	4	....	250	20,000
2944	Alma	do	E. H. Morgan	Dept.	1	1	36	43	0	0	4	6	8	4	3	3	2	2	3	....	250	8,000
2945	Ansley	do	Geo. Zahn	Dept.	1	0	14	23	0	0	....	....	....	....	4	4	4	4	2	....	300	5,250
2946	Arapahoe	do	R. H. Graham	Dept.	1	1	20	54	0	0	....	....	....	....	1	8	1	3	4	....	300	6,000
2947	Arcadia	do	J. H. Frew	Dept.	1	0	11	17	0	0	0	0	0	0	3	5	0	0	2	....	25	3,800
2948	Arlington	do	W. T. Stoekdale	Dept.	1	1	17	13	0	0	....	....	3	0	5	7	3	0	3	....	100	3,000
2949	Ashland	do	R. D. Overholt	Dept.	3	1	60	70	0	0	20	25	15	0	9	7	9	7	4	....	750	23,800
2950	Atkinson	do	H. B. Stewart	Dept.	1	1	14	31	0	0	....	....	....	....	1	9	0	2	3	....	250	.....
2951	Auburn	do	T. F. Dobbs	Dept.	2	1	51	74	0	0	....	....	....	....	1	11	1	5	4	....	345	30,000
2952	Aurora	do.*	F. A. Hyde	Dept.	2	1	61	63	0	0	9	3	....	....	12	14	4	3	4	....	536	20,000
2953	Bancroft	do	J. A. Stahl	Dept.	1	1	20	20	0	0	0	3	2	0	2	3	2	3	3	....	135	6,000
2954	Barnston	do	C. G. Keller	Dept.	1	0	6	11	54	61	....	....	....	....	0	0	0	0	2	....	20	3,000
2955	Bartley	do	L. V. Patch	Dept.	1	0	8	16	0	0	1	1	1	0	2	2	2	2	2	....	40	.....
2956	Battlecreek	do	H. E. Funk	Dept.	1	1	9	20	0	0	....	....	1	0	2	6	1	0	2	....	100	10,000
2957	Beatriee	do	Irving S. Cutter	Dept.	4	4	120	186	0	0	....	....	....	....	10	29	....	....	4	108	1,200	45,000
2958	Beaver City	do	F. G. Downing	Dept.	1	1	37	40	0	0	....	....	....	....	5	6	5	6	4	....	100	20,000
2959	Beaver Crossing	do	J. E. Shutt	Dept.	1	0	19	16	0	0	....	....	....	....	0	2	....	....	2	....	40	2,000
2960	Beemer	do	J. A. Snider	Dept.	1	0	10	12	0	0	....	....	2	2	2	1	1	1	2	....	52	7,000
2961	Bellevue	do	W. D. Guttery	Dept.	1	1	5	6	0	0	....	....	1	0	1	5	1	0	2	....	192	5,000
2962	Bellwood	do	C. E. Shea	Dept.	1	0	12	18	0	0	1	0	....	....	0	3	0	0	4	....	25	4,000
2963	Belvidere	do	E. C. Park	Dept.	1	0	14	12	0	0	....	....	....	....	0	3	....	....	2	....	518	7,412
2964	Bennett	do	Geo. E. Jones	Dept.	1	0	19	16	0	0	....	....	....	....	6	6	....	....	2	....	30	2,000
2965	Bertrand	do	A. K. Wilson	Dept.	1	0	8	14	0	0	....	....	1	0	1	1	....	....	2	....	50	3,000
2966	Blair	do	M. M. Patterson	Dept.	4	1	40	87	0	0	5	11	6	10	5	17	....	....	4	....	300	20,000
2967	Bloomfield	do	T. C. Grimes	Dept.	1	1	18	24	0	0	....	....	....	....	0	4	0	1	3	....	300	8,000
2968	Bloomington	do	Robt. J. Boyd	Dept.	1	2	20	31	0	0	4	0	....	....	2	3	1	0	4	....	300	4,000
2969	Blue Hill	do	G. R. McCrary	Dept.	2	0	23	34	0	0	1	0	....	....	1	6	1	2	3	....	140	11,000

* Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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–cont'd.																					
2970	Blue Springs	High School *	Miss Fannie M. Byerly	Dept.	0	2	11	29	0	0	....	....	....	....	1	2	....	....	4	....	200	.....
2971	Bradshaw	do	E. C. Bishop	Dept.	1	0	10	14	44	64	2	4	3	0	3	3	2	2	2	....	150	.....
2972	Brady	do	Harry E. Worrell	Dept.	1	0	3	3	40	30	0	0	0	0	0	0	....	....	1	....	.....	.....
2973	Brainard	do	O. H. Smith	Dept.	1	0	2	8	48	45	1	3	....	....	1	4	1	3	2	....	95	$3,500
2974	Broken Bow	do	Miss Hattie Drake	Dept.	2	1	40	81	0	0	....	....	....	....	0	7	....	....	4	....	800	30,000
2975	Brownville	do	Ira J. Bradley	Dept.	1	0	6	3	14	24	....	....	2	0	0	0	....	....	2	....	47	4,000
2976	Burehard	do	J. A. Combs	Dept.	1	0	6	11	63	58	....	....	....	....	0	4	....	....	2	....	.....	3,000
2977	Callaway	do	Emil R. Greabeil	Dept.	1	2	4	14	23	36	....	....	....	....	2	7	....	....	2	....	20	4,000
2978	Cambridge	do	J. O. Lyne	Dept.	1	1	28	39	0	0	5	10	....	....	3	11	3	5	3	....	350	7,000
2979	Cedar Rapids	do	W. E. Fee	Dept.	1	1	15	24	0	0	2	2	....	....	3	6	....	....	3	....	100	13,000
2980	Central City	do	V. R. McLucas	Dept.	1	2	29	57	0	0	4	3	....	....	1	4	1	0	4	16	100	20,000
2981	Chadron	do	Wm. B. Backus	Dept.	1	1	20	40	0	0	....	....	....	....	7	7	....	....	3	....	300	11,000
2982	Chester	do	O. H. Heemle	Dept.	1	0	16	14	0	0	....	....	....	....	9	3	2	1	2	....	350	2,300
2983	Clarks	do	J. G. Mote	Dept.	1	1	9	21	0	0	1	1	....	....	1	6	1	1	3	....	400	12,075
2984	Clay Center	do	R. V. Clark	Dept.	2	2	16	23	0	0	....	....	....	....	4	11	1	1	2	....	60	3,000
2985	Coleridge	do	J. F. Gaffney	Ind.	1	0	4	6	66	54	....	....	....	....	....	....	....	....	2	....	300	5,000
2986	Columbus	do	R. M. Campbell	Dept.	2	1	38	64	0	0	....	....	....	....	8	7	8	7	4	....	200	12,000
2987	Cook	do.*	R. E. Stone	Ind.	1	0	5	6	36	59	....	....	....	....	....	....	....	....	2	....	.....	3,000
2988	Cortland	do	C. H. Kindig	Dept.	1	0	15	16	0	0	....	....	....	....	6	3	6	3	3	....	50	5,000
2989	Cozad	do	S. W. Pinkerton	Dept.	1	1	13	20	0	0	5	4	1	0	3	4	3	3	3	....	150	.....
2990	Craig	do	A. L. Langston	Dept.	1	0	10	24	0	0	....	....	2	3	....	....	....	....	3	....	75	7,000
2991	Crawford	do	J. V. Crow	Dept.	1	1	27	43	0	0	6	7	....	....	0	0	....	....	4	....	320	1,400
2992	Creighton	do	F. P. Newport	Dept.	2	1	21	39	0	0	0	0	1	3	3	4	3	4	4	....	360	7,000
2993	Crete	do	Mrs. Emily K. Manville	Dept.	2	3	68	79	0	0	3	3	20	18	12	18	12	18	4	....	200	30,000
2994	Culbertson	do	Chas. A. Tucker	Dept.	1	0	20	15	0	0	3	7	2	0	2	3	2	3	2	....	208	8,500

2995	Curtis	do	Thomas Scott	Dept..	1	0	15	18	0	0	....	....	....	....	5	3	....	....	3	....	100	5,000
2996	Dakota	do	S. L. Anderson	Dept..	1	0	13	11	0	0	....	....	....	....	1	4	....	....	2	....	1,000	5,000
2997	Davenport	do	A. W. Rice	Dept..	1	0	13	10	0	0	....	....	....	....	4	3	....	....	2	....	100	4,000
2998	David City	do.*	W. M. Kern	Ind...	1	1	25	49	0	0	....	....	....	....	2	6	1	0	4	....	150	10,000
2999	Dawson	do	Geo. Croeker	Dept..	1	1	13	22	0	0	2	2	....	....	3	2	2	2	3	....	209	4,000
3000	Decatur	do.*	C. Quinn	Dept..	1	1	20	27	0	0	....	....	....	....	1	2	0	1	....	....	500	10,000
3001	DeWitt	do	S. H. Martin	Dept..	1	1	18	22	0	0	....	....	....	....	0	0	0	0	3	....	200	10,000
3002	Dodge	do.*	J. A. Dowden	Dept..	1	1	13	17	0	0	....	....	7	15	0	2	....	....	3	....	50	12,000
3003	Doniphan	do	D. H. Vantine	Dept..	1	1	15	15	0	0	....	....	....	....	0	5	....	....	3	....	.....	.....
3004	Dorchester	do	L. W. Wimberley	Dept..	2	0	10	15	0	0	....	....	....	....	5	3	5	3	2	....	250	12,000
3005	Dubois	do	Jno. R. Gray	Dept..	1	0	8	15	70	45	....	....	....	....	5	4	2	3	3	....	42	2,700
3006	Dunbar	do	J. F. Hanlin	Dept..	1	0	8	12	43	47	3	3	....	....	3	4	1	1	2	....	150	4,185
3007	Edgar	do	F. E. Mullen	Dept..	1	2	40	48	0	0	2	0	0	0	4	6	....	....	4	....	250	5,000
3008	Elgin	do	P. M. Whitehead	Dept..	1	0	4	24	0	0	0	2	....	....	0	3	0	2	3	....	100	4,550
3009	Elm Creek	do	E. D. Lehman	Dept..	1	0	4	22	30	45	1	0	....	....	....	....	....	....	3	....	300	.....
3010	Elwood	do	F. W. Montgomery	Dept..	1	0	5	6	57	73	....	....	3	0	1	2	1	0	2	....	86	4,500
3011	Emerson	do	E. A. Lundburg	Dept..	1	1	14	22	0	0	4	5	2	1	....	....	....	....	3	....	220	4,000
3012	Ewing	do	R. Campbelle	Dept..	1	0	15	15	52	54	1	2	....	....	0	5	0	1	3	....	50	5,925
3013	Exeter	do	J. T. McKinnon	Dept..	1	1	15	41	0	0	3	8	2	3	0	3	0	2	4	....	625	4,500
3014	Fairbury	do	G. F. Warren	Dept..	2	2	65	62	0	0	14	15	5	0	5	18	2	5	4	....	400	40,000
3015	Fairfield	do	O. C. Hubbell	Dept..	1	1	32	33	0	0	....	....	....	....	3	3	....	....	3	....	200	4,500
3016	Fairmont	do	Joseph Sparks	Dept..	1	1	35	44	0	0	....	....	....	....	3	7	3	7	4	....	200	.....
3017	Falls City	do	W. H. Pillsbury	Dept..	4	1	39	58	0	0	....	....	....	....	2	5	1	2	4	....	1,500	.....
3018	Filley	do	Mrs. Mina C. Barton	Dept..	0	1	12	9	64	46	....	....	....	....	3	0	....	....	2	....	40	1,700
3019	Florence	do	J. W. Fisher	Dept..	1	0	3	8	0	0	....	....	....	....	0	4	....	....	2	....	100	10,000
3020	Franklin	do	Ed. M. Short	Dept..	1	0	13	21	0	0	1	1	1	0	4	3	....	....	2	....	350	5,000
3021	Fremont	do	Miss Eoline Clark	Dept..	1	5	80	150	0	0	15	20	6	12	6	16	....	....	4	50	.....	.....
3022	Friend	do	E. E. Sams	Dept..	1	2	39	44	0	0	....	....	....	....	1	5	1	1	4	....	90	6,000
3023	Fullerton	do	E. S. Nickerson	Dept..	1	3	23	44	0	0	8	10	3	0	1	4	....	....	3	....	300	100
3024	Geneva	do	J. L. McBrien	Dept..	3	0	32	53	0	0	2	10	3	6	9	25	6	10	4	....	300	25,000
3025	Genoa	do	J. W. Nation	Dept..	1	1	3	20	0	0	....	....	....	....	0	3	0	3	3	....	130	7,000
3026	Gibbon	do	S. D. Nixson	Dept..	1	1	22	28	0	0	....	....	....	....	....	....	....	....	....	....	300	10,725
3027	Gordon	do	C. A. Freeman	Dept..	1	0	17	34	0	0	....	....	....	....	....	....	....	....	3	....	250	25,000
3028	Gothenburg	do	M. Parsons	Dept..	1	1	14	26	0	0	....	....	....	....	5	7	....	....	4	....	200	20,000
3029	Grafton	Graded School	W. M. Sheppard	Ind...	1	0	10	18	60	57	....	....	....	....	1	3	....	....	2	....	100	3,500
3030	Grand Island	High School	John F. Matthews	Dept..	2	4	90	154	0	0	9	12	1	0	9	17	9	17	4	53	300	.....
3031	Grant	do	H. W. Bothwell	Dept..	1	0	2	3	18	15	....	....	0	1	0	1	0	1	1	....	50	.....
3032	Greeley	do	E. Lance Jones	Dept..	1	1	10	30	0	0	....	....	1	3	1	3	1	3	3	....	860	10,000
3033	Greenwood	do.*	T. J. Oliver	Dept..	1	1	9	13	0	0	....	....	....	....	2	0	....	....	2	....	175	.....
3034	Gresham	do.*	R. V. Whitnah	Dept..	1	0	10	10	50	60	....	....	....	....	2	6	0	1	2	....	0	2,000
3035	Gretna	do	Miss Susey Horen	Dept..	0	1	8	16	12	32	1	6	....	....	1	6	....	....	2	....	100	10,000
3036	Guide Rock	do	J. M. Richardson	Dept..	1	0	10	18	33	40	4	3	....	....	0	8	0	2	2	....	120	1,700
3037	Hampton	do	Chas. E. Humphrey	Ind...	1	0	7	9	37	41	....	....	....	....	0	0	0	0	2	....	50	1,500
3038	Hardy	do	H. L. P. Hussong	Ind...	1	0	12	23	56	45	0	0	0	0	4	3	0	0	3	....	168	2,000
3039	Hartington	do	Miss Emma Heaton	Dept..	2	1	22	18	0	0	....	....	7	5	0	2	0	2	4	....	290	25,000
3040	Harvard	do	S. P. Arnot	Dept..	2	1	25	51	0	0	6	8	....	....	....	6	2	4	3	....	200	24,000
3041	Hastings	do	J. D. French	Dept..	2	3	75	120	0	0	12	20	8	16	5	9	5	9	4	....	200	.....
3042	Havelock	do	C. W. Corey	Dept..	1	1	10	25	0	0	....	....	3	5	2	7	2	3	4	....	328	20,000
3043	Hay Springs	do	Miss May Hopper	Dept..	0	1	6	8	0	0	....	....	....	....	1	3	....	....	2	....	60	.....
3044	Hebron	do	W. H. Wagner	Dept..	2	1	36	47	0	0	....	....	2	0	2	1	....	....	4	....	450	38,000
3045	Herman	do	Miss Tina A. Davis	Dept..	0	1	19	18	0	0	0	0	0	0	3	5	....	....	3	....	100	4,600

*Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898-99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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—cont'd.																					
3046	Hickman	High School	J. W. Jones	Ind...	1	0	4	4	54	58	....	....	....	....	2	0	....	....	2	....	120	$2,000
3047	Hildreth	....do	T. S. Magorian	Dept..	1	0	17	12	45	32	....	....	....	....	3	0	....	....	2	....	150	15
3048	Holdrege	....do	J. A. Warren	Dept..	2	1	24	36	0	0	....	....	5	0	7	3	6	3	3	....	116	30,000
3049	Hooper	....do	L. W. Worel	Dept..	2	0	12	24	19	13	....	....	....	....	....	....	....	....	3	....	80	6,000
3050	Howells	....do	C. T. Schneider	Dept..	1	0	2	4	65	73	....	....	....	....	0	0	0	0	2	....	125	4,000
3051	Hubbell	....do	T. W. Kelly	Dept..	1	0	4	23	0	0	....	....	....	....	1	3	....	....	2	....	100	4,000
3052	Humboldt	....do	J. V. Cortelyou	Dept..	2	0	28	55	0	0	1	3	2	1	5	3	3	2	4	....	55	18,000
3053	Humphrey	....do	A. R. Daugherty	Dept..	1	0	3	3	57	67	....	....	....	....	0	0	....	....	4	....	50	7,000
3054	Indianola	....do	P. C. Cullen	Dept..	1	1	3	14	7	15	....	....	....	....	3	14	0	2	3	....	75	15,000
3055	Juniata	....do	W. Julian	Dept..	1	1	22	20	0	0	....	....	....	....	4	2	0	0	3	....	30	10,000
3056	Kearney	....do	M. J. Stewart	Dept..	1	3	49	111	0	0	....	....	....	....	4	12	1	1	4	....	300	75,000
3057	Kenesaw	....do	D. M. Ball	Dept..	1	0	5	4	0	0	3	0	....	....	5	4	3	0	2	....	50	4,000
3058	Kennard	....do	M. A. Sams	Dept..	1	0	2	8	48	67	....	....	....	....	0	1	....	....	2	....	90	2,000
3059	Laurel	....do	C. S. Wortman	Dept..	1	0	8	12	52	60	1	2	....	....	0	0	0	0	3	....	150	10,000
3060	Leigh	....do	C. W. Wallis	Dept..	1	0	11	9	59	64	....	....	....	....	0	0	....	....	2	....	50	8,000
3061	Lexington	....do	Jas. E. Delzell	Dept..	1	3	52	81	0	0	10	12	2	4	7	21	7	21	4	....	300	20,000
3062	Liberty	....do	D. W. Crabtree	Dept..	1	0	13	18	0	0	....	....	....	....	1	3	1	2	2	....	471	6,500
3063	Lincoln	....do.*	A. H. Waterhouse	Dept..	13	13	346	482	0	0	....	....	....	....	11	41	10	25	4	....	800	95,000
3064	Lindsay	....do.*	L. E. Moyer	Ind...	1	0	14	30	51	44	....	....	....	....	0	2	....	....	2	....	60	5,000
3065	Linwood	....do	O. D. Noble	Dept..	1	0	4	6	0	0	....	....	2	0	2	0	2	0	....	....	100	4,000
3066	Long Pine	....do	A. H. Staley	Dept..	1	0	10	15	0	0	0	1	1	1	1	4	1	2	3	....	400	3,000
3067	Louisville	....do	F. E. Morrow	Dept..	1	0	5	12	0	0	....	....	....	....	1	5	....	....	2	....	40	5,000
3068	Loup City	....do	M. H. Mead	Dept..	1	0	5	18	0	0	....	....	1	2	1	11	1	2	2	....	50	300
3069	Lyons	....do	R. V. Garrett	Dept..	2	0	20	20	0	0	2	0	2	0	7	4	2	2	3	....	25	.....
3070	McCook	....do	A. L. Caviness	Dept..	2	1	42	60	0	0	3	4	3	4	3	4	2	3	4	....	450	23,000

3071	Madison	do	Frank S. Perdue	Dept.	2	0	34	42	0	0	....	....	....	....	3	2	3	2	3	....	400	30,000
3072	Mead	do	G. W. Crozier	Dept.	1	1	15	18	0	0	....	....	1	2	2	3	1	2	2	....	300	3,800
3073	Milford	do	Albert Sware	Dept.	1	0	22	23	0	0	2	2	....	....	3	6	2	2	3	....	150	8,000
3074	Milligan	do	John C. Clegg	Dept.	1	0	5	13	45	47	....	....	....	....	0	3	....	....	2	....	75	4,000
3075	Minden	do	A. O. Thomas	Dept.	1	2	49	67	0	0	....	....	....	....	9	10	6	4	4	....	3,800	30,000
3076	Nebraska City	do	A. L. Keith	Dept.	3	2	47	87	0	0	....	....	....	....	6	21	....	....	4	....	.....	.....
3077	Neligh	do	R. H. Wade	Dept.	1	1	24	33	0	0	....	....	....	....	2	3	2	0	4	....	225	15,000
3078	Nelson	do	Ira Lamb	Dept.	2	0	31	40	0	0	....	....	4	3	1	9	....	....	3	....	100	14,000
3079	Nemaha	do	Wm. M. Crichton	Dept.	1	0	7	14	54	62	....	....	....	....	4	6	0	0	1	....	.....	3,000
3080	Newman Grove	do	L. E. Moyer	Dept.	1	0	3	17	0	0	0	0	0	0	0	5	0	0	2	....	.....	.....
3081	Niobrara	do	E. P. Wilson	Dept.	1	0	5	13	9	8	....	....	3	0	3	0	3	0	3	....	200	5,758
3082	Norfolk	do	G. H. Whaley	Dept.	1	2	17	49	6	17	1	2	2	3	4	8	2	3	4	....	80	45,000
3083	North Bend	do	E. B. Sherman	Dept.	1	1	18	28	....	....	....	....	....	....	0	6	0	2	4	....	216	12,000
3084	North Loup	do	W. J. Sceley	Dept.	2	0	22	34	0	0	....	....	2	3	0	0	....	....	3	....	200	6,400
3085	North Platte	do	J. C. Orr	Dept.	2	2	42	77	0	0	....	....	6	4	7	13	5	2	4	....	350	.....
3086	Oakdale	do	H. E. Mason	Dept.	1	1	8	15	0	0	....	....	....	....	2	1	....	....	4	....	80	.....
3087	Oakland	do	William C. Gigg	Dept.	1	1	10	22	0	0	....	....	....	....	0	2	0	2	3	....	285	14,550
3088	Odell	do	E. Riste	Dept.	1	0	12	24	0	0	1	2	....	....	2	4	....	....	2	....	150	5,200
3089	Ogallala	do	I. E. Stanford	Dept.	1	0	10	14	0	0	1	0	0	1	1	1	1	1	2	....	200	5,000
3090	Ohiowa	do	Chas. W. Taylor	Dept.	1	1	5	9	0	0	2	3	1	2	0	0	....	....	4	22	150	6,500
3091	Omaha	do	Irwen Leviston	Dept.	14	28	510	836	0	0	36	48	191	331	37	79	....	....	4	510	18,000	560,000
3092	O'Neill	do	Edward Whelan	Dept.	1	1	18	32	0	0	....	....	5	7	1	2	....	....	4	....	250	8,000
3093	Ord	do	Horace M. Davis	Dept.	2	1	55	63	0	0	21	16	12	15	9	9	4	5	4	....	500	25,000
3094	Orleans	do	J. C. Gregory	Dept.	1	3	84	93	0	0	16	16	9	3	3	9	3	6	4	....	600	7,000
3095	Oseeola	do	Chas. F. Lehr	Dept.	1	1	14	15	0	0	....	....	....	....	....	....	....	....	3	....	200	.....
3096	Osmond	do	O. A. Preston	Ind.	1	0	4	8	61	74	....	....	2	2	2	0	....	....	2	....	50	8,800
3097	Oxford	do	W. W. Boner	Dept.	1	0	16	24	0	0	6	4	....	....	6	1	6	1	3	....	400	.....
3098	Palmer	do.*	J. L. Stalnaker	Dept.	1	1	7	14	26	31	0	0	2	1	2	1	2	1	1	....	36	1,700
3099	Palmyra	do	B. S. Hayden	Dept.	1	1	16	17	44	61	....	....	5	1	0	4	....	....	3	....	.....	3,000
3100	Pawnee City	do	C. A. Fulmer	Dept.	2	1	40	54	0	0	6	5	....	....	9	12	9	12	4	....	1,300	23,000
3101	Pender	do	Miss Ellen M. Austin	Dept.	0	2	19	21	0	0	10	10	....	....	4	2	....	....	3	....	75	15,000
3102	Petersburg	do	E. O. Garrett	Dept.	1	1	6	19	0	0	....	....	4	10	3	2	3	2	3	....	50	4,000
3103	Plainview	do	Jno. A. Watson	Dept.	1	0	12	12	0	0	....	....	....	....	2	4	....	....	2	....	0	.....
3104	Platte Center	do	C. F. Carey	Ind.	1	0	6	12	39	39	0	0	4	2	0	4	0	2	2	....	150	4,000
3105	Plattsmouth	do	Miss Olive Gass	Dept.	1	3	54	68	0	0	6	12	13	14	4	9	....	....	4	....	300	3,000
3106	Ponca	do	H. C. Maynard	Dept.	1	1	20	30	0	0	0	0	0	0	0	0	0	0	3	....	0	4,505
3107	Randolph	do	F. D. Fales	Dept.	2	0	15	25	0	0	....	....	3	4	1	5	1	5	3	....	626	17,000
3108	Ravenna	do	W. H. Bartz	Dept.	1	1	10	42	0	0	....	....	2	2	0	0	0	0	4	....	75	14,000
3109	Red Cloud	do	Geo. I. Kelley	Dept.	1	2	40	56	0	0	....	....	3	3	2	11	1	2	4	....	200	15,000
3110	Reynolds	do	Geo. W. Thornbrooke	Dept.	1	1	30	30	20	15	1	0	1	0	....	....	....	....	2	....	50	2,500
3111	Rising City	do	—— Jones	Dept.	2	0	22	19	0	0	....	....	....	....	10	9	....	....	2	....	.....	.....
3112	Riverton	do	L. B. Smutz	Dept.	2	0	25	41	0	0	....	....	3	2	....	....	....	....	2	....	200	6,000
3113	Roseland	do	C. R. Broderick	Ind.	1	1	13	10	41	41	....	....	....	....	....	....	....	....	2	....	108	2,800
3114	Rulo	do	C. M. Freneh	Dept.	1	0	7	9	0	0	0	0	2	2	4	5	0	0	2	....	150	12,000
3115	Rushville	do	Fred Duff	Dept.	1	0	14	18	0	0	....	....	....	....	1	3	1	0	3	....	40	5,000
3116	St. Edward	do	Jas. H. Burwell	Dept.	1	1	27	40	0	0	0	0	0	0	2	2	0	0	4	....	40	4,000
3117	St. Paul	do	A. H. Seymour	Dept.	2	0	25	35	0	0	5	8	4	6	2	15	2	10	3	....	200	20,000
3118	Salem	do	George Bentz	Dept.	1	0	10	30	0	0	....	....	....	....	0	6	....	....	3	....	55	5,000
3119	Scribner	do	Charles Arnot	Dept.	1	1	14	17	0	0	5	6	3	2	2	3	2	2	3	....	.....	12,000
3120	Seward	do	L. A. Wilson	Dept.	2	1	32	51	0	0	3	5	2	0	5	5	....	....	4	....	35	10,000
3121	Shelby	do	W. M. Finegan	Dept.	1	0	5	16	0	0	....	....	1	2	0	0	....	....	3	....	100	2,700

*Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898-99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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—cont'd.																					
3122	Shelton	High School	Paul Goss	Dept..	2	1	12	39	0	0	0	0	0	0	0	2	0	0	4	....	200	$8,000
3123	Shickley	.....do	F. L. Beck	Dept..	1	0	10	13	0	0	....	....	2	2	0	0	....	....	2	....	155	5,000
3124	Sidney	.....do.*	Miss J. M. Whitehead	Dept..	2	0	8	14	0	0	....	....	....	....	0	3	0	1	3	....	200	20,000
3125	Silver Creek	.....do.*	G. H. Bentz	Dept..	1	0	5	13	57	65	....	....	....	....	4	8	2	4	1	....	53	4,300
3126	Sioux	.....do	J. E. Mannix	Dept..	1	0	13	17	0	0	0	0	0	2	1	4	0	2	4	....	125	18,000
3127	South Omaha	.....do.*	W. J. Taylor	Dept..	2	3	35	79	0	0	6	9	8	10	2	5	2	3	4	....	300	.....
3128	Springfield	.....do	D. H. Fair	Dept..	1	1	12	23	0	0	4	6	9	15	0	1	0	1	3	....	500	10,000
3129	Stanton	.....do	J. A. Dowden	Dept..	1	1	28	26	0	0	20	18	....	....	8	7	....	....	4	....	35	10,000
3130	Staplehurst	.....do	Ernest G. Smith	Dept..	1	0	8	6	37	37	0	0	0	0	3	2	0	0	2	....	52	3,400
3131	Stella	.....do	M. E. Shuck	Dept..	1	0	8	10	0	0	....	....	....	....	0	1	....	....	2	....	40	.....
3132	Sterling	.....do	A. J. A. Spafford	Dept..	1	1	19	20	0	0	....	....	....	....	1	5	0	3	3	....	250	1,000
3133	Strang	.....do	J. E. Owen	Dept..	1	0	8	5	52	59	....	....	....	....	3	1	2	1	3	....	122	1,500
3134	Stratton	.....do	L. H. Ozias	Dept..	1	0	9	12	38	27	....	....	....	....	0	0	....	....	4	....	48	.....
3135	Stromsburg	.....do	E. Clippinger	Dept..	2	0	12	40	0	0	....	....	....	....	0	8	0	8	4	....	600	8,000
3136	Stuart	.....do	B. B. Smith	Dept..	1	1	9	6	62	63	1	1	....	....	2	1	2	1	2	....	200	5,000
3137	Sumner	.....do	Geo. D. Gunn	Dept..	1	0	4	10	49	44	1	3	....	....	1	3	1	3	1	....	50	3,500
3138	Superior	.....do	Miss Laura C. Moore	Dept..	1	2	23	59	0	0	....	....	....	....	1	10	0	0	4	....	300	40,000
3139	Sutton	.....do	W. H. Cramer	Dept..	2	1	38	62	0	0	....	....	....	....	3	15	2	3	4	....	.....	20,000
3140	Swanton	.....do.*	Miss Minnie Buswell	Dept..	1	0	4	8	51	57	0	3	1	0	3	5	....	....	3	....	20	2,000
3141	Syracuse	.....do	W. N. Delzell	Dept..	2	0	20	30	0	0	3	4	10	14	5	9	5	7	3	....	602	13,700
3142	Table Rock	.....do	C. R. Atkinson	Dept..	1	1	23	32	0	0	....	....	....	....	5	5	2	1	4	....	40	3,500
3143	Talmage	.....do	N. Sinclair	Dept..	1	0	12	13	0	0	....	....	2	1	4	10	2	1	2	....	10	6,500
3144	Tecumseh	.....do	C. C. Danforth	Dept..	3	0	42	60	0	0	....	....	....	....	2	6	....	....	4	....	500	12,000
3145	Tekamah	.....do	A. V. Sunderlin	Dept..	2	0	29	34	0	0	1	0	6	6	2	4	1	0	3	....	350	10,000
3146	Tilden	.....do	Floyd Bollen	Dept..	1	1	10	21	0	0	2	3	....	....	1	2	1	1	3	....	230	4,000

3147	Tobias	do	C. E. Fleming	Dept.	1	1	14	29	0	0					2	4			3		400	8,000
3148	Trenton	do	W. L. French	Dept.	1	0	15	20	50	55	2	10			0	0			4		250	5,000
3149	Ulysses	do	B. E. Hendricks	Dept.	1	1	25	35	0	0					1	7			4		200	
3150	Unadilla	do	Miss Sadie Killen	Dept.	0	2	8	10	30	38	0	2			0	0			1		54	2,800
3151	University Place	do	W. H. Gardner	Dept.	1	0	20	24	0	0			7	11	5	4	3	3	2		126	20,000
3152	Utica	do	W. H. Conkling	Dept.	1	0	25	22	0	0					6	6			3		180	
3153	Valentine	do.*	R. H. Watson	Dept.	1	0	9	23	0	0	2	2			2	4	2	2	3		200	15,000
3154	Valparaiso	do	G. H. Graham	Dept.	1	1	13	25	0	0	2	6	3	5	2	10	2	8	2		50	3,000
3155	Verdon	do	S. A. Chidester	Ind.	1	0	18	18	61	61			2	4	2	8	2	4	2		30	3,900
3156	Waco	do	John Peek	Ind.	1	0	10	10	60	59					2	4			2		40	
3157	Wahoo	do	Geo. W. Haan	Dept.	2	2	49	83	0	0			16	27	5	13	2	4	4		1,283	35,000
3158	Wakefield	do	W. H. Myers	Dept.	1	1	10	19	0	0					2	3			3		80	20,000
3159	Waterloo	do	J. A. Cummings	Dept.	1	0	5	10	0	0									1		130	5,400
3160	Wausa	do	C. J. Malone	Dept.	1	0	1	5	81	98					0	0	0	0	2			8,000
3161	Wayne	do	U. S. Conn	Dept.	2	0	30	43	0	0	1	2			1	3			4		300	15,000
3162	Weeping Water	do	E. L. Rouse	Dept.	2	0	15	36	0	0			6	5	1	8	1	1	4		60	12,850
3163	Western	do	J. F. Ord	Ind.	1	0	10	13	68	83					0	0	0	0			138	4,000
3164	Weston	do	E. L. Uptegrove	Dept.	1	0	5	6	0	0	1	2	1	1	0	0	0	0	1		68	4,000
3165	West Point	do.*	A. M. Randolph	Dept.	2	0	16	33	0	0			5	6	4	6	3	2	3		100	14,075
3166	Wilber	do	H. Jennings	Dept.	1	1	20	12	0	0	5	3			3	4	3	3	3		800	12,000
3167	Wilcox	do	J. R. Baker	Dept.	1	0	7	5	41	64	0	1	2	2	0	3	0	3	2		75	4,000
3168	Wilsonville	do	H. A. Kelsey	Dept.	1	1	27	16	43	47			4	0	0	0			4		137	4,000
3169	Winside	do	C. H. Bright	Dept.	1	0	7	9	0	0					0	1			3		200	6,000
3170	Wood River	do	J. A. Beard	Dept.	2	0	11	21	0	0	1	3	1	2	3	5	2	3	4		162	10,000
3171	Wymore	do	Miss Anna Batten	Dept.	2	2	22	46	0	0					2	3	2	3	4		400	30,000
3172	York	do	B. J. Williams	Dept.	3	2	100	80	0	0	12	15	35	20	9	10	5	5	4	100	300	50,000
	NEVADA.																					
3173	Austin	High School	Walter C. Gayhart	Dept.	1	1	18	32	0	0	1	1	2	4	1	3			4		200	3,500
3174	Carson City	do	H. H. Howe	Dept.	1	2	46	65	0	0	0	0	0	0	0	2	0	0	3		200	21,137
3175	Elko	do	A. E. Kaye	Dept.	1	1	20	28	0	0					2	6			3		140	15,000
3176	Eureka	do	A. L. Dornberger	Dept.	2	0	9	16	0	0			2	2	3	8			3		50	10,000
3177	Gold Hill	do	A. E. Baugh	Dept.	1	1	18	17	0	0	0	1			2	3	0	1	3		200	
3178	Reno	do	Jno. Edwards Bray	Dept.	2	2	24	40	0	0	6	8	8	0	5	9	5	9	3		500	30,000
3179	Virginia City	do	Mark R. Averill	Dept.	1	3	25	65	0	0	0	2			4	20	4	20	3		1,300	
	NEW HAMPSHIRE.																					
3180	Amherst	High School	Miss Mary E. Fulton	Dept.	0	2	21	18	12	6					4	4			2		200	
3181	Antrim	do	Alberto W. Small, A. B.	Dept.	1	0	11	20	0	0					6	5			3		125	8,000
3182	Berlin	do	Loring Herrick	Dept.	1	1	22	26	0	0	8	2	2	0	3	3	1	0	4		30	
3183	Bethlehem	do	Ernest W. Butterfield	Dept.	1	0	4	17	30	21	1	4			0	2	0	1	3		200	2,500
3184	Bristol	do	Miss J. Mae Swain	Dept.	0	1	7	10	0	0	0	0	0	0	0	0	0	0	3		19	
3185	Canaan	do	A. M. Eldridge	Dept.	1	0	3	7	9	12	0	0	0	0	0	2	0	0	3			
3186	Charlestown	do	Miss Flora M. Tuck	Dept.	0	1	7	7	2	4	0	0	0	0	0	4	0	0	3			
3187	Claremont	Stevens High School	Melville C. Smart	Dept.	1	5	52	58	0	0	2	5	2	0					4		600	28,000
3188	Concord	High School	John F. Kent	Dept.	2	5	115	163	0	0	12	14	6	4	10	15	6	5	4	278	800	100,000
3189	Dover	do	Alfred C. Sayre	Dept.	3	3	79	104	0	0	10	23	6	0	9	22	0	5	4		1,500	
3190	East Jaffrey	Conant High School	John P. Garfield	Ind.	1	0	9	12	0	0	2	2									0	300
3191	Epping	High School	Wm. S. Mason	Dept.	1	0	19	14	0	0					2	5			3		150	4,000

* Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898-99*—Continued.

	State and post-office.	Name.	Prineipal.	Department or independent.	Seeondary instruetors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Seeondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientifie courses.									
					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.																					
3192	Exeter	High School	Albion Burbank	Dept.	1	3	50	0	...	...	...	...	...	...	10	0	6	0	3	...	.....	$10,000
3193	Farmington	...do	——— Roberts	Dept.	2	1	30	28	0	0	5	1	...	...	1	5	1	1	4	...	350	1,500
3194	Goffstown	...do	Henry H. Stark	Dept.	1	1	17	30	0	0	0	0	0	0	0	6	0	0	4	...	60	.....
3195	Gorham	...do	Fred W. Burrill, A. B.	Dept.	2	1	19	23	40	53	2	3	...	...	1	0	1	0	4	...	.....	.....
3196	Greenland	...do	Miss D. E. Hapgood	Dept.	0	1	9	21	0	0	0	0	0	0	0	0	0	0	4	...	169	1,500
3197	Hampton	Academy and High School	Jack Sanborn	Dept.	1	2	18	30	0	0	...	...	...	...	2	3	...	...	4	...	.....	.....
3198	Hanover	High School	Joseph W. Hewitt	Dept.	2	0	25	26	0	0	3	2	4	0	...	...	...	...	3	...	500	10,000
3199	Haverhill	Academy and High School	G. B. Frost	Dept.	1	0	12	11	28	27	1	0	0	0	1	0	1	0	4	...	200	12,000
3200	Henniker	High School	O. C. Evans	Dept.	1	2	21	16	6	9	3	1	...	...	1	3	...	...	4	...	20	8,500
3201	Hillsboro Bridge	...do	Jas. N. Pringle	Dept.	1	1	15	18	0	0	...	...	3	0	2	4	...	...	3	...	0	16,000
3202	Hinsdale	...do	Wm. D. Mackintosh	Dept.	2	1	30	26	0	0	1	1	0	0	8	5	1	0	4	...	150	1,500
3203	Hollis	...do	S. J. Nowell	Ind.	1	0	6	18	15	12	0	1	1	0	2	7	0	2	4	...	200	8,500
3204	Jefferson	...do	Miss Flora J. Wheeler	Dept.	0	1	7	3	3	6	4	3	...	...	0	2	...	...	5	...	.....	.....
3205	Keene	...do	Robt. A. Ray, A. M	Dept.	3	4	87	117	0	0	10	15	20	0	15	19	...	...	4	...	600	.....
3206	Laconia	...do	H. H. Tucker	Dept.	2	3	54	86	0	0	2	3	...	...	...	...	...	...	...	...	.....	.....
3207	Lancaster	Academy and High School	Chas. L. Curtis	Dept.	1	1	23	36	0	0	2	3	2	0	7	3	3	0	4	...	50	6,000
3208	Lisbon	High School	Chas. L. Wallace	Dept.	1	2	36	26	0	0	10	5	0	1	5	9	1	4	4	...	300	30,000
3209	Littleton	...do	Frank B. Pelton	Dept.	1	3	36	48	0	0	2	1	6	4	6	7	6	7	4	...	216	50,000
3210	Manchester	...do	Albert Somes	Dept.	6	11	164	285	0	0	23	19	15	12	17	58	4	12	4	32	250	200,000
3211	Marlboro	...do	Miss Viola E. McClure	Dept.	1	0	18	14	0	0	...	...	...	...	0	2	...	...	3	...	.....	.....
3212	Milford	...do	Harry C. Morrison, A. B.	Dept.	1	2	32	39	0	0	2	5	1	0	6	1	1	0	4	...	.....	50,000
3213	Milton Mills	...do	Ernest A. Legg	Dept.	1	0	1	11	15	20	...	...	...	...	0	0	0	0	4	...	.....	3,500
3214	Nashua	...do	Lemuel S. Hastings	Dept.	3	6	96	103	0	0	16	7	7	13	11	12	4	4	4	85	744	.....
3215	New Market	...do	Wm. T. Atwood	Dept.	1	0	12	13	0	0	...	...	...	...	3	4	...	...	3	...	.....	500

3216	Newport	Richards High School	Robt. H. Fletcher	Dept.	1	3	24	37	0	0	4	4	....	....	3	6	0	0	4	....	150	35,000
3217	Peterboro	High School	James H. Johnson	Dept.	1	1	22	20	0	0	3	4	1	0	4	1	1	0	4	....	.....	25,900
3218	Pittsfield	.....do	Warren E. Fisher	Dept.	1	2	33	40	0	0	2	1	....	....	4	1	0	0	4	....	125	8,000
3219	Plymouth	.....do	Paul R. Jenks	Dept.	1	3	33	32	0	0	3	2	2	3	1	0	1	0	4	....	2,200	100,000
3220	Portsmouth	.....do	Robt. M. Brown	Dept.	3	5	110	120	0	0	10	14	14	8	....	....	....	....	4	....	1,000	50,000
3221	Raymond	.....do	Miss Clara A. Lane	Dept.	0	2	5	8	13	18	....	....	....	....	....	....	....	....	....	....	.....	.....
3222	Salmon Falls	Franklin High School	E. A. Pugsley	Dept.	1	0	10	9	9	6	0	0	0	0	0	0	0	0	5	....	.....	6,000
3223	Somersworth	High School*	Edward S. Watson	Dept.	1	2	34	32	0	0	4	0	0	0	7	8	3	2	4	....	300	.....
3224	Sunapee	.....do	R. M. Barton	Dept.	2	2	9	9	9	8	2	0	....	....	0	1	0	0	2	....	.....	.....
3225	Walpole	.....do	Geo. O. Smith	Dept.	1	0	12	13	25	35	....	....	....	....	0	0	....	....	3	....	50	20,000
3226	Warner	Symond's High School	A. L. Saben, A. M	Dept.	1	2	18	32	0	0	....	....	2	0	1	1	1	0	4	....	.....	1,500
3227	West Lebanon	High School	Henry M. Lull	Dept.	1	0	9	7	0	0	3	3	....	....	0	3	0	0	4	....	0	12,000
3228	Whitefield	.....do	H. W. Hurd	Dept.	1	1	15	15	0	0	....	....	1	0	1	3	....	....	4	....	0	.....
3229	Wilton	.....do	Ernest W. Robinson	Dept.	1	1	23	25	0	0	1	0	....	....	3	1	0	0	4	....	600	35,000
3230	Winchester	.....do	W O. Smith	Dept.	1	1	11	23	0	0	1	1	....	....	0	5	0	0	4	....	.....	.....
3231	Woodsville	Union High School	S. W. Robertson	Dept.	1	0	8	12	0	0	....	....	....	....	1	2	0	0	4	....	.....	6,000
	NEW JERSEY.																					
3232	Asbury Park	High School	James M. Ralston	Dept.	2	8	42	68	0	0	3	6	1	0	8	12	2	2	4	....	880	90,000
3233	Atlantic City	.....do	Henry P. Miller	Dept.	2	4	86	97	0	0	....	....	....	....	8	10	2	0	4	....	800	50,000
3234	Bayonne	.....do	Miss M. J. B. Thomas	Dept.	0	4	20	80	0	0	....	....	....	....	3	23	0	0	3	....	.....	.....
3235	Belleville	.....do	Mareellus Oakey	Dept.	0	3	18	29	0	0	3	0	0	0	6	2	2	0	4	....	150	41,000
3236	Belvidere	.....do	R. M. Van Horn	Dept.	2	0	26	24	0	0	3	1	2	0	4	5	1	0	3	....	350	750
3237	Bloomfield	.....do	Wm. E. Chancellor	Dept.	1	8	37	90	0	0	6	10	8	0	3	10	3	2	4	....	2,012	30,000
3238	Bloomsbury	.....do.*	S. O. Myers	Dept.	0	2	10	15	0	0	....	....	....	....	....	....	....	....	5	....	100	6,600
3239	Bordentown	.....do	Wm. Macfarland	Dept.	1	3	22	36	0	0	....	....	....	....	1	6	....	....	2	....	480	30,000
3240	Caldwell	.....do	Clarence E. Hedden, A. B.	Dept.	1	2	21	18	0	0	....	....	3	4	5	4	5	4	4	....	600	25,000
3241	Camden	.....do.*	Horatio Draper	Dept.	2	6	49	99	0	0	0	0	0	0	35	31	0	0	3	....	.....	1,160
3242	Cape May	.....do	E. F. Lewis	Dept.	3	2	16	17	0	0	....	....	....	....	5	1	....	....	3	....	904	15,000
3243	Clayton	.....do	W. T. Fox	Dept.	1	0	7	12	0	0	....	....	....	....	1	1	....	....	2	....	200	5,000
3244	Clinton	Aeademy	E. J. Frey	Dept.	1	0	11	16	0	0	....	....	....	....	0	1	0	0	3	....	125	5,000
3245	Closter	Harrington Township High Sehool.	W. H. Steegar	Dept.	1	1	2	9	0	0	0	0	0	0	0	0	0	0	2	....	550	10,000
3246	Cranford	Grant High School	Richard E. Clement	Dept.	1	1	8	19	0	0	0	1	0	1	0	0	0	0	3	....	902	45,000
3247	Dover	High School	J. Howard Hulsart	Dept.	2	4	48	67	0	0	1	2	3	0	8	13	2	2	3	....	140	7,000
3248	Dunellen	.....do	L. H. Van Syekle	Dept.	1	0	11	14	0	0	0	0	0	0	2	2	0	0	2	....	.....	.....
3249	East Orange	.....do	Lincoln E. Rowley	Dept.	4	19	176	273	0	0	56	84	24	5	12	23	9	8	4	....	2,340	130,000
3250	Egg Harbor City	.....do	H. M. Cressman, B. A	Dept.	1	1	5	8	0	0	1	0	1	0	5	8	....	....	2	....	550	9,000
3251	Elizabeth	Battin High School	W. J. Shearer	Dept.	4	5	124	203	0	0	....	....	4	0	22	59	....	....	3	....	557	.....
3252	Englewood	High School	S. B. Gilhuly	Dept.	2	2	12	24	0	0	....	....	....	....	2	7	....	....	3	....	.....	.....
3253	Flemington	Reading Academy	Thos. J. Bissell	Dept.	1	2	26	38	0	0	5	7	10	0	6	6	3	3	4	....	400	30,000
3254	Fort Lee	High Sehool	Charles Du Bois	Dept.	1	0	4	4	16	19	....	....	....	....	4	4	0	0	4	....	300	9,000
3255	Freehold	.....do	John Enright	Dept.	2	3	86	89	0	0	3	2	2	0	9	23	....	....	4	....	1,000	40,000
3256	Hackensack	.....do	Nelson Haas, Ph. D	Dept.	2	3	76	117	0	0	2	1	1	2	4	6	2	1	4	....	300	.....
3257	Hackettstown	.....do	A. L. Johnson	Dept.	3	0	45	47	0	0	....	....	....	....	12	13	....	....	3	....	684	40,000
3258	Haddonfield	.....do	David Davis	Dept.	1	4	12	18	0	0	1	0	1	0	4	7	2	0	2	....	.....	.....
3259	Hammonton	.....do	N. C. Holdridge, M. A	Dept.	1	2	23	31	0	0	....	....	....	....	6	5	....	....	3	....	500	20,000
3260	Hightstown	.....do	Miss Helen D. Grover	Dept.	0	1	4	19	0	0	....	....	....	....	3	1	....	....	1	....	300	18,300
3261	Hoboken	.....do	Cornelius J. Brower	Dept.	2	6	59	151	0	0	....	....	7	0	22	49	7	0	3	....	100	.....

* Statisties of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Prineipal.	Department or independent.	Seeondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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 JERSEY—eontinued.																					
3262	Irvington	High School	F. H. Morrell, A. B	Dept.	1	2	11	26	0	0	....	....	....	....	3	1	....	....	4	....	.....	.....
3263	Jersey City	....do	J. J. Hopkins	Dept.	4	16	290	602	0	0	5	2	1	0	34	63	8	5	4	....	1,146	$60,000
3264	Keyport	....do	Jas. T. Schock	Dept.	1	3	30	40	0	0	0	0	0	0	9	7	....	....	3	....	950	30,000
3265	Lakewood	....do	Chas. E. Osborne	Dept.	2	1	11	10	0	0	0	0	1	0	0	0	0	0	3	....	550	25,000
3266	Linden	....do	E. S. Lundy	Dept.	1	0	4	1	75	55	....	....	....	....	0	0	0	0	2	....	405	11,500
3267	Long Braneh	....do	Christopher Gregory	Dept.	2	8	77	121	0	0	5	4	0	0	4	8	0	0	4	....	2,000	.....
3268	Madison	....do	W. B. Matthews	Dept.	1	2	14	29	0	0	....	....	....	....	4	13	....	....	4	....	800	50,000
3269	Manasquan	....do	S. B. Van Stone	Dept.	1	4	46	38	0	0	....	....	23	5	6	3	4	0	4	....	300	30,000
3270	Matawan	....do	W. A. Miller	Dept.	1	1	7	8	0	0	....	....	1	0	0	0	0	0	3	....	500	20,000
3271	Mays Landing	....do	E. D. Riley, A. M	Dept.	1	0	20	24	0	0	....	....	3	2	3	1	....	....	4	....	300	8,000
3272	Millville	....do	S. R. Wallis Parrish	Dept.	2	2	39	117	0	0	1	0	....	....	0	15	0	0	4	....	1,200	.....
3273	Montclair	....do	Randall Spaulding	Ind.	3	13	150	180	0	0	22	22	82	45	27	20	21	6	4	....	2,500	130,000
3274	Moorestown	....do	George E. Megargee	Dept.	1	2	12	37	12	12	....	....	0	1	2	10	0	1	3	....	655	8,000
3275	Morristown	....do	W. L. R. Haven	Dept.	0	4	32	59	0	0	3	1	4	1	4	12	2	1	4	....	.....	.....
3276	Mount Holly	....do	W. Collom Cook	Dept.	1	2	18	24	0	0	....	....	2	0	7	7	....	....	3	....	500	40,000
3277	Newark	....do	E. O. Hovey	Dept.	19	29	582	868	0	0	134	170	....	....	61	48	23	28	4	....	2,422	.....
3278	New Brunswick	Livingston Avenue High School.	I. A. Lee	Dept.	3	4	103	156	0	0	8	0	9	0	13	20	7	0	4	....	2,000	.....
3279	New Providence	High School	Edward G. Barnes	Dept.	1	0	1	4	23	36	0	0	0	0	0	0	0	0	3	....	400	2,000
3280	Newton	....do	Chas. J. Majory, Pd. D.	Dept.	1	3	43	45	0	0	....	....	....	....	6	7	....	....	3	....	.....	.....
3281	Nutley	Franklin High School	Wm. R. Wright	Dept.	1	2	14	22	0	0	....	....	2	0	4	2	2	0	4	....	1,200	.....
3282	Orange	High School	Wm. M. Swingle	Dept.	3	4	60	72	0	0	4	5	10	0	6	17	4	1	4	....	700	65,000
3283	Palmyra	....do	Dr J. D. Gray	Dept.	1	0	7	11	0	0	0	0	0	0	0	11	....	....	3	....	.....	13,000
3284	Passaic	....do	M. H. Small	Dept.	5	5	94	141	0	0	11	10	8	0	5	9	3	4	4	....	250	50,000
3285	Paterson	....do	J. A. Reinhart	Dept.	6	12	232	280	0	0	5	5	10	0	24	20	3	0	4	....	1,450	25,000

3286	Paulsboro	....do	Wm. H. Bennett	Dept..	1	0	24	20	0	0	0	0	0	0	0	1	....	....	2	....	275	10,000
3287	Perth Amboy	....do	Miss Mary E. Vaughan.	Dept..	2	1	39	59	0	0	8	3	5	3	2	4	2	0	4	....	88	40,000
3288	Phillipsburg	....do	Y. C. Pilgrim	Dept..	4	2	51	109	0	0	6	1	8	2	5	31	4	0	4	....	550	60,000
3289	Plainfield	....do	I. W. Travell	Dept..	3	4	55	87	35	47	11	9	12	14	7	12	5	4	4	28	1,250	40,000
3290	Pleasantville	....do	C. W. Ingersoll	Dept..	1	0	12	23	0	0	0	0	0	0	2	3	0	0	3	....	885	.....
3291	Port Republic	....do	W. L. Rohn	Dept..	1	0	5	4	13	20	....	....	....	....	0	2	....	....	3	....	20	1,000
3292	Rahway	....do	Wm. O. Robinson	Dept..	1	1	18	37	0	0	....	....	....	....	....	....	....	....	3	....	400	.....
3293	Ramsey	Public School No. 1	Willard A. Stowell	Dept..	1	1	13	15	0	0	0	0	0	0	1	4	0	0	1	....	305	7,800
3294	Raritan	High School*	Geo. A. West	Dept..	1	0	4	5	0	0	....	....	....	....	0	0	0	0	....	....	356	12,000
3295	Red Bank	....do	S. V. Arrowsmith	Dept..	1	4	37	57	0	0	2	2	0	3	5	9	....	....	3	....	654	.....
3296	Ridgewood	....do	B. C. Wooster	Dept..	2	2	29	30	0	0	....	....	....	....	2	7	....	....	3	....	700	60,000
3297	Rockaway	Borough High School	G. R. Gerard	Dept..	1	1	17	24	0	0	0	3	....	....	0	6	0	2	3	....	120	12,000
3298	Roselle	....do	Geo. Sheldon Ellis, Ph. B.	Dept..	1	1	4	13	0	0	2	5	....	....	2	3	1	1	3	....	383	10,000
3299	....do	Livingston High School*.	Chas. S. Maxwell	Dept..	1	0	7	14	0	0	0	0	0	0	2	7	0	0	2	....	380	.....
3300	Rutherford	Park Avenue School	W. C. Ingalls	Dept..	1	2	23	34	0	0	4	0	1	0	4	6	0	0	2	....	1,230	15,000
3301	Scotch Plains	Fanwood Township Public School No. 1.	Jno. R. Morey	Dept..	1	0	5	9	0	0	....	....	2	2	0	0	0	0	3	....	700	20,000
3302	Scullville	High School No. 2	R. C. Longbothum	Dept..	1	0	4	8	25	19	....	....	....	....	1	1	....	....	2	....	111	3,500
3303	Somerville	High School	Miss R. Anna Miller	Dept..	0	3	11	42	0	0	0	2	....	....	0	8	0	0	3	....	.....	.....
3304	South Amboy	....do	R. M. Fitch	Dept..	1	2	15	23	0	0	2	0	0	0	2	4	0	0	3	....	1,220	22,000
3305	South Orange	....do	Geo. J. McAndrew, M. A., Ph. D.	Dept..	3	5	56	79	13	18	19	23	14	13	5	10	4	7	4	....	231	60,000
3306	Summit	....do	Jno. K. Lathrop, A. B	Dept..	3	5	33	30	0	0	2	1	6	0	3	3	3	1	4	....	650	.....
3307	Swedesboro	Academy High School	Miss Sue H. Coles	Dept..	0	1	5	11	0	0	3	0	1	0	0	0	....	....	3	....	81	7,000
3308	Tenafly	High School*	Ralph S. Mangham	Dept..	1	0	1	4	0	0	0	0	0	0	1	0	0	0	1	...	839	14,000
3309	Toms River	....do	Chas. B. Kelley	Dept..	1	1	30	32	0	0	....	....	....	....	2	8	....	....	4	....	1,200	800
3310	Trenton	....do	Wm. H. Brace, Ph. D	Dept..	2	14	201	352	0	0	1	1	14	0	21	43	4	0	4	30	458	34,406
3311	....do	New Jersey Model School*	James M. Green	Dept..	8	15	69	95	0	0	18	6	20	12	5	12	5	6	4	....	3,500	.....
3312	Union	Connecticut Farms High School.	Ambrose B. Kline	Dept..	1	0	2	3	36	38	....	....	....	....	2	3	....	....	3	....	300	3,500
3313	Vineland	High School	Dilworth G. Eschbach.	Dept..	1	5	67	85	0	0	....	....	....	....	5	7	2	2	4	....	1,500	35,000
3314	Washington	....do	James H. Griffith	Dept..	4	0	16	36	17	33	....	....	....	....	5	3	....	....	4	....	400	30,000
3315	Westfield	Lincoln High School	William A. Edwards	Dept..	1	3	25	75	0	0	5	8	7	5	1	6	2	1	4	....	400	35,000
3316	West Hoboken	High School	Robt. Waters	Dept..	1	1	11	34	0	0	....	....	....	....	....	....	....	....	3	....	1,183	.....
3317	West Orange	....do	Edward D. McCollom	Dept..	2	4	28	47	0	0	8	7	3	0	0	0	0	0	4	....	800	70,000
3318	Woodbridge	....do	John H. Love	Dept..	1	1	11	22	0	0	....	....	....	....	2	5	....	....	4	....	300	30,000
3319	Woodbury	....do	Theodore J. Green	Dept..	0	2	4	20	0	0	....	....	....	....	0	4	....	....	4	....	.....	.....
3320	Woodstown	....do	E. S. Sayre	Dept..	0	1	12	37	0	0	0	0	0	0	1	6	0	0	3	....	257	.....
	NEW MEXICO.																					
3321	Bernalillo	St. Nicholas Academy	Brother Gabriel	Dept..	1	1	7	5	0	0	7	3	0	0	0	0	0	0	3	....	500	3,000
3322	Carlsbad	High School	Miss Flora E. Clark	Dept..	1	0	5	10	0	0	....	....	....	....	....	....	....	....	3	....	200	10,000
3323	Deming	....do	W. W. Robertson	Dept..	2	0	18	20	0	0	5	8	2	0	6	4	2	2	3	....	360	1,500
3324	East Lasvegas	....do	Edgar L. Hewett	Dept..	3	2	17	26	0	0	....	....	....	....	0	0	0	0	4	....	.....	.....
3325	Gallup	....do	D. M. Richards	Dept..	1	0	2	5	0	0	0	0	0	0	0	4	0	0	2	....	280	15,000
3326	Raton	....do	Wm. F. McClelland	Dept..	2	0	11	50	0	0	....	....	3	10	0	2	0	1	3	....	150	15,000

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
3327	Addison	Union High School	Friend H. Miller, A. B.	Dept.	1	5	50	60	0	0	8	0	....	....	4	4	2	2	4	....	3,000	.....
3328	Afton	Union School	Chas. S. Gibson	Ind.	1	2	22	24	0	0	3	0	....	....	5	0	1	0	4	....	1,200	$8,000
3329	Akron	High School*	Orson Warren	Dept.	1	3	28	26	0	0	....	....	6	0	2	2	2	0	4	....	838	17,943
3330	Albany	....do	Oscar D. Robinson	Dept.	12	16	307	398	0	0	....	....	....	....	....	....	....	....	4	....	12,500	227,146
3331	Albany (Rensselaer).	....do.*	Louis F. Robins	Dept.	0	2	19	33	0	0	....	....	....	....	0	0	0	0	4	....	163	50,000
3332	Albion	....do	Edward P. Smith, A. B.	Dept.	1	3	63	82	0	0	8	3	2	1	7	6	5	2	4	....	623	13,400
3333	Alexander	....do	Perry H. Kidder	Dept.	1	1	12	18	28	42	....	....	1	0	0	1	....	....	4	....	1,350	11,000
3334	Alexandria Bay	....do	John G. Peek, A. M.	Dept.	1	2	22	36	0	0	2	0	3	4	2	1	0	0	4	....	1,700	9,500
3335	Allegany	....do	Burdette Phillips	Dept.	1	1	11	21	0	0	....	....	....	....	3	6	....	....	4	....	1,000	19,150
3336	Altmar	Union School	Irving L. Farr	Ind.	1	0	10	13	54	59	1	0	2	4	4	4	0	1	12	....	431	2,600
3337	Amityville	....do	Chas. W. Hawkins	Dept.	1	1	17	13	0	0	0	0	0	0	0	0	0	0	2	....	300	31,500
3338	Amsterdam	High School	Geo. F. Kenney	Dept.	3	4	99	92	0	0	5	4	6	0	4	6	4	0	4	....	451	27,100
3339	Andes	....do	H. E. Wilford	Dept.	1	1	17	20	35	35	2	2	....	....	3	1	2	0	4	....	650	5,210
3340	Andover	Union School	Jesse L. Grantier	Dept.	1	1	20	20	0	0	....	....	2	2	4	0	2	0	4	....	600	5,000
3341	Angelica	....do	Edward Maguire	Dept.	1	2	11	45	0	0	....	....	....	....	1	1	1	1	4	....	340	14,925
3342	Angola	....do	C. S. Palmer	Dept.	1	3	30	45	0	0	0	0	2	4	0	4	0	0	4	....	500	12,000
3343	Argyle	High School	E. M. Sanford	Ind.	1	2	26	32	42	34	0	0	2	5	3	5	3	2	4	....	500	3,405
3344	Attica	....do	Arthur M. Preston, A. M.	Dept.	1	3	61	73	0	0	10	6	23	17	5	7	4	3	4	....	1,907	35,000
3345	Auburn	....do	F. J. Bartlett	Dept.	6	7	149	205	0	0	70	50	50	30	26	38	26	38	4	....	1,500	125,000
3346	Au Sable Forks	Union School*	Herbert S. McCasland	Dept.	1	1	10	10	0	0	0	0	1	0	0	0	0	0	4	....	600	4,000
3347	Avoca	....do.*	Henry S. Armstrong	Dept.	1	1	10	20	0	0	0	1	0	0	0	1	0	1	4	....	700	7,000
3348	Avon	High School	Reuben J. Wallace	Dept.	2	2	49	58	0	0	3	1	2	4	2	3	2	3	4	....	1,288	7,000
3349	Babylon	....do	Wm. H. Lisk	Dept.	1	2	25	33	0	0	....	....	....	....	3	4	2	0	4	....	1,382	44,132
3350	Bainbridge	....do	F. W. Crumb, A. M.	Dept.	1	2	43	50	0	0	3	1	4	3	3	5	2	3	4	....	1,400	22,000

3351	Baldwinsville	Free Academy	Horace D. Rickard	Dept.	1	4	39	67	0	0	1	3	0	0	3	6	1	2	4		1,386	39,800
3352	Ballston Spa	High School	A. A. Lavery	Dept.	1	3	20	33	45	6	2	0	0	0	3	8	1	1	4		167	
3353	Batavia	do	John Kennedy	Dept.	1	7	79	114	0	0	13	12	15	4	11	10	4	3	4		11,254	54,658
3354	Bath-on-Hudson	do	Wm. H. Good, A. M., Pd. B.	Dept.	1	3	20	45	0	0	3	6	7	12	5	8	3	5	4		210	45,000
3355	Bay Shore	do	Chas. W. Mulford	Dept.	1	3	4	20	0	0	1	4			0	0	0	0	4		1,200	
3356	Belfast	do	Frederick W. Gray	Dept.	2	1	70	95	0	0	7	11			6	14	2	3	4		800	7,500
3357	Belmont	do	I. H. Russell	Dept.	1	2	24	23	41	17	1	0	2	0	5	2	2	0	4	50	1,000	3,000
3358	Bergen	do	E. A. Ladd	Dept.	1	1	24	20	0	0	1	0	1	1	4	1			4		818	11,963
3359	Binghamton	do	S. G. Landon	Dept.	5	17	305	418	0	0	12	15	18	25	27	44	5	6	4		1,000	85,882
3360	Bolivar	do	E. E. McDowell	Dept.	1	1	22	47	0	0	0	0	1	0	1	4	1	0	4		700	6,800
3361	Boonville	do	Walter T. Couper, B.A., M. A.	Dept.	2	3	48	61	0	0	4	3	8	2	3	9	2	5	4		725	14,000
3362	Brasher Falls	Brasher and Stockholm High School.	Horatio P. Baum	Dept.	1	1	20	30	0	0					4	5	1	1	4		850	9,743
3363	Brewster	High School	Herbert G. Reed	Dept.	1	2	28	37	0	0	2	3	0	0	2	3	0	0	3		400	25,000
3364	Bridgewater	Union School	Arthur L. Smith	Ind.	2	0	18	24	52	61					0	6	0	2	4		420	1,500
3365	Brocton	High School	P. E. Marshall	Dept.	1	2	23	34	0	0	1	1	3	0	6	4	0	1	4		700	4,500
3366	Brookfield	do	C. P. Miner	Dept.	1	1	10	14	70	43	0	0	0	0	1	0	0	0	4		600	3,400
3367	Brooklyn	Boys' High School	John Mickleborough	Dept.	59	0	1,670	0	0	0	404	0	200	0	186	0	31	0	4		5,000	369,600
3368	do	Erasmus Hall High School	Walter B. Gunnison	Dept.	25	21	320	947	0	0	30	75										
3369	do	Girls' High School	Calvin Patterson	Dept.	4	79	0	2,075							0	273	0	45	4		4,500	500,000
3370	do	Manual Training High School.	Chas. D. Larkins	Dept.	20	13	426	569	0	0					48	52	15	15	4		2,500	10,000
3371	Buffalo	Central High School	Fred. A. Vogt	Dept.	8	33	581	879	0	0	30	15	10	4	54	110	20	5	4		3,776	214,900
3372	do	Masten Park High School.	Frank S. Fosdick	Dept.	5	28	489	799	0	0	26	16	40	6	35	57	12	15	4		1,070	250,000
3373	Cambridge	High School	Ernest E. Smith	Dept.	1	3	42	60	0	0	0	0	7	6	8	5	3	2	4		4,895	27,910
3374	Camden	do	H. T. Skerritt	Dept.	1	1	20	22	0	0	1	0	4	3	5	1	3	1	4		416	20,000
3375	Canajoharie	do	S. F. Herron, M. A.	Dept.	1	3	44	59	0	0	4	4	8	6	5	5	4	1	4		1,925	40,716
3376	Canandaigua	do	J. Carlton Norris	Dept.	3	5	100	143	0	0					5	9	3	2	4		3,000	128,716
3377	Canascraga	do	W. L. Corbin	Dept.	1	1	19	17	0	0	1	0	0	0	2	3	1	0	3		700	6,625
3378	Canastota	do	Geo. H. Ottaway	Dept.	1	5	19	37	0	0	1	0	1	0	2	0	2	0	4		1,647	32,883
3379	Candor	Academy	Edgar L. Andrews	Dept.	1	1	13	27	0	0					2	7	0	0	4		850	9,625
3380	Canisteo	High School	C. W. Walker	Dept.	1	3	40	76	0	0					3	0	3	0	4		1,000	
3381	Canton	do	Allen H. Knapp, S. B.	Dept.	1	6	63	84	0	0	17	12	14	23	5	7	5	7	4		800	40,000
3382	Cape Vincent	Union School	Neil K. White	Dept.	1	1	14	15	0	0	2	0	1	0	0	0	0	0	3		650	6,500
3383	Carthage	High School	M. F. Perry	Dept.	1	3	60	55	0	0	1	0			6	3	1	0	4		1,200	35,000
3384	Castile	do	George H. Stratton	Dept.	1	1	27	44	0	0	0	2	0	0	0	2	0	0	4		640	7,000
3385	Catskill	do	Mrs. H. M. Mace	Dept.	2	5	60	65	0	0	4	11	11	2	8	11	4	1	4		800	68,580
3386	Cattaraugus	do	George A. Bolles, A. M. Ph. D.	Dept.	1	2	35	45	0	0	5	4	7	5	6	2	2	0	4		2,175	30,000
3387	Central Square	do	C. O. Du Bois	Ind.	1	2	29	31	55	44	2	0	4	2	2	4	2	0	4		491	6,000
3388	Champlain	Union School	L. A. Johnson	Dept.	1	1	15	40	0	0	3	0			0	0	0	0	4		850	15,000
3389	Charlotte	High School	F. R. Place	Dept.	1	1	16	28	0	0					0	3			4		16	
3390	Chateaugay	do	E. F. McKinley	Dept.	1	1	30	46	0	0			4	3	2	3	1	1	4		2,100	12,300
3391	Chatham	do	S. McKee Smith	Dept.	1	3	50	76	0	0	2	5	12	16	5	10	4	7	4		3,539	15,400
3392	Chittenango	Yates High School	William M. Fort	Dept.	1	3	21	48	0	0	5	2	1	0	2	3	2	1	4		2,000	14,500
3393	Churchville	High School	Prof. N. Lee	Ind.	1	2	41	26	0	0	11	8	1	0	0	0			4		728	14,000
3394	Cincinnatus	Union School	Lem. R. Brown	Dept.	1	1	28	29	30	35	0	2			0	0			4		250	2,500
3395	Clarence	Parker High School	Edgar W. Ames	Ind.	1	2	25	20	50	30	1	0			5	0	2	0	4		1,200	10,000
3396	Clayton	High School	Ernest Robinson	Dept.	1	2	40	60	0	0	3	5	3	3	3	4	2	0	4		655	3,054

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
3397	Clayville	High School	Stanard D. Butler	Ind...	1	2	32	49	0	0	2	1	2	0	1	3	1	1	4	....	659	$7,650
3398	Clifton Springs	.....do	H. G. Wolcott	Dept..	1	2	22	27	0	0	3	1	....	....	0	3	0	3	4	....	702	4,400
3399	Clinton	.....do	Percy L. Wight	Dept..	2	3	26	40	0	0	14	6	7	6	3	3	3	0	4	....	1,850	37,000
3400	Clyde	.....do	Chas. E. Allen	Dept..	1	4	46	70	0	0	6	8	3	4	0	8	....	....	4	....	2,094	.....
3401	Cobleskill	.....do	W. H. Ryan	Dept..	1	3	52	74	0	0	....	....	....	....	10	12	1	3	4	....	1,400	33,000
3402	Cohoes	Egberts High School*	George M. Strout	Dept..	1	4	35	66	0	0	4	4	0	0	3	15	0	2	4	....	600	26,200
3403	Cold Spring	Haldane High School	Otis Montrose	Dept..	1	1	18	15	0	0	1	0	....	....	0	2	0	2	4	80	2,500	30,500
3404	Cooperstown	High School	W. D. Johnson	Dept..	1	4	53	78	0	0	2	1	10	4	5	7	4	1	4	....	4,000	22,000
3405	Copenhagen	.....do	F. A. Walker	Dept..	1	3	25	36	25	44	1	1	3	2	0	0	0	0	4	....	1,345	6,649
3406	Corfu	Junior School	Lafayette Clapp	Dept..	1	1	8	12	32	68	....	....	....	....	0	2	0	0	4	....	460	4,000
3407	Corinth	High School	A. M. Hollister	Dept..	1	3	32	55	0	0	1	3	2	0	4	7	1	2	4	....	1,200	50,000
3408	Corning	Free Academy	Leigh R. Hunt	Dept..	1	4	67	73	0	0	1	2	7	12	8	15	3	5	4	....	751	.....
3409	Cornwall-on-Hudson.	High School	Guy H. Baskerville	Dept..	2	2	28	38	0	0	15	22	....	....	6	4	5	3	4	....	723	22,500
3410	Cortland	Union School	F. E. Smith	Dept..	1	5	38	37	0	0	....	....	....	....	8	7	....	....	3	....	1,362	.....
3411	Coxsackie	High School	George W. Fairgrieve	Dept..	1	2	29	27	0	0	3	2	3	3	1	0	0	0	4	....	732	26,000
3412	Crown Point	Union School	Arthur B. Vossler	Ind...	1	1	10	15	40	65	0	1	1	0	2	1	1	1	3	20	300	5,000
3413	Cuba	High School	J. E. Dewey	Dept..	2	3	103	108	0	0	7	7	4	0	5	4	2	0	4	....	.....	.....
3414	Dansville	.....do	W. G. Carmer	Dept..	1	4	55	76	0	0	3	0	10	4	4	5	2	0	4	....	432	30,900
3415	Delevan	.....do	Albert B. Hall	Dept..	1	3	20	30	0	0	1	0	0	0	0	0	0	0	4	....	700	11,000
3416	Deposit	.....do	George W. Pye	Dept..	1	2	36	44	0	0	5	3	....	....	1	5	1	1	4	....	2,326	23,000
3417	Dolgeville	.....do	Jas. Eggenberger	Dept..	1	2	14	23	0	0	1	0	3	2	0	0	....	....	4	....	600	18,000
3418	Dryden	.....do	Harrison D. Cannon, Ph. B.	Dept..	1	1	12	32	0	0	2	5	0	2	4	6	2	4	4	....	500	8,600
3419	Dundee	Union School*	Frank Schueck	Dept..	2	2	25	25	0	0	4	2	0	0	1	5	....	....	4	....	600	14,000

3420	Dunkirk	High School*	J. L. Hurlbert	Dept..	1	4	60	80	0	0	5	8	4	4	2	11	1	3	4	....	1,500	75,000
3421	Earlville	.....do	Edward J. Rowe	Dept..	1	1	18	22	0	0	....	....	1	0	2	3	0	0	4	....	550	9,800
3422	East Aurora	.....do	C. L. McGavern	Dept..	1	4	56	65	0	0	23	20	8	5	2	3	0	0	4	....	3,300	.....
3423	East Bloomfield	.....do	D. B. Williams, A. M	Dept..	1	2	20	30	0	0	....	....	3	2	2	4	1	2	4	....	750	4,650
3424	East Pembroke	.....do	Wm. H. Dyer	Dept..	1	1	19	21	41	49	....	....	3	1	1	2	1	1	4	....	500	2,500
3425	East Syracuse	.....do	Samuel R. Brown	Dept..	2	4	46	48	0	0	4	2	4	0	5	5	5	2	4	....	1,800	17,400
3426	Elizabethtown	.....do	Nelson L. Coleman	Ind...	1	1	7	12	67	57	0	1	....	....	0	2	0	0	4	....	750	7,217
3427	Ellenville	.....do	Jno. W. Chandler, Ph. D.	Dept..	1	4	16	60	0	0	2	1	1	5	0	0	....	....	4	....	553	30,640
3428	Ellicottville	.....do	Clifton J. Melrose	Dept..	1	1	24	38	0	0	2	1	1	0	2	2	0	1	4	....	955	18,500
3429	Ellington	.....do	Franeis J. Flagg	Dept..	1	3	36	54	0	0	3	1	....	....	4	2	....	....	4	....	900	6,450
3430	Elmira	Free Academy	Charles W. Evans	Dept..	1	12	212	249	0	0	25	20	32	0	28	30	8	6	4	....	2,861	72,250
3431	Fairhaven	Union School	Wm. B. Thrall	Dept..	1	1	14	21	50	53	....	....	....	....	0	0	0	0	4	....	356	7,000
3432	Fairport	High School	Edwin D. Webb	Dept..	1	5	51	86	0	0	11	8	7	1	10	11	7	9	4	....	646	43,700
3433	Faleoner	.....do	J. S. Wright	Dept..	1	1	14	15	0	0	1	0	1	0	1	1	1	0	4	....	400	15,500
3434	Far Rockaway	.....do	S. J. Ellsworth	Dept..	2	2	12	16	0	0	0	0	3	7	0	3	0	0	4	....	600	.....
3435	Fishkill	Union School	Edward B. Du Mond	Dept..	1	1	13	15	0	0	0	0	0	0	0	3	0	0	2	....	435	9,970
3436	Florida	S. S. Seward Institute	Edmund F. Brown	Dept..	1	0	8	6	0	0	0	0	0	0	0	0	0	0	4	....	800	11,000
3437	Flushing	High School	John Holley Clark	Dept..	3	4	124	149	0	0	18	15	15	0	3	3	2	0	4	....	3,075	54,000
3438	Fonda	.....do	Edwin B. Robbins	Dept..	1	1	21	31	0	0	....	....	1	1	4	3	1	0	4	....	1,523	20,432
3439	Forestville	.....do	A. C. Anderson	Dept..	1	3	47	48	0	0	4	2	10	11	9	2	5	1	4	....	1,200	10,000
3440	Fort Covington	Free Academy	J. L. Cummings, Ph. B.	Dept..	1	1	13	12	0	0	....	....	....	....	1	1	....	....	4	....	300	8,550
3441	Fort Edward	High School	W. S. Coleman	Dept..	1	3	28	47	0	0	3	0	2	0	2	3	2	0	4	....	2,500	28,400
3442	Fort Plain	.....do	Russell H. Bellows	Dept..	1	2	16	21	0	0	0	0	3	3	1	2	1	2	4	....	865	23,191
3443	Frankfort	.....do.*	Samuel J. Slawson	Dept..	1	3	35	45	0	0	5	2	2	0	0	2	0	2	4	....	840	28,000
3444	Franklinville	Ten Broeek Free Aeademy	Hamilton Terry	Ind...	1	3	37	35	30	23	2	0	1	0	7	3	2	0	4	....	1,400	25,000
3445	Frewsburg	Union School	George R. Raynor	Dept..	1	1	24	27	0	0	2	0	1	0	0	0	0	0	4	....	437	6,200
3446	Fulton	High School	B. G. Clapp	Dept..	2	7	152	181	0	0	5	6	....	....	6	7	3	0	4	....	800	60,000
3447	Fultonville	Union School	Henry Wheaton, A. B.	Dept..	1	0	5	12	0	0	....	....	3	4	0	2	0	1	4	....	767	4,100
3448	Gainesville	.....do	R. Clifton Gibbs	Dept..	1	1	8	14	46	28	....	....	1	0	2	1	1	1	4	....	400	4,400
3449	Geneva	High School	W. H. Truesdale	Dept..	3	9	114	163	0	0	30	20	10	4	10	16	9	3	4	114	5,970	75,976
3450	Gilbertsville	.....do	W. Grant Goodwin	Dept..	1	2	24	30	0	0	3	3	2	0	1	5	2	1	3	....	1,200	.....
3451	Glens Falls	.....do	Miss Nellie Farmer	Dept..	0	7	25	79	0	0	3	1	....	....	6	18	2	3	4	....	1,082	35,300
3452	Gloversville	.....do	Geo. M. Davison	Dept..	1	7	89	144	0	0	2	4	1	0	5	8	3	3	5	....	.....	.....
3453	Goshen	.....do	C. R. Stiles	Dept..	1	3	25	48	0	0	2	1	2	4	0	6	0	1	4	....	1,530	22,500
3454	Gouverneur	.....do	Jno. C. Bliss, A. B	Dept..	2	4	60	92	0	0	5	5	7	3	5	7	5	5	4	....	1,391	62,958
3455	Granville	.....do	R. E. Brown, Ph. B	Dept..	1	3	46	59	0	0	7	1	12	14	5	5	5	3	4	....	1,190	12,099
3456	Greene	.....do	William N. Harris	Dept..	2	1	27	40	0	0	2	1	2	0	4	4	2	1	4	....	1,650	8,400
3457	Greenport	Union High School	Samuel King	Dept..	1	3	21	53	0	0	0	1	0	0	1	5	0	0	4	....	1,100	22,875
3458	Greenwich	High School	C. L. Morey, Ph. B	Dept..	1	3	41	50	0	0	4	2	8	10	1	4	1	2	4	....	.....	.....
3459	Groton	.....do	Chas S. Williams	Dept..	1	3	38	27	0	0	2	2	....	....	6	4	....	....	4	....	250	18,000
3460	Hamburg	.....do	Wm B. Chriswell	Dept..	1	2	31	32	0	0	....	....	....	....	2	5	....	....	4	....	1,600	20,150
3461	Hamilton	.....do	C. H. Van Tuyl	Dept..	1	3	50	100	0	0	....	....	....	....	1	11	1	11	4	....	1,100	12,000
3462	Hammond	Union School	Irving G. Adams	Ind...	1	0	11	23	40	31	2	1	....	....	0	0	0	0	3	....	300	2,800
3463	Hammondsport	High School	Myron C. Plough	Dept..	1	2	33	37	0	0	2	3	3	5	3	7	3	3	4	....	2,000	10,000
3464	Hancock	.....do	Edwin W. Cady	Dept..	1	3	30	46	0	0	3	1	2	2	3	10	3	1	4	....	576	20,000
3465	Hastings upon Hudson.	Fraser High School*	Martin M. Todd	Dept..	1	2	26	20	0	0	....	....	....	....	3	7	....	....	....	....	560	15,000
3466	Hempstead	High School	Ezra F. Knapp	Dept..	1	4	22	35	0	0	1	0	....	....	0	0	0	0	4	....	800	30,000
3467	Herkimer	Union School	A. J. Merrell, M. A	Dept..	1	6	33	57	31	41	8	2	3	4	4	4	2	1	4	....	1,200	45,000
3468	Hermon	High School	James Harrigan	Dept..	1	0	10	15	0	0	....	....	1	5	1	1	1	1	4	....	600	.....
3469	Highland	Union School	David C. Scott	Dept..	1	0	8	10	0	0	1	0	0	0	1	0	1	0	3	....	650	4,000

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
3470	Highland Falls	Union School	M. Henry Dusinburg	Dept.	1	0	14	6	0	0	....	....	....	....	5	3	0	0	2	....	301	$27,850
3471	Hinsdale	....do	Frederick Leighton	Ind.	1	1	3	10	21	37	0	0	0	0	1	0	0	0	4	....	720	5,000
3472	Hobart	High School	George J. Dann, A. B.	Dept.	1	2	30	26	42	48	4	0	0	0	3	4	3	0	4	....	700	6,550
3473	Holland Patent	Union High School	D. Howard Naylor	Ind.	1	2	53	50	39	35	3	1	2	4	3	5	3	2	4	....	1,000	11,100
3474	Holley	High School	H. D. Bartlett	Dept.	1	2	32	29	0	0	10	20	0	0	3	6	0	0	4	....	965	20,350
3475	Homer	Academy and High School	L. H. Tuthill	Dept.	1	3	50	62	0	0	2	1	2	0	6	4	4	0	4	....	2,700	44,425
3476	Honeoye	Union School	J. R. Foster	Ind.	1	0	3	6	45	47	....	....	....	....	....	....	....	....	4	....	400	5,000
3477	Hoosick Falls	High School	H. H. Snell	Dept.	3	3	70	74	0	0	1	1	4	0	3	5	....	....	4	....	2,531	.....
3478	Hornellsville	....do	Elmer S. Redman	Dept.	1	9	128	262	0	0	10	14	....	....	15	15	4	2	4	....	2,000	20,000
3479	Horseheads	Union and High School	George T. Miller	Dept.	1	6	65	55	0	0	30	30	0	0	2	7	2	5	4	....	1,006	26,000
3480	Howard	High School*	Ernest E. Cole	Dept.	1	1	10	10	0	0	....	....	....	....	....	....	....	....	....	....	75	.....
3481	Hudson	....do	F. J. Sagendorph, A. M.	Dept.	0	5	66	98	0	0	2	0	2	2	6	9	2	0	4	....	700	80,000
3482	Huntington	....do	Jared Barhite	Dept.	1	4	53	53	0	0	6	4	....	....	0	12	0	1	4	....	350	15,000
3483	Ilion	....do	J. I. Wood	Dept.	1	4	49	52	0	0	3	6	....	....	5	16	1	0	4	....	329	15,000
3484	Irvington	....do	R. A. McDonald	Dept.	3	4	24	32	0	0	0	4	0	0	3	0	0	0	4	....	.....	55,000
3485	Islip	....do	Matthew I. Hunt	Dept.	1	2	17	23	0	0	....	....	2	1	1	1	....	....	4	....	705	26,750
3486	Ithaca	....do	Frank D. Boynton	Dept.	5	12	254	324	0	0	....	....	....	....	36	55	24	20	4	....	1,400	60,500
3487	Jamaica	....do	Chas. J. Jennings	Dept.	5	7	90	105	0	0	18	13	3	8	5	8	0	1	4	....	2,500	85,000
3488	Jamestown	....do	Almon N. Taylor	Dept.	4	16	159	208	0	0	11	9	10	10	23	34	14	13	4	....	3,934	78,300
3489	Johnstown	....do	Alvin A. Lewis	Dept.	2	4	54	98	0	0	....	....	....	....	5	8	3	4	4	....	.....	.....
3490	Keeseville	....do	Ernest E. Hinman	Dept.	1	2	21	41	0	0	2	2	1	0	0	10	0	2	4	....	1,440	5,000
3491	Kingston	Academy	Myron J. Michael	Dept.	2	6	118	180	0	0	12	10	4	0	8	17	5	3	4	....	1,500	.....
3492	Knowlesville	Union School	Ralph Mosher	Dept.	1	0	5	7	54	41	2	3	0	0	0	0	0	0	2	....	537	8,000
3493	Lancaster	High School	Burt B. Farnsworth	Dept.	1	3	43	48	0	0	2	0	0	0	4	4	2	0	4	....	850	13,500
3494	Lawrence	....do	F. De L. King	Dept.	1	3	13	22	0	0	1	1	....	....	1	5	....	....	4	....	800	25,000

3495	Leonardsville	Union School and Academy.	Arthur T. Hamilton	Ind	1	1	8	12	44	52	0	2	....	....	1	1	0	0	4	....	144	3,250
3496	Leroy	High School	Jno. C. Benedict, A. M.	Dept.	1	4	24	56	0	0	2	3	1	2	3	6	2	1	4	....	1,390	25,500
3497	Lestershire	Academy*	E. T. Graves	Dept.	1	1	9	11	0	0	0	0	0	0	0	0	0	0	4	....	274	14,925
3498	Liberty	High School	Louis S. Odell	Dept.	1	1	29	36	0	0	3	0	0	0	1	3	1	0	4	....	375	14,000
3499	Limestone	Union School	Fred R. Darling	Dept.	1	1	25	30	0	0	0	0	3	0	4	1	3	0	3	....	400	4,200
3500	Lisle	Union School and Academy.	A. D. Wecks	Dept.	1	1	17	19	26	28	0	0	0	0	2	2	0	0	4	....	400	7,500
3501	Little Falls	High School	C. H. Warfield, A. M.	Dept.	1	4	70	63	0	0	6	0	8	7	2	4	0	2	4	....	1,700	.....
3502	Liverpool	Union School	Manford D. Green	Dept.	1	1	15	30	0	0	....	....	....	....	1	2	....	....	4	....	900	.....
3503	Long Island City	High School	P. E. Demarest	Dept.	1	12	58	150	0	0	....	....	....	....	3	20	0	0	4	....	1,002	.....
3504	Lowville	State Street School	Arthur M. Johnson	Dept.	1	0	6	8	0	0	....	....	....	....	4	5	0	0	3	....	1,500	20,000
3505	Lyndonville	Union School	J. H. Filer	Dept.	1	1	35	37	36	33	1	2	....	....	2	3	1	0	4	....	772	4,950
3506	Lyons	High School	W. H. Kinney	Dept.	4	1	49	73	0	0	5	2	4	4	6	9	5	2	4	....	3,000	66,000
3507	Macedon	Union School	Geo. H. Cullings	Dept.	1	1	14	28	0	0	2	0	2	0	0	2	....	....	4	....	500	10,125
3508	McGraw	.....do	C. F. Place	Dept.	1	1	5	12	0	0	....	....	1	2	1	1	1	1	4	....	600	15,000
3509	Madison	.....do	Wm. D. Miller	Dept.	1	1	12	15	48	49	2	3	....	....	....	....	....	....	4	....	400	4,000
3510	Madrid	.....do	Frank H. Wallace	Dept.	1	1	10	12	62	56	....	....	1	0	0	3	....	....	4	....	650	5,000
3511	Malone	Franklin Academy	O. H. Burritt	Dept.	2	6	74	95	22	62	4	1	10	6	7	12	7	8	4	....	2,250	49,300
3512	Manlius	High School	A. S. Knapp	Dept.	1	2	18	22	0	0	4	0	....	....	2	6	2	0	4	....	1,700	4,550
3513	Marcellus	.....do.*	George H. Studley	Dept.	1	2	23	22	0	0	2	2	0	0	1	1	0	0	4	....	739	14,550
3514	Margaretville	.....do	L. M. Sackett	Dept.	1	3	35	41	0	0	4	6	2	0	4	14	3	1	4	....	800	4,000
3515	Massena	.....do	Edw. C. Hogmire, A. M., Ph. D.	Dept.	1	4	35	40	0	0	....	....	....	....	2	4	....	....	4	....	238	4,500
3516	Matteawan	.....do	G. R. Miller	Dept.	1	4	30	32	0	0	4	2	....	....	1	4	1	2	4	....	700	30,000
3517	Mayville	.....do	Thos. E. Lockhart, A. M., Ph. D.	Dept.	1	2	50	77	0	0	3	5	4	1	6	3	4	3	4	....	1,012	27,964
3518	Mechanicsville	.....do	Louis R. Wells	Dept.	1	2	45	56	0	0	....	....	....	....	....	....	....	....	4	....	2,500	31,000
3519	Medina	.....do	T. H. Armstrong	Dept.	2	6	36	76	0	0	3	10	6	12	2	16	2	8	4	....	2,600	.....
3520	Mexico	Academy and High School	A. W. Skinner, A. B	Dept.	2	2	60	74	0	0	2	0	4	6	2	4	1	3	4	....	2,250	19,000
3521	Middleburg	High School	Edwin F. Norton, Ph. D.	Dept.	1	2	24	41	0	0	2	1	0	0	8	4	2	1	4	....	.....	.....
3522	Middle Granville	Union School	L. J. Cook, Pd. B	Dept.	1	1	20	20	0	0	1	1	....	....	2	3	1	1	4	....	550	10,000
3523	Middleport	High School	Frederick R. Stevens	Dept.	1	2	29	42	0	0	4	6	....	....	5	11	1	1	4	....	800	19,200
3524	Middleville	Union School	Jesse L. Mott	Dept.	1	1	29	30	47	42	0	0	0	0	0	0	0	0	4	....	518	8,370
3525	Mineville	High School	Samuel D. McClellan	Dept.	1	2	24	30	0	0	0	0	0	0	1	3	0	0	4	....	692	6,232
3526	Mohawk	.....do	S. A. Watson	Dept.	1	3	22	28	0	0	0	0	2	2	2	2	0	0	4	....	472	23,574
3527	Montgomery	.....do	Reuben Fraser	Dept.	1	2	29	31	31	19	4	5	2	0	4	5	4	5	4	....	1,200	24,000
3528	Moravia	.....do	John D. Bigelow	Dept.	2	3	35	50	0	0	4	4	....	....	2	6	2	2	4	....	1,105	22,014
3529	Morris	.....do	Frank Stanbro	Dept.	1	2	35	45	0	0	0	0	0	0	5	5	0	0	4	....	1,500	10,000
3530	Mount Kisco	Union School	W. J. Millar	Dept.	1	1	23	37	0	0	1	0	0	0	0	5	0	0	3	....	1,176	27,780
3531	Mount Morris	High School	Luther N. Steele	Dept.	1	3	40	56	0	0	2	1	1	0	1	9	1	4	4	....	1,200	21,920
3532	Mount Vernon	.....do	A. B. Davis, A. M.	Dept.	1	7	129	183	0	0	20	30	20	0	13	13	6	2	4	....	973	87,084
3533	Naples	.....do	Wm. C. Noll	Dept.	1	2	30	36	0	0	....	....	....	....	2	0	....	....	4	....	2,149	22,000
3534	Newark	.....do	Chas. A. Hamilton, A. M.	Dept.	1	4	44	46	0	0	1	3	6	10	2	9	1	4	4	....	1,500	26,975
3535	Newark Valley	.....do	J. Stanton Kingsley	Dept.	2	1	48	50	0	0	4	0	....	....	0	0	....	....	4	....	642	12,350
3536	New Berlin	.....do	Arthur R. Mason	Dept.	1	2	11	39	0	0	0	0	0	0	0	1	0	0	4	....	1,056	7,751
3537	New Brighton	.....do.*	Mason A. Macdonald	Dept.	1	1	24	26	0	0	....	....	....	....	11	12	2	4	2	....	.....	.....
3538	Newburgh	Free Academy	James M. Crane	Dept.	5	9	155	192	0	0	8	5	20	25	19	23	8	9	4	....	995	85,226
3539	Newfield	Union School	Frederic V. Webster	Dept.	1	1	16	20	32	51	3	1	0	0	7	2	0	0	4	....	208	3,875
3540	New Hartford	.....do.*	Arthur M. Scripture, A. M.	Dept.	1	1	33	37	0	0	2	1	3	0	....	....	....	....	4	....	576	.....

* Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
3541	New Rochelle	High School	Miss Ida M. Babcock	Dept.	1	5	51	62	0	0	2	5	5	1	8	9	3	3	4	....	1,140	$14,100
3542	New York	Boys' High School	John T. Buehanan	Dept.	36	10	1,600	0	0	0	538	0	....	....	0	0	0	0	4	....	2,000	.....
3543	.....do	Boys and Girls' High School.	Edward J. Goodwin	Dept.	19	19	560	726	0	0	133	48	....	....	0	0	0	0	4	....	1,170	.....
3544	.....do	Evening High School for Women.	Miss Mary E. Tate	Dept.	0	16	0	928	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
3545	.....do	Girls' High School	John G. Wight	Dept.	1	37	0	1,327	0	0	0	87	....	....	0	3	0	3	4	....	500	140,500
3546	.....do	Harlem Evening High School.	Edward A. Page	Dept.	24	0	1,500	0	0	0	....	....	....	....	35	0	....	....	3	....	.....	.....
3547	New York Mills	Union School	Lester G. Wauful	Dept.	1	0	8	12	0	0	....	....	....	....	0	0	....	....	3	....	1,000	8,500
3548	Niagara Falls	High School (Fifth street)	R. A. Taylor	Dept.	2	6	55	86	0	0	1	2	2	0	4	4	1	2	4	....	.....	.....
3549	Nichols	Union School	Edson L. Moore	Ind.	1	0	12	10	50	40	0	0	0	0	0	1	0	0	3	....	400	4,700
3550	North Brookfield	Union School and Academy.	Homes T. Case	Dept.	1	0	20	10	40	30	0	0	0	0	0	2	0	0	4	....	700	4,111
3551	North Cohocton	North Cohocton and Atlanta High School.	Albert H. Watkins	Dept.	1	2	33	44	0	0	2	1	1	0	4	3	2	1	4	....	683	9,120
3552	North Tarrytown	Union School	Nathan H. Dumond	Dept.	1	2	15	14	0	0	....	....	....	....	0	0	0	0	2	....	1,361	25,852
3553	North Tonawanda	High School	Clinton S. Marsh, A. B.	Dept.	3	6	130	101	0	0	6	2	15	0	8	10	4	4	4	....	547	40,350
3554	Northville	Union School	F. Johnson	Dept.	1	1	12	25	0	0	0	1	0	0	0	2	0	1	3	....	700	10,000
3555	Norwich	High School	B. C. Van Ingen	Dept.	1	5	70	144	0	0	4	6	....	....	8	15	4	6	4	....	4,000	.....
3556	Norwood	.....do	A. W. Morehouse	Dept.	1	1	37	48	0	0	4	5	....	....	0	1	0	1	4	....	966	425
3557	Nyack	.....do	Ira H. Lawton	Dept.	1	5	60	83	0	0	....	....	....	....	5	12	1	2	4	....	1,404	.....
3558	Oakfield	Union School	A. H. Downey	Ind.	1	1	21	15	66	85	....	....	....	....	0	0	....	....	4	....	1,000	7,800
3559	Olean	High School	Olin W. Wood	Dept.	2	6	79	140	0	0	6	4	25	20	7	10	7	10	4	....	2,800	.....
3560	Oneida	.....do	Frank W. Jennings	Dept.	1	6	124	171	0	0	10	4	46	28	6	14	6	14	4	....	5,000	35,862

3561	Oneonta	Union School	A. W. Abrams	Dept..	1	5	68	113	16	6	5	2	....	....	6	13	....	....	4	....	310	.....
3562	Onondaga Valley.	Onondaga High School ..	D. H. Cook	Dept..	2	2	75	75	0	0	10	10	5	0	8	19	5	10	4	....	1,000	25,000
3563	Orchard Park	High School	A. K. Hoag	Ind...	1	3	18	31	48	52	0	0	0	0	0	3	0	0	4	....	1,000	7,040
3564	Oswego	.....do	Chas. W. Richards	Dept..	1	8	140	228	0	0	5	3	0	0	17	35	0	0	4	....	547	13,560
3565	Ovid	.....do	Lewis H. Clark, jr	Dept..	1	1	21	25	0	0	6	2	0	0	1	0	1	0	4	....	839	18,053
3566	Owego	Free Academy	E. J. Peck, A. M	Dept..	2	5	50	86	0	0	11	7	2	0	4	14	4	14	4	....	500	.....
3567	Oxford	Academy and Union School.	Reginald H. Coe	Dept..	1	3	30	40	0	0	0	1	0	1	4	3	1	1	4	....	2,000	5,000
3568	Painted Post	.....do	B. E. Hicks	Dept..	1	1	12	18	0	0	4	2	....	....	0	2	0	1	4	....	316	12,000
3569	Palatine Bridge ..	Union School	Chas. Ernst Keck	Ind ...	1	1	5	3	56	35	2	2	0	0	0	1	0	1	3	....	1,325	14,700
3570	Palmyra	Classical High School	W. J. Deans	Dept..	1	4	50	70	0	0	3	7	10	12	6	6	5	3	4	....	3,222	30,000
3571	Parish	High School	Edwin Cornell	Dept..	1	1	32	20	0	0	....	....	....	....	2	1	....	....	4	....	780	9,200
3572	Patchogue	.....do	W. E. Gordon	Dept..	1	4	62	63	0	0	3	0	2	0	4	5	0	0	4	....	1,500	33,000
3573	Peekskill	Drum High School	John Millar	Dept..	1	3	38	40	0	0	2	1	1	2	2	6	0	0	3	....	375	12,500
3574	.....do	Oakside School	A. D. Dunbar	Dept..	1	2	32	35	0	0	0	0	0	0	4	6	0	0	3	....	750	60,000
3575	Penn Yan	Academy	Howard Conant	Dept..	1	5	80	100	0	0	12	10	8	3	8	6	3	4	4	....	200	17,000
3576	Perry	High School	Wm. H. Adams	Dept..	1	3	40	60	0	0	4	2	1	2	10	4	4	2	4	....	1,200	26,000
3577	Peterboro	Union School	Arthur H. Jackson	Dept..	1	2	2	8	41	33	1	0	0	0	0	0	0	0	4	28	530	10,200
3578	Phelps	Union and Classical School.	Willis A. Ingalls	Dept..	1	2	24	49	0	0	0	0	3	2	0	1	0	1	4	....	850	12,000
3579	Philadelphia	Senior School	H. D. Hall	Dept..	1	1	20	35	0	0	....	....	2	5	1	5	1	5	4	....	560	7,000
3580	Phœnix	High School	Edwin J. Howe	Dept..	1	4	50	46	0	0	0	0	4	8	2	6	2	0	4	....	700	10,000
3581	Pittsford	.....do	Benj. G. Estes	Dept..	2	2	22	39	0	0	5	8	4	3	2	6	2	1	4	....	552	25,223
3582	Plattsburg	.....do	Miss Helen D. Woodward, A. M.	Dept..	1	8	91	80	0	0	....	....	....	....	12	6	7	2	4	....	1,669	25,000
3583	Pompey	Union School	Samuel B. Crandall	Ind...	1	0	7	10	64	51	1	0	1	0	0	0	0	0	4	....	690	4,798
3584	Port Byron	High School*	Wm. L. Harris, A. B	Dept..	1	2	40	35	0	0	0	0	5	0	2	3	2	0	4	....	1,000	12,530
3585	Port Chester	High School	Miss Grace Thwing	Dept..	1	5	30	42	0	0	0	0	1	0	4	2	0	0	4	....	1,586	.....
3586	Port Ewen	High School*	A. M. Van Wagenen ...	Dept..	1	0	8	12	0	0	0	0	0	1	2	4	0	1	2	....	116	3,000
3587	Port Henry	.....do	P. F. Burke	Dept..	1	4	10	33	11	22	1	0	....	....	1	3	1	2	4	....	640	5,730
3588	Port Jefferson	Union School*	F. H. Sincerbeaux	Dept..	1	5	17	31	0	0	1	0	....	....	0	1	0	0	3	....	300	19,373
3589	Port Jervis	High School	J. M. Dolph, A. M	Dept..	2	5	70	122	0	0	8	12	4	0	10	17	4	4	4	....	.....	.....
3590	Port Leyden	.....do	Samuel J. Neff	Dept..	1	1	15	25	0	0	3	5	....	....	0	0	0	0	4	....	800	6,289
3591	Portville	.....do	Edward S. Babcock ...	Dept..	1	1	21	22	0	0	1	0	3	4	1	1	1	1	4	....	923	3,000
3592	Poughkeepsie	.....do	James Winne, A. M	Dept..	3	7	132	203	0	0	4	3	11	25	9	10	0	0	4	....	431	34,697
3593	Prattsburg	Franklin Academy	James M. Glass	Dept..	2	2	36	36	0	0	8	5	2	0	3	0	2	0	4	....	2,000	9,000
3594	Pulaski	Academy and Union School.	Chas. M. Bean	Dept..	2	5	51	59	0	0	11	4	5	3	6	8	4	1	4	....	1,630	8,000
3595	Red Creek	Union Seminary	Albert D. Whitney	Ind ...	1	2	45	40	15	35	0	0	2	0	2	5	0	1	4	....	235	6,500
3596	Red Hook	Union School and Academy.	D. C. Lehman	Dept..	1	0	12	15	0	0	0	0	6	4	0	0	0	0	4	....	450	4,000
3597	Rhinebeck	Union School	B. E. Whittaker	Dept..	1	1	24	30	0	0	1	0	....	....	0	0	0	0	4	....	600	12,975
3598	Richburg	.....do	T. W. Stewart	Dept..	1	1	28	32	30	31	....	....	....	....	3	5	2	3	4	....	850	11,000
3599	Richfield Springs.	High School	J. A. Bassett, A. M	Dept..	2	2	40	68	0	0	5	?	10	12	2	5	2	5	4	....	1,074	23,000
3600	Ripley	Union School	F. M. Markham	Dept..	1	1	5	23	0	0	....	....	....	....	0	1	0	1	4	....	300	15,000
3601	Rochester	High School	Jno. G. Allen	Dept..	7	29	431	536	0	0	222	162	....	....	43	73	26	16	4	....	2,409	168,574
3602	Rockaway Beach.	Union School	Wm. M. Gilmore	Dept..	1	0	2	8	0	0	0	0	0	0	2	5	0	1	....	....	663	.....
3603	Rockville Center .	South Side High School..	Leland L. Landers, A. B.	Dept..	1	2	36	50	0	0	1	1	1	0	3	3	1	0	4	....	124	46,640
3604	Rome	High School	Walter D. Hood, B. A ..	Dept..	2	5	94	128	0	0	9	7	4	0	....	....	....	....	4	....	1,300	100,000
3605	Roudout	Ulster Academy	John E. Shull	Dept..	2	6	58	60	22	18	1	0	6	5	4	11	2	1	4	....	1,800	50,000
3606	Rouse Point	Union School	Luman R. Bowdish	Dept..	2	0	4	16	0	0	0	0	0	0	1	4	....	....	2	....	510	12,000

* Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
3607	Rushford	Union School	Homer W. Harris	Dept.	1	1	12	17	0	0	0	1	0	0	1	5	0	1	4	....	638	$6,906
3608	Rushville	do	Edward R. Wise	Ind.	1	0	8	13	57	60	1	0	....	....	1	0	1	0	4	....	350	16,000
3609	Sag Harbor	do	C.W. Armstrong, Pd. B.	Dept.	1	1	21	25	0	0	1	0	....	....	0	0	....	....	2	....	490	32,000
3610	St. Johnsville	High School	A. E. Barnes	Dept.	2	3	53	65	0	0	4	3	7	8	4	3	3	1	4	....	898	10,000
3611	St. Regis Falls	Union School	Alex. Macdonald, A.M.	Dept.	1	1	20	20	0	0	....	....	2	3	1	0	0	0	4	....	1,000	8,500
3612	Salamanca	High School	Thos. Stone Bell	Dept.	2	2	48	74	0	0	3	0	3	0	4	6	2	0	4	....	1,835	25,000
3613	Salem	Washington Academy	Ezra W. Benedict, A.B.	Dept.	1	2	27	28	0	0	2	2	2	1	1	1	1	1	4	....	1,587	34,865
3614	Sandy Creek	High School	Ransom H. Snyder	Dept.	1	3	45	49	0	0	3	2	5	2	6	4	2	1	4	....	700	15,000
3615	Sandy Hill	do	Miss Francis A. Tifft	Dept.	1	6	69	89	0	0	1	2	7	6	5	10	5	5	4	....	1,906	10,500
3616	Saranac Lake	Union School *	James E. Weld	Dept.	1	3	14	32	0	0	0	0	3	3	0	3	0	1	4	....	1,072	32,070
3617	Saratoga Springs	High School	W. S. Knowlson, A. M.	Dept.	2	4	72	104	0	0	1	5	....	....	5	25	2	2	4	....	1,170	56,100
3618	Saugerties	do	Fred N. Moulton	Dept.	1	4	21	48	0	0	2	2	5	4	1	6	1	4	4	....	1,648	4,000
3619	Sauquoit	Union School and Academy.	Silas C. Kimm	Dept.	1	1	25	30	29	20	0	0	4	0	6	4	4	0	3	....	426	1,950
3620	Savannah	High School	H. N. Tollman	Dept.	1	3	40	36	0	0	2	1	....	....	5	5	2	1	4	....	1,200	10,000
3621	Savona	Union High School	A.D. Miller, Ph.B., B.E.	Ind.	1	1	25	30	40	60	0	10	....	....	1	1	1	1	4	....	436	5,534
3622	Sayville	High School	Myron J. Wilson	Dept.	1	3	22	31	0	0	0	0	1	1	2	5	1	1	4	....	598	28,194
3623	Schenectady	Union Classical Institute.	Arthur Marvin	Dept.	3	7	54	72	0	0	13	11	11	4	0	0	0	0	4	....	1,054	21,600
3624	Schoharie	High School	Solomon Sias, A. M., M. D.	Dept.	2	1	30	60	0	0	....	....	6	3	1	1	1	0	4	....	1,040	16,800
3625	Schroon Lake	Union School	W. Arthur Turner	Ind.	1	1	5	9	36	40	0	0	0	0	0	1	0	0	4	....	315	3,267
3626	Schuylerville	High School	Stafford C. Edwards	Dept.	1	2	30	40	0	0	4	2	1	0	5	7	4	0	4	....	700	.....
3627	Scottsville	Union High School	F. H. Brown, A. M	Dept.	1	1	28	45	0	0	12	4	2	0	4	6	2	2	3	....	658	13,000
3628	Seneca Falls	Mynderse Academy	Miss Linda T. Drake	Dept.	0	5	72	91	0	0	9	15	12	6	9	12	5	4	4	....	2,244	.....
3629	Sharon Springs	Union School	Howard J. Jump	Dept.	2	0	22	14	46	38	1	0	1	0	3	3	1	0	4	....	650	7,100

3630	Sherburne	High School	Chas. R. Loomis	Dept..	1	2	16	23	0	0	1	0	0	0	1	7	1	0	4	....	1,500	17,200
3631	Sherman	....do	F. M. Wilson	Dept..	1	3	42	51	0	0	1	2	1	0	4	4	2	0	4	....	1,193	14,000
3632	Shortsville	....do.*	Wm. D. Hewes	Dept..	1	1	21	27	0	0	0	0	1	0	1	2	0	0	4	....	600	19,500
3633	Sidney	....do	A S. Knight, A. M	Dept..	1	3	36	33	0	0	6	7	5	4	2	4	2	1	4	....	3,700	32,580
3634	Silver Creek	....do	J. L. Walthart	Dept..	2	2	24	57	0	0	1	2	0	0	3	7	1	5	4	....	2,162	40,719
3635	Sinclairville	....do	Fred L. Hannum, A. M.	Dept..	1	3	31	30	0	0	4	3	0	0	9	5	3	1	4	30	500	10,500
3636	Sing Sing	....do	Miss Ida W. Bennett	Dept..	0	5	57	86	0	0	0	1	----	----	2	8	0	0	4	....	.....	13,700
3637	Skancateles	....do	H. Frank Miner, A. M..	Dept..	1	3	53	53	0	0	5	0	----	----	7	9	4	0	4	....	1,673	14,000
3638	Smithville Flats	Union School	L. W. Swain	Dept..	1	0	4	11	18	32	0	0	0	0	0	1	....	....	4	....	500	1,240
3639	Solvay	High School	C. O. Richards	Dept..	1	3	14	16	0	0	2	1	3	4	12	2	1	2	4	....	1,300	20,000
3640	Southampton	....do	F. A. Johnson	Dept..	1	3	24	15	0	0	4	3	1	0	2	4	2	1	4	....	1,500	23,000
3641	South Glens Falls	....do	C. G. Sanford	Dept..	1	3	12	24	0	0	0	0	0	0	0	2	0	0	4	....	781	24,405
3642	South New Berlin	Union School and Academy.	Edgar R. Holmes	Ind...	1	0	9	10	53	66	0	0	0	0	0	0	0	0	2	....	419	3,230
3643	Spencer	Union School	Everett O'Neill	Dept..	1	1	27	25	0	0	0	1	6	3	4	3	2	2	4	....	500	4,000
3644	Stamford	Seminary and Union School.	Sherman L. Howe	Dept..	3	2	38	59	0	0	2	5	9	9	2	6	0	4	4	53	3,323	14,500
3645	Stillwater	High School	Willis U. Hinman	Dept..	1	1	20	22	0	0	0	0	0	0	0	0	....	....	4	....	1,200	15,000
3646	Syracuse	....do	Wm. K. Wickes, A. M..	Dept..	8	29	630	828	0	0	4	2	....	....	10	26	0	3	4	....	3,683	149,000
3647	Tarrytown	Washington Irving High School.	Albert W. Emerson	Dept..	1	3	25	33	0	0	1	2	8	6	5	4	4	2	4	....	3,200	.....
3648	Theresa	High School	J. S. Fox	Dept..	1	1	32	27	0	0	0	0	3	0	3	2	0	0	4	....	500	9,000
3649	Ticonderoga	....do	E. J. Owen	Dept..	1	3	34	62	0	0	----	----	----	----	----	----	----	----	4	....	658	20,000
3650	Tioga Center	Union School	Horace N. Willey	Dept..	1	0	8	7	34	34	0	0	0	0	0	0	0	0	---	----	.....	.....
3651	Tonawanda	High School	W. T. Palmer	Dept..	1	4	53	62	15	11	3	0	0	0	2	6	....	....	4	....	1,000	.....
3652	Troy	....do	Martin H. Wolrath, M. A.	Dept..	5	5	95	162	0	0	40	6	....	....	14	24	10	6	4	....	2,174	66,319
3653	Trumansburg	Union School*	E. E. Scribner	Dept..	1	3	43	71	0	0	3	3	0	0	4	8	1	3	4	....	904	23,092
3654	Tully	High School	E. S. Martin	Dept..	2	1	30	62	0	0	0	5	....	....	0	11	0	5	4	....	870	7,000
3655	Unadilla	High School and Academy.	M. J. Fletcher	Dept..	2	3	55	48	0	0	4	0	4	2	1	4	1	1	4	....	1,865	29,850
3656	Union	Union School	James L. Lusk	Dept..	1	2	30	30	0	0	2	0	1	0	2	15	....	....	3	....	1,000	3,500
3657	Union Springs	....do.*	Lewis H. Carris	Dept..	1	2	22	24	0	0	3	4	1	0	0	2	0	0	4	....	600	20,000
3658	Utica	Free Academy	Arthur L. Goodrich, A. B.	Dept..	5	9	198	236	0	0	30	12	....	....	21	23	16	2	4	....	2,958	80,000
3659	Valatie	High School	W. L. Millias	Dept..	1	1	4	14	0	0	1	0	0	0	0	1	0	1	4	....	1,100	5,000
3660	Vernon	Union School	E. R. Adams	Dept..	1	1	25	23	0	0	2	0	1	0	5	2	3	0	4	....	809	6,200
3661	Victor	High School	A. T. Rinker, Ph. B.	Ind...	1	2	25	50	0	0	----	----	----	----	2	2	....	....	4	....	1,093	250
3662	Waddington	Union School*	J. Wm. Rutherford	Dept..	2	0	30	20	50	50	0	0	0	0	0	0	0	0	3	....	283	4,800
3663	Walden	High School*	D. C. Dominick	Dept..	1	2	38	38	0	0	4	3	3	0	5	3	2	3	4	....	1,000	30,000
3664	Walton	....do	J. R. Fairgrieve	Dept..	1	5	106	122	0	0	12	10	8	4	10	13	5	9	4	....	2,000	.....
3665	Wappingers Falls	Graded School	Samuel Mansfield	Dept..	1	0	11	3	0	0	----	----	----	----	1	0	....	....	2	....	617	15,000
3666	Warrensburg	High School	A. R. Anderson	Dept..	1	0	14	25	0	0	0	0	2	0	1	0	0	0	4	....	1,064	7,000
3667	Warsaw	....do	Irving B. Smith, A. M..	Dept..	3	2	48	71	0	0	8	10	8	10	7	8	7	8	4	....	5,656	.....
3668	Warwick	Institute	L. W. Hoffman	Dept..	1	3	12	34	0	0	2	2	5	0	2	8	2	8	4	....	1,500	32,000
3669	Washingtonville	High School	Louis R. Herzog	Ind...	1	1	5	12	56	49	0	1	0	0	3	1	....	....	2	....	225	7,000
3670	Waterford	....do	M. J. Cook	Dept..	1	3	43	66	0	0	2	2	0	0	4	3	1	1	4	....	2,200	.....
3671	Waterport	Union School	Melvin F. Gearhart	Dept..	1	1	20	15	35	34	1	0	2	0	3	2	2	0	4	....	360	1,000
3672	Watertown	High School	G. M. Jones	Dept..	2	9	152	209	0	0	20	15	5	0	7	31	2	6	4	....	2,100	30,000
3673	Watkins	....do	Samuel S. Johnson	Dept..	1	3	57	65	0	0	0	0	12	10	3	6	2	3	4	....	339	43,000
3674	Waverly	....do	H. J. Walter, Ph. M	Dept..	2	3	52	101	0	0	2	3	2	0	3	9	3	2	4	....	2,600	14,800

* Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
3675	Webster	Classical and High School	Frederick J. Medden, B. S.	Dept..	1	2	32	45	0	0	3	4	5	2	4	5	2	1	4	....	645	$18,000
3676	Weedsport	High School	L. R. Hopkins, A. M	Dept..	1	2	50	60	0	0	0	0	3	4	5	5	0	0	4	....	1,246	10,000
3677	Wellsville	do	Lewis W. Craig	Dept..	1	3	22	50	11	35	2	6	4	0	0	9	0	3	4	....	900	30,000
3678	Westernville	Union School	Harmon Van Arnam	Ind...	1	0	7	15	19	21	....	....	....	....	....	....	....	....	....	....	125	1,500
3679	Westfield	High School	Preston K. Pattison	Dept..	2	4	70	80	0	0	0	0	6	5	2	8	1	5	4	....	2,500	.....
3680	West Hebron	Union School	Geo. E. Baldwin	Ind...	1	1	33	30	22	18	1	0	0	0	1	4	0	0	4	....	250	1,400
3681	Westport	High School	C. G. Campbell	Dept..	1	2	34	45	0	0	0	1	....	....	1	2	....	....	4	....	140	7,750
3682	West Winfield	do	Edward S. Babcock	Dept..	3	2	20	30	0	0	4	2	2	0	6	8	6	2	4	....	500	20,000
3683	Whitehall	Central High School	Miss Mary M. Humphrey.	Dept..	0	3	19	44	29	30	1	0	7	4	2	1	2	0	4	....	1,600	4,260
3684	White Plains	High School	G. H. McNair, Pd. D	Dept..	2	4	67	89	0	0	20	26	22	31	2	1	2	2	4	....	2,000	25,150
3685	Whitesboro	Union School	Chas. V. Bookhout	Dept..	1	2	21	20	0	0	5	0	4	0	0	0	0	0	4	....	330	12,073
3686	Whitney Point	High School	H. G. Grubel	Dept..	1	2	35	43	0	0	2	0	....	....	2	2	2	0	4	....	400	10,200
3687	Williamsville	do	D. B. Albert	Dept..	1	1	35	40	0	0	....	....	2	1	1	1	1	1	4	....	850	.....
3688	Wilson	do	C. C. Scheck	Dept..	1	2	31	33	0	0	3	0	5	0	1	8	....	....	4	....	1,641	11,500
3689	Windsor	do	Chas. W. Vandegrift	Dept..	1	1	9	31	0	0	0	0	0	0	2	2	0	0	4	....	400	10,000
3690	Wolcott	Leavenworth Institute and Union School.*	H. J. Walter	Dept..	1	3	20	40	0	0	1	0	1	0	4	8	1	0	4	....	400	30,000
3691	Woodhaven	Middle Regents School	Cyrus E. Smith	Dept..	1	2	26	27	0	0	....	....	....	....	4	5	....	....	2	....	347	.....
3692	Woodhull	Union School	John P. Mabon	Dept..	1	0	9	11	15	17	0	0	3	0	0	0	0	0	4	....	350	5,000
3693	Worcester	High School	H. L. Tipple	Dept..	1	4	30	30	0	0	1	3	....	....	3	4	1	1	4	....	700	15,000
3694	Wyoming	Middlebury Academy and Union School.	S. H. McIlroy, A. B	Dept..	1	2	20	33	0	0	2	1	....	....	2	4	2	3	4	....	650	4,000
3695	Yonkers	High School	Thos. O. Baker, A. M., Ph. D.	Dept..	7	9	156	170	0	0	....	....	....	....	9	24	6	20	4	156	12,000	125,000

	NORTH CAROLINA.																				
3696	Asheville	High School	R. J. Tighe	Dept..	2	2	61	74	0	0	....	....	....	....	13	7	6	3	3	....	1,200	.....
3697	Concord	....do	Geo. E. Petty	Dept..	2	0	19	22	0	0	0	2	....	....	0	5	0	2	3	....	150	4,500
3698	Curtis	Friendship High School..	H. A. Garrett	Dept..	1	0	3	2	39	35	....	....	....	....	....	....	....	....	....	....	.....	1,000
3699	Durham	High School*	W. W. Flowers	Dept..	3	3	77	80	0	0	....	....	....	....	2	14	2	8	4	....	1,000	35,000
3700	....do	High School (colored)	Wm. G. Pearson	Dept..	1	1	4	21	0	0	3	0	1	6	2	2	1	2	4	....	.....	9,000
3701	Forest City	Institute*	J. W. Smith	Dept..	1	1	28	37	0	0	4	12	3	0	....	....	....	....	3	....	.....	.....
3702	Goldsboro	High School	Robt. E. Coker	Dept..	1	2	42	63	0	0	....	....	....	....	6	6	4	2	3	....	3,000	20,000
3703	Greensboro	....do	S. C. Smith	Dept..	3	2	84	110	0	0	....	....	....	....	2	11	2	11	3	....	3,000	4,000
3704	Lexington	Pilgrim Academy	H. A. M. Holshouser, A. B.	Dept..	1	1	7	3	36	38	7	1	0	2	0	0	0	0	4	....	40	1,200
3705	Lowell	High School	A. W. Lowry	Dept..	1	0	12	8	38	32	10	3	4	0	2	3	2	3	5	....	.....	1,500
3706	Mount Airy	....do	Frank H. Curtiss	Dept..	1	1	25	30	0	0	....	....	....	....	0	0	....	....	4	....	.....	3,000
3707	Reidsville	Graded School (colored)*.	J. R. Reynolds	Dept..	1	0	5	4	0	0	....	....	....	....	0	0	....	....	2	....	50	2,000
3708	Salisbury	High School	R. G. Kizer	Dept..	2	0	6	10	0	0	....	....	....	....	0	0	0	0	4	....	500	15,000
3709	Severn	....do	J. W. Fleetwood	Dept..	1	0	5	5	20	20	2	4	2	4	0	0	0	0	3	....	0	200
3710	Shelby	....do	S. E. Gidney	Dept..	1	0	10	15	0	0	....	....	....	....	....	....	....	....	3	....	110	6,000
3711	Waynesville	Graded School	W. C. Allen, supt	Dept..	1	0	17	33	0	0	3	10	....	....	0	0	0	0	3	....	.....	10,000
3712	Winston	West Salem Public School	E. A. Thomas	Dept..	1	0	5	10	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
	NORTH DAKOTA.																				
3713	Bathgate	High School	R. H. Burns	Dept..	1	1	17	13	0	0	5	2	....	....	1	1	1	0	3	....	325	11,000
3714	Bismarck	....do	William Moore	Dept..	1	2	10	39	0	0	....	....	....	....	2	8	2	8	4	....	800	29,000
3715	Casselton	State High School	J. Edwin McCartney	Dept..	1	3	20	29	0	0	2	0	3	5	0	5	0	5	4	....	400	.....
3716	Crystal	High School	Roscoe W. Beighle	Dept..	1	0	12	13	0	0	1	1	....	....	....	....	....	....	3	....	200	5,000
3717	Devils Lake	....do	John A. Haig	Dept..	1	1	13	9	10	23	5	3	0	0	3	3	3	3	4	....	300	23,000
3718	Dickinson	....do	Lewis F. Crawford	Dept..	1	1	12	18	0	0	....	....	....	....	0	1	....	....	3	....	600	20,000
3719	Drayton	....do	W. J. Alexander	Dept..	1	0	17	18	0	0	12	6	10	7	5	4	5	4	3	....	500	5,000
3720	Ellendale	....do	W. M. Lawyer	Dept..	1	1	40	44	0	0	....	....	....	....	6	8	3	2	4	....	1,200	12,000
3721	Fargo	....do.*	Miss Eliza A. Kent	Dept..	2	2	29	69	0	0	....	....	4	6	2	11	0	3	4	....	430	.....
3722	Grand Forks	....do	Miss Jennie Allen	Dept..	1	4	30	59	0	0	12	23	....	....	6	7	5	3	3	....	535	25,000
3723	Hillsboro	High School (dist. No. 1) .	L. M. Colburn	Dept..	2	1	16	19	0	0	5	3	2	0	3	2	....	....	4	....	350	2,600
3724	Hunter	High School	G. A. Ruring	Dept..	1	0	4	8	0	0	0	0	3	1	0	0	0	0	2	....	240	10,000
3725	Jamestown	....do	Mrs. Amy P. Bliss	Dept..	1	3	30	45	0	0	....	....	1	3	3	8	1	3	4	....	500	15,000
3726	La Moure	....do	F. B. Wells	Dept..	1	0	10	15	0	0	....	....	1	4	1	3	1	3	4	....	250	4,000
3727	Larimore	....do	P. S. Berg	Dept..	1	1	11	27	0	0	4	7	3	3	1	4	1	2	4	....	1,200	20,000
3728	Lisbon	....do	T. C. Williams	Dept..	1	2	13	12	0	0	....	....	....	....	3	0	2	0	4	....	500	20,000
3729	Mandan	....do	Will H. Seitz	Dept..	1	1	7	9	0	0	0	0	0	0	1	2	0	0	3	....	200	.....
3730	Minot	....do	J. Hume Dobbyn	Dept..	2	0	25	35	0	0	3	5	....	....	0	0	0	0	4	....	137	15,000
3731	Minto	....do	Edward L. Kimball	Dept..	1	1	10	10	0	0	0	0	2	1	0	0	....	....	4	....	318	15,000
3732	Oakes	....do	Edwin P. Croeker	Dept..	1	1	9	20	0	0	2	5	....	....	0	0	....	....	4	....	270	5,000
3733	Park River	....do	W. E. Hoover	Dept..	1	1	13	15	0	0	....	....	....	....	....	....	....	....	4	....	450	.....
3734	Pembina	....do	W. A. Godward	Dept..	1	0	15	10	0	0	....	....	....	....	3	1	3	1	3	....	500	15,000
3735	St. Thomas	....do	Geo. Martin	Dept..	1	0	12	13	0	0	4	3	2	2	0	2	....	....	3	....	800	10,000
3736	Valley City	....do	C. H. Roberts	Dept..	1	1	10	20	0	0	....	....	....	....	0	5	....	....	4	....	200	30,000
3737	Wahpeton	....do.*	H. G. Klepper	Dept..	1	1	20	30	0	0	6	10	....	....	3	2	3	2	4	....	350	30,000

* Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
3738	Aberdeen	High School	C. F. Hanselman	Dept.	1	0	13	12	0	0	1	0	2	0	2	2	2	0	3	....	.....	$10,000
3739	Adamsville	....do	Geo. Edgar Kreager	Dept.	1	0	28	14	40	28	0	0	0	0	5	3	0	0	4	....	50	4,000
3740	Akron	....do.*	Wilbur V. Rood	Dept.	5	11	223	260	0	0	10	12	15	5	8	22	3	4	4	....	450	160,000
3741	Albany	....do	A. H. Dixon	Dept.	2	0	16	9	63	47	....	....	....	....	....	....	....	....	3	....	.....	3,000
3742	Alliance	....do	J. W. Guthrie	Dept.	2	2	71	96	0	0	....	....	....	....	8	16	....	....	3	....	2,000	.....
3743	Alpha	Beaver Creek Township High School.	F. C. Hubbell	Dept.	1	1	18	22	0	0	3	2	4	6	4	5	3	2	4	....	320	4,500
3744	Andover	High School	R. P. Clark	Dept.	2	2	52	53	0	0	14	17	....	....	2	7	0	3	4	....	250	12,000
3745	Anna	....do	S. E. Pearson	Dept.	1	0	10	12	52	70	....	....	....	....	0	4	....	....	4	....	200	7,500
3746	Antwerp	....do	J. H. Secrest	Dept.	2	0	28	50	0	0	1	2	....	....	3	9	1	2	3	....	200	15,000
3747	Applecreek	....do	H. D. Wile	Dept.	2	1	21	15	43	37	0	0	0	0	0	0	0	0	3	....	25	3,000
3748	Arcanum	....do	W. O. Smith	Dept.	1	1	20	20	0	0	....	....	....	....	4	1	1	0	4	....	200	15,000
3749	Archbold	....do	C. G. Miller	Dept.	1	0	11	9	0	0	....	....	10	1	3	1	....	....	4	....	100	20,000
3750	Ashland	....do	W. S. Robinson	Dept.	3	2	51	81	0	0	12	14	6	0	11	16	6	8	4	....	1,200	30,000
3751	Ashley	....do	W. E. Maddock	Dept.	2	0	20	28	9	0	5	7	3	0	2	3	1	1	3	....	300	5,000
3752	Ashtabula	....do	A. T Ullman	Dept.	1	3	66	70	0	0	0	0	2	0	5	11	5	11	4	....	75	30,000
3753	Ashtabula (Station A).	Harbor High School	W. H. King	Dept.	1	2	33	40	0	0	8	10	....	....	5	3	5	3	4	....	400	30,000
3754	Ashville	Harrison Township High School.	E. C. Myers	Dept.	1	1	22	17	0	0	0	1	....	....	2	2	0	1	4	....	100	15,000
3755	Athens	High School	Miss Kate Boyd	Dept.	1	2	18	30	0	0	9	17	....	....	3	3	3	3	4	....	500	35,000
3756	Attica	....do	J. Ross Hoffman	Dept.	2	0	20	27	0	0	3	2	2	0	3	4	2	0	4	....	350	12,500
3757	Bainbridge	....do	J. A. Shannon	Dept.	1	0	7	8	0	0	....	....	....	....	0	0	0	0	4	....	0	12,000
3758	Bairdstown	....do	J. W. Insley	Dept.	1	0	9	11	13	12	1	1	....	....	....	....	....	....	....	....	.....	1,500
3759	Baltimore	....do	E. C. Hedrick	Dept.	1	0	24	18	38	67	0	0	1	0	4	2	1	0	3	....	175	6,000

3760	Barberton	do	Geo. M. Korns	Dept..	2	1	20	18	0	0	....	....	1	0	4	3	....	....	4	....	353	28,000
3761	Barnesville	do	W. C. Bowers	Dept..	2	1	26	46	0	0	....	....	....	....	5	8	....	....	3	....	1,500	30,000
3762	Bartlett	Wesley Township High School.	C. F. Shinn	Dept..	1	0	7	6	17	15	....	....	....	....	0	0	0	0	....	....	.....	1,600
3763	Basil	High School	Stanley Lawrence	Dept..	1	0	19	17	0	0	....	....	....	....	....	....	....	....	4	....	205	5,000
3764	Batavia	do.*	Geo. P. Chatterton	Dept..	2	1	21	39	0	0	8	14	2	0	2	8	2	2	4	....	350	25,000
3765	Batesville	do	G. S. Hastings	Dept..	1	0	10	12	41	44	....	....	....	....	....	....	....	....	5	....	0	600
3766	Bath	Township High School	John Woodling	Dept..	1	0	14	10	0	0	0	0	0	0	3	4	....	....	3	....	160	1,200
3767	Beach City	High School	A. A. Shear	Dept..	1	0	13	20	1	2	1	0	4	3	0	2	0	1	3	....	30	10,000
3768	Beallsville	do	W. K. Greenbank	Dept..	1	0	17	10	0	0	1	0	1	0	3	3	1	0	3	....	80	6,000
3769	Beaverdam	do	C. L. Fess, supt	Dept..	1	0	21	12	0	0	....	....	....	....	6	7	....	....	3	....	.....	.....
3770	Bedford	do	J. L. Wright	Dept..	1	1	28	30	0	0	....	....	....	....	4	10	....	....	3	....	300	12,000
3771	Bellaire	do	Miss A. Cunningham	Dept..	1	3	27	56	0	0	2	1	....	....	12	9	2	1	3	....	1,500	.....
3772	Bellbrook	Sugarcreek Township High School.	S. O. Hale	Dept..	1	1	14	18	0	0	....	....	....	....	0	9	....	....	4	....	100	150
3773	Belle Center	High School	A. C. Alleshouse	Dept..	2	0	20	24	0	0	4	4	1	1	7	1	2	0	4	....	237	15,000
3774	Bellefontaine	do	Henry A. Cassidy	Dept..	2	4	75	79	0	0	1	3	....	....	4	14	1	1	4	....	175	150
3775	Bellevue	do	H. C. Bates	Dept..	1	2	35	80	0	0	....	....	....	....	5	14	0	0	4	....	650	20,000
3776	Bellville	do	S. H. Benson	Dept..	2	3	29	34	0	0	4	2	....	....	1	5	1	1	4	....	50	21,000
3777	Belmont	do	S. C. Murphy	Dept..	2	1	12	8	53	62	0	1	....	....	....	....	....	....	2	....	200	4,000
3778	Beloit	do	James F. Russel	Dept..	1	0	17	19	41	40	....	....	....	....	....	....	....	....	....	....	.....	4,000
3779	Belpre	do	M. L. Fearnow	Dept..	1	1	17	20	0	0	....	....	....	....	1	2	1	2	4	....	550	14,000
3780	Berea	do	Miss Edna Armstrong	Dept..	1	2	44	54	0	0	0	0	12	12	7	14	2	3	3	....	763	22,000
3781	Berlin	do	A. E. Schmidt	Dept..	1	0	15	10	0	0	4	0	....	....	3	3	....	....	3	....	200	2,000
3782	Berne	Carlisle High School	W. M. Hesson	Dept..	1	0	10	6	30	29	....	....	....	....	....	....	....	....	....	....	.....	.....
3783	Beverly	High School	J. F. Wagner	Dept..	1	0	9	18	0	0	....	....	....	....	....	....	....	....	3	....	200	17,500
3784	Blake Mills	do.*	W. E. Beek	Dept..	1	0	6	4	66	74	....	....	....	....	....	....	....	....	....	....	0	12,500
3785	Blanchester	do	R. E. Andrews	Dept..	1	1	21	26	0	0	8	2	0	0	8	3	6	0	3	....	200	20,000
3786	Bloomingburg	do.*	T. Franklin Johnson	Dept..	2	1	10	15	0	0	1	1	0	0	1	1	1	1	3	....	25	5,000
3787	Blue Creek	Jefferson Township High School.	Robt. J. Semplo	Ind...	1	0	14	6	0	0	0	0	0	0	0	0	....	....	....	....	.....	1,000
3788	Bluffton	High School	E. C. Akerman	Dept..	2	0	20	19	0	0	1	0	....	....	3	6	....	....	3	....	200	20,000
3789	Bolivar	do.*	L. G. Kuhn	Dept..	1	0	15	20	0	0	....	....	....	....	3	4	....	....	3	....	42	8,000
3790	Bourneville	Twin Township High School.	Arthur P. Cherrington	Dept..	1	0	7	1	7	9	1	0	1	0	1	0	1	0	3	....	200	2,000
3791	Bowerston	High School	A. B. Wingate	Dept..	1	0	15	15	45	55	2	2	....	....	....	....	....	....	3	....	100	7,000
3792	Bowersville	do	Frank P. Sayrs	Ind...	1	0	19	13	61	77	....	....	1	1	1	1	....	....	3	....	160	3,000
3793	Bradford	do	H. V. Morris	Dept..	2	0	25	35	0	0	3	2	3	2	5	6	2	2	4	....	250	15,000
3794	Brandt	Bethel Township High School.	R. S. Parsons	Dept..	2	0	38	22	0	0	....	....	7	5	4	7	3	3	4	....	700	8,000
3795	Breeksville	High School*	Clement E. Thomas	Dept..	1	1	11	19	0	0	....	....	....	....	3	1	1	0	4	....	600	5,000
3796	Bremen	do	F. B. Houser	Dept..	1	0	10	21	0	0	....	....	2	4	0	0	0	0	3	....	30	10,000
3797	Bridgeport	do	J. V. Stillwell	Dept..	2	1	46	54	0	0	2	1	1	2	6	10	....	....	4	....	616	36,000
3798	Bridgetown	do	A. E. Flinchpaugh	Ind...	1	0	5	3	30	32	....	....	....	....	0	2	....	....	1	....	66	10,000
3799	Brilliant	do	J. E. Scamahorn	Dept..	1	0	5	14	55	61	....	....	....	....	1	4	....	....	4	....	.....	6,000
3800	Bristolville	do.*	J. H. Craig	Dept..	1	0	19	21	8	7	....	....	....	....	2	4	....	....	3	....	50	3,500
3801	Brooklyn	do	Chas. M. Knight	Dept..	1	1	15	15	0	0	....	....	....	....	2	3	1	3	3	....	150	.....
3802	Brookville	do.*	W. W. Helwig	Dept..	1	2	15	10	0	0	....	....	....	....	1	1	2	0	3	....	200	6,000
3803	Broughton	Broughton-Hedges High School.	Geo. O. Riee	Dept..	1	0	7	13	0	0	....	....	....	....	0	0	....	....	4	....	0	5,000
3804	Bryan	High School*	Miss Mary Trumper	Dept..	2	2	29	59	0	0	5	12	....	....	4	7	4	2	4	....	200	35,000

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
3805	Bucyrus	High School	E. H. K. McComb	Dept.	4	1	55	75	0	0	6	11	5	9	10	9	1	3	4	....	1,300	.....
3806	Burbank	....do	H. H. Geitgey	Dept.	1	0	5	4	39	37	1	1	....	....	0	0	....	....	3	....	200	$2,500
3807	Burlington	....do	W. D. Sydenstricker	Dept.	1	1	15	18	0	0	....	....	....	....	....	....	....	....	4	....	90	.....
3808	Butler	....do	J. F. Lanehart	Dept.	1	0	16	13	59	53	....	....	....	....	0	0	....	....	3	....	200	6,000
3809	Byesville	....do	T. Elmar Trott	Dept.	1	0	15	19	0	0	....	....	....	....	0	4	....	....	3	....	.....	2,000
3810	Cadiz	....do	Miss Maude Potts	Dept.	1	2	30	25	0	0	0	0	4	0	5	4	2	0	3	....	200	400
3811	Calais	....do.*	Jas. H. Hamilton	Dept.	2	1	55	35	0	0	....	....	8	4	....	....	....	....	....	....	.....	.....
3812	Caldwell	....do	C. C. McMichael	Dept.	2	0	18	12	0	0	1	1	....	....	2	2	1	1	4	....	1,000	10,000
3813	Caledonia	....do	G. V. Gordon	Dept.	2	0	16	23	0	0	3	0	....	....	0	3	....	....	4	....	250	10,000
3814	Cambridge	....do	Perry E. Burt	Dept.	1	3	46	67	0	0	1	1	....	....	1	7	1	0	4	....	.....	.....
3815	Camden	....do	J. E. Randall	Dept.	2	1	15	8	47	76	....	....	....	....	2	1	0	0	4	....	152	5,000
3816	Canaan	....do.*	E. J. Zook	Dept.	1	0	3	2	23	41	1	1	....	....	....	....	....	....	3	....	.....	.....
3817	Canal Dover	....do	F. P. Geiger	Dept.	2	1	29	48	0	0	1	3	2	0	4	14	3	3	3	....	600	.....
3818	Canal Fulton	....do	John H. Focht	Dept.	1	1	36	36	0	0	....	....	....	....	4	9	1	2	3	....	200	30,000
3819	Canal Winchester	....do	U. S. Brandt	Dept.	3	2	27	18	0	0	5	3	....	....	....	....	....	....	4	....	250	8,000
3820	Canton	....do	J. M. Sarver	Dept.	9	8	181	304	0	0	....	....	....	....	32	48	....	....	4	....	400	115,000
3821	Cardington	Union School	N. D. O. Wilson	Dept.	1	1	27	39	0	0	5	7	3	0	2	5	2	2	4	....	538	30,000
3822	Carey	Union High School	Thos. Bonser	Dept.	2	1	30	29	0	0	5	2	3	1	5	4	....	....	4	....	1,000	31,500
3823	Carlisle	High School	C. H. Young	Dept.	1	0	6	13	33	34	....	....	....	....	1	4	....	....	3	....	160	10,000
3824	Carroll	....do	W. S. Brandt	Dept.	1	0	8	4	69	52	....	....	....	....	....	....	....	....	4	....	.....	3,000
3825	Carrollton	....do	W. H. Ray	Dept.	2	0	25	38	0	0	....	....	....	....	2	4	0	1	4	....	200	5,000
3826	Carthage	....do	P. C. Hill	Dept.	1	2	8	12	0	0	....	....	....	....	....	....	....	....	3	....	1,000	20,000
3827	Casstown	....do	H. G. Carter	Dept.	1	0	8	12	42	32	....	....	....	....	1	2	....	....	3	....	209	3,000
3828	Castalia	Margaretta Township High School.	W. W. Overmeyer	Dept.	1	0	7	16	13	9	....	....	....	....	3	4	....	....	3	....	120	2,000

3829	Ceeil	High School*	Edward Wahl	Dept..	1	0	5	4	56	46	....	....	....	....	0	0	....	....	....	....	25	3,000
3830	Cedarville	Village High School	J. H. Sayrs	Dept..	1	1	27	33	30	46	....	....	....	....	6	6	....	....	4	....	200	15,000
3831	Celina	Union High School	R. W. Mitchell	Dept..	1	2	23	50	0	0	....	....	3	4	4	8	....	....	3	....	250	40,000
3832	Centerburg	Village High School	Oscar S. Adams, supt	Dept..	2	0	29	36	0	0	....	....	....	....	2	5	....	....	4	....	660	10,000
3833	Centerville	Washington Township High School.	W. H. Leiter	Dept..	1	1	18	30	0	0	2	2	....	....	0	0	0	0	4	....	250	4,000
3834	Chagrin Falls	High School	F. P. Shumaker	Dept..	2	1	45	48	0	0	8	9	6	8	4	5	3	2	3	....	800	45,000
3835	Chardon	....do	Mrs. A. C. Stevens	Dept..	1	3	65	80	0	0	2	3	....	....	4	18	2	3	4	....	700	20,000
3836	Cherry Fork	Wayne Township High School.	E. H. Baldridge	Dept..	1	0	15	17	0	0	....	....	....	....	2	6	....	....	3	....	.....	.....
3837	Cheshire	High School	L. H. Atkinson	Dept..	1	0	10	15	0	0	1	0	....	....	2	5	....	....	3	....	102	2,500
3838	Chester Hill	Chesterfield High School.	S. H. Mott	Dept..	2	0	20	15	40	42	....	....	3	0	7	1	1	0	4	....	450	6,000
3839	Chillieothe	High School	Ralph R. Upton	Dept..	3	3	100	106	0	0	20	10	....	....	13	14	7	3	4	42	150	25,000
3840	Chippewa Lake	....do	Manly S. Clark	Dept..	1	0	17	13	18	20	....	....	....	....	....	....	....	....	3	....	.....	.....
3841	Christiansburg	Addison High School	John E. Swearingen	Dept..	1	0	15	9	41	30	....	....	....	....	0	0	....	....	4	....	236	6,000
3842	Cineinnati	Hughes High School	E. W. Coy	Dept..	7	11	262	385	0	0	....	....	....	....	25	40	....	....	4	47	3,000	50,000
3843	Cineinnati (Norwood).	Norwood High School	W. S. Cadman	Dept..	1	3	34	65	0	0	....	....	0	2	4	8	0	2	4	....	400	10,000
3844	Cineinnati	Woodward High School	Geo. W. Harper	Dept..	7	11	314	392	0	0	28	27	258	291	38	61	8	6	4	120	3,000	200,000
3845	Cireleville	Everts High School	Geo. P. Chatterton	Dept..	2	2	68	99	0	0	12	10	4	0	8	19	3	2	4	....	600	30,000
3846	Clarington	High School	Chas. Troy	Dept..	1	0	12	18	0	0	....	....	....	....	1	1	....	....	4	....	.....	.....
3847	Clarksburg	Deerfield Township High School.*	John W. Reynolds	Dept..	1	2	10	20	50	55	1	0	2	0	3	5	2	0	3	....	50	4,000
3848	Clarksville	High School	John T. Seaton	Dept..	1	0	16	20	0	0	....	....	1	0	0	0	....	....	3	....	25	5,000
3849	Cleveland	Central High School	Edward L. Harris	Dept..	23	32	824	1,240	0	0	....	....	....	....	61	161	40	95	4	....	5,175	.....
3850	.....do	South High School	Gustav A. Ruetenik	Dept..	5	7	136	203	0	0	10	18	68	40	5	23	4	9	4	....	500	60,000
3851	.....do	West High School	Theodore H. Johnston.	Dept..	20	11	360	615	0	0	46	14	50	89	38	110	17	43	4	....	1,500	.....
3852	Clifton	High School	M. M. McConkey	Dept..	1	0	15	15	0	0	....	....	....	....	1	3	....	....	3	....	200	5,000
3853	Clinton	.....do	M. C. Heminger	Ind...	1	0	6	7	63	66	....	....	....	....	0	0	....	....	4	....	.....	4,000
3854	Clyde	.....do	A. H. Wieks	Dept..	3	1	32	37	0	0	....	....	....	....	4	1	1	1	4	....	500	15,000
3855	Coalton	.....do.*	W. T. Morgan	Dept..	1	1	10	20	0	0	1	0	0	1	0	4	0	0	3	....	100	4,000
3856	Collinwood	.....do	Miss Lettie Bennett	Dept..	1	2	33	45	0	0	7	5	....	....	0	7	0	3	4	....	1,400	25,000
3857	Columbiana	.....do	Miss Linda L. Snyder	Dept..	1	1	26	24	0	0	3	0	....	....	4	7	3	0	3	....	425	12,000
3858	Columbus	Central High School	Abram Brown	Dept..	7	20	359	410	0	0	20	15	125	102	14	56	10	35	4	....	150	160,0000
3859	.....do	East High School	F. B. Pearson	Dept..	6	10	206	263	0	0	15	7	48	73	31	14	8	10	4	....	.....	.....
3860	.....do	North High School	C. D. Everett	Dept..	8	13	285	376	0	0	2	4	13	12	19	38	....	....	4	....	200	.....
3861	Columbus Grove	High School	J. H. Barnett	Dept..	2	1	24	38	0	0	....	....	....	....	0	1	....	....	4	....	200	15,000
3862	Commercial Point	Scioto Township High School.*	J. A. Marburger	Ind...	1	0	11	10	26	24	....	....	....	....	8	3	8	3	3	....	.....	.....
3863	Congress	High School	Martin W. Numbers	Dept..	1	0	4	8	30	26	0	0	0	0	0	0	0	0	....	....	75	1,800
3864	Conneaut	.....do	Miss Susan A. Lect	Dept..	2	2	55	115	0	0	2	2	....	....	10	17	....	....	4	....	1,000	.....
3865	Conover	Lena and Conover High School.	J. M. Reason	Ind...	1	0	17	17	24	28	....	....	....	....	6	6	....	....	3	....	15	4,000
3866	Continental	High School	O. H. Peters	Dept..	1	0	8	27	0	0	....	....	1	1	1	6	1	1	3	....	30	12,000
3867	Convoy	.....do	J. L. Fortney	Dept..	1	0	16	9	0	0	....	....	....	....	3	1	0	0	3	....	200	10,000
3868	Coolville	.....do	Albert Weatherbee	Dept..	1	2	21	27	37	37	2	0	0	0	0	0	0	0	3	....	115	3,000
3869	Copley	.....do	Frank L. Lytle	Dept..	2	0	15	28	14	24	....	....	....	....	0	6	0	2	4	....	300	2,000
3870	Corning	.....do	Geo. W. De Long	Dept..	1	1	30	34	0	0	1	1	2	1	5	2	1	0	4	....	500	12,000
3871	Cortland	.....do	D. F. Grier	Dept..	1	1	40	42	0	0	....	....	....	....	4	2	4	2	4	....	600	10,000
3872	Coshocton	.....do	Wm. L. Richer	Dept..	4	0	30	72	0	0	4	5	2	0	6	14	3	4	4	....	2,100	30,000
3873	Covington	.....do	Lee A. Dollinger	Dept..	3	1	50	59	0	0	....	....	....	....	5	7	2	0	4	....	400	40,000

*Statisties of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
3874	Crestline	High School	W. F. Rimer	Dept..	2	1	26	29	0	0	....	....	....	....	2	8	0	1	4	....	700	$30,000
3875	Creston	....do	Jas. L. Zaring	Dept..	1	1	29	27	0	0	3	4	2	0	1	7	1	2	4	....	150	3,000
3876	Cridersville	....do	G. E. Kelly	Dept..	1	0	10	20	0	0	....	....	....	....	0	3	....	....	3	....	200	5,000
3877	Cumberland	....do	D. R. Wallace	Dept..	1	0	8	12	55	59	1	0	1	0	2	3	1	0	4	....	100	10,000
3878	Custar	....do.*	I. N. Van Tassel	Dept..	1	0	9	7	29	31	....	....	....	....	1	3	....	....	3	....	25	14,000
3879	Dalton	....do	T. W. Kimber	Dept..	1	0	18	20	0	0	....	....	....	....	1	4	....	....	3	....	300	10,000
3880	Dayton	Steele High School	Wm. Werthner	Dept..	18	17	519	472	0	0	16	9	....	....	50	87	....	....	4	....	1,350	350,000
3881	Deavertown	High School	J. Chas. Stone	Dept..	1	1	24	15	16	25	....	....	....	....	0	0	....	....	....	....	.....	2,000
3882	Deerfield	....do	J. J. Armstrong	Dept..	1	0	12	18	0	0	....	....	....	....	2	2	....	....	3	....	80	1,200
3883	Defiance	....do	Miss Nellie Moore	Dept..	1	3	55	80	0	0	....	....	1	0	....	....	....	....	3	....	1,500	.....
3884	De Graff	....do	Miss Harriet L. Shover.	Dept..	2	2	55	58	0	0	15	13	....	....	9	3	....	....	4	....	860	25,000
3885	Dellroy	....do	John R. Kail	Dept..	1	0	15	25	40	59	....	....	....	....	0	2	....	....	4	....	150	8,000
3886	Delphos	....do	E. W. Hastings	Dept..	2	0	33	50	0	0	....	....	....	....	5	9	....	....	3	....	690	50,000
3887	Delta	....do.*	R. H. Dunbar	Dept..	2	1	45	51	0	0	3	0	0	0	5	8	....	....	4	....	300	20,000
3888	Dennison	....do	W. A. Castle	Dept..	1	1	8	32	0	0	0	1	5	0	....	....	....	....	4	....	.....	40,500
3889	Derby	Township High School...	J. B. Fairchild	Dept..	1	0	16	15	0	0	0	0	0	0	2	4	0	0	3	....	0	5,000
3890	Deshler	High School	Miss Anna Lytle	Dept..	1	1	16	42	0	0	....	....	3	4	....	....	....	....	4	....	400	15,000
3891	Dexter City	....do	C. V. Cain	Dept..	1	0	14	16	28	25	2	1	....	....	....	....	....	....	5	....	25	1,500
3892	Doylestown	....do	E. E. Adair	Dept..	2	0	20	35	0	0	2	2	3	5	2	5	....	....	4	....	200	10,000
3893	Dresden	....do.*	L. E. Baughman	Dept..	2	0	28	48	0	0	....	....	2	2	0	8	0	2	4	....	525	15,000
3894	Dublin	Washington Township High School.	S. T. Price	Dept..	1	1	26	17	0	0	....	....	....	....	7	0	1	0	3	....	125	.....
3895	Dunkirk	High School	F. J. Stinchcomb	Dept..	2	0	15	25	0	0	0	0	0	0	1	3	0	0	4	....	250	30,000
3896	Dupont	....do.*	E. R. Hunt	Dept..	1	0	4	1	15	23	0	0	....	....	....	....	....	....	3	....	100	.....
3897	East Cleveland	....do	W. H. Kirk	Dept..	1	3	28	60	0	0	2	4	11	19	3	3	3	1	4	....	1,100	.....

3898	East Liverpool	do	Miss Florenee Updegraff.	Dept.	3	2	48	90	0	0	....	....	....	....	1	8	1	8	4	....	1,900	.....
3899	East Palestine	do	Hugh Nevin	Dept.	2	1	37	49	0	0	0	1	2	0	3	2	2	1	4	....	500	30,000
3900	Eaton	do	Will Buek	Dept.	3	1	27	39	0	0	5	6	....	....	5	7	0	0	4	....	.....	.....
3901	Edgerton	do	G. R. Anderson	Dept.	2	1	32	24	0	0	....	....	....	....	8	5	....	....	4	....	50	7,000
3902	Edinburg	do	E. J. McCall	Dept.	1	0	8	2	27	25	3	1	....	....	3	1	3	0	4	....	43	2,750
3903	Edison	do	E. W. Green	Dept.	1	0	24	6	41	49	....	....	....	....	6	1	0	0	3	....	400	8,000
3904	Eldorado	do	C. S. Bunger	Dept.	1	0	11	10	33	36	....	....	....	....	3	1	1	0	3	....	575	5,000
3905	Elida	do	Wm. McGirr, A. B.	Dept.	1	0	21	13	0	0	1	1	....	....	0	0	....	....	3	....	0	6,000
3906	Elmore	do	J. A. Knight	Dept.	2	0	30	32	0	0	2	2	....	....	4	6	....	....	4	....	100	20,000
3907	Elyria	do	H. M. Ebert	Dept.	1	5	109	146	0	0	10	5	24	23	10	27	5	7	4	....	550	.....
3908	Enon	do.*	J. A. Hersbey	Dept.	1	0	1	8	36	41	....	....	....	....	0	0	0	0	3	....	.....	3,000
3909	Etna	do	C. V. Bebout	Dept.	1	0	14	18	18	15	....	....	....	....	3	1	....	....	5	....	100	2,000
3910	Euelid	do	E. L. Abbey	Dept.	2	1	25	30	0	0	2	3	1	1	5	9	2	3	4	....	379	25,000
3911	Euphemia	do	.....	Dept.	2	0	37	15	0	0	3	0	1	0	6	0	2	0	3	....	125	4,550
3912	Fairfield	do	C. C. Huntington	Dept.	1	0	17	13	39	39	....	....	....	....	2	3	....	....	3	....	200	7,000
3913	Fair Haven	do	Danl. N. Shoemaker	Dept.	1	0	16	11	24	24	....	....	3	0	....	....	....	....	4	....	40	.....
3914	Fairport Harbor	Fairport High School	T. W. Byrns	Dept.	1	0	4	3	18	22	1	1	....	....	0	1	0	0	4	....	150	5,000
3915	Farmersville	High School	Lewis A. Bennert	Dept.	1	0	8	8	39	37	....	....	2	2	1	2	0	2	4	....	75	1,200
3916	Felieity	do	A. T. Marsh	Dept.	1	1	9	11	55	45	....	....	....	....	0	7	....	....	3	....	50	8,000
3917	Findlay	do	J. F. Smith	Dept.	2	5	109	147	0	0	20	15	....	....	15	15	6	3	4	....	500	5,000
3918	Fletcher	do	S. S. Robinson	Dept.	1	0	10	6	50	52	....	....	....	....	0	0	0	0	4	....	140	5,000
3919	Florida	do	Abraham Baker	Dept.	1	0	21	23	45	56	2	3	0	0	0	0	0	0	....	....	30	3,000
3920	Forest	do	Miss Graee Albright	Dept.	1	1	12	26	0	0	0	1	....	....	2	7	0	1	3	....	157	10,200
3921	Forgy	Bethel Township High School.	Homer H. Longfellow	Dept.	1	1	34	19	0	0	6	0	....	....	3	1	0	0	4	....	575	4,000
3922	Fort Recovery	High School	James Ross	Dept.	1	0	22	22	0	0	....	....	....	....	2	5	0	2	4	....	400	25,000
3923	Fostoria	do	Miss Ida McDermott	Dept.	3	3	73	84	0	0	5	1	1	1	7	11	5	3	4	....	540	.....
3924	Frankfort	do	J. A. Drushel	Dept.	1	1	18	22	0	0	....	....	1	5	1	5	1	5	4	....	300	11,000
3925	Franklin	do.*	Hinekley Smith	Dept.	3	0	24	44	0	0	....	....	....	....	0	2	....	....	4	....	2,300	40,000
3926	Frazeysburg	do	J. M. Carr	Dept.	2	0	30	40	0	0	....	....	....	....	1	2	....	....	3	....	200	12,000
3927	Frederieksburg	do	W. E. Wenner	Dept.	1	0	15	18	0	0	....	....	1	1	0	1	0	1	4	....	200	.....
3928	Frederiektown	do	W. F. Allgire	Dept.	2	0	21	31	0	0	....	....	4	4	3	7	3	2	4	....	350	17,000
3929	Freeport	do	W. N. Beetham	Dept.	1	0	18	20	0	0	3	1	....	....	3	4	3	1	4	....	30	2,000
3930	Fremont	do	Will D. Ross	Dept.	4	2	80	120	0	0	....	....	2	2	5	25	....	....	4	....	.....	20,000
3931	Fulda	do	Miss Bell Areher	Dept.	1	0	20	18	50	52	....	....	....	....	0	0	....	....	5	....	.....	3,000
3932	Gahanna	do	E. A. Brobst	Dept.	1	0	6	7	41	41	....	....	....	....	0	0	0	0	3	....	36	9,000
3933	Galena	do	Harold Stiles	Dept.	1	1	28	19	31	25	0	0	0	0	2	3	....	....	4	....	200	5,000
3934	Galion	do	D. C. Rybolt	Dept.	3	1	65	68	0	0	15	0	25	8	13	10	5	3	4	....	.....	.....
3935	Gallipolis	Washington High School.	C. W. Boettieher	Dept.	2	1	45	65	0	0	3	4	....	....	2	11	2	11	4	....	150	25,000
3936	Gambier	High School	A. C. D. Metzger	Dept.	3	0	15	27	0	0	8	13	4	7	4	2	4	2	4	....	280	6,000
3937	Garfield	do	Miss Lottie Culler	Dept.	0	1	0	7	50	55	0	1	....	....	....	....	....	....	4	....	50	.....
3938	Garrettsville	do	C. T. Northrop	Dept.	2	1	35	50	0	0	2	2	10	15	8	9	2	1	4	....	2,700	30,000
3939	Georgetown	do	A. F. Waters	Dept.	2	0	22	28	0	0	0	1	2	0	0	0	0	0	4	....	.....	18,000
3940	Germantown	do	N. H. Stull	Dept.	3	0	32	39	0	0	1	2	3	0	8	6	3	4	4	....	.....	30,000
3941	Gettysburg	do	B. O. Martin	Dept.	1	2	36	30	0	0	2	0	2	0	5	3	3	2	3	....	201	5,000
3942	Gibsonburg	do	Orrin Bowland	Dept.	2	0	20	19	0	0	....	....	....	....	....	....	....	....	4	....	.....	18,000
3943	Girard	do	Herbert L. Jones	Dept.	2	0	4	5	8	30	0	1	1	3	0	1	0	1	3	....	.....	30,000
3944	Glendale	do	E. H. Foster	Dept.	1	2	10	17	0	0	....	....	3	5	0	1	0	1	4	....	.....	.....
3945	Glenville	do	H. H. Cully	Dept.	1	2	20	25	0	0	....	....	....	....	....	....	....	....	4	....	500	.....
3946	Glouster	do	J. F. Henderson	Dept.	1	1	21	25	0	0	....	....	....	....	1	12	0	1	4	....	100	.....

*Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
3947	Gnadenhutten	High School	O. J. Luethi	Dept.	1	0	21	14	0	0	1	1	....	....	8	2	....	....	3	....	250	$11,000
3948	Good Hope	Wayne Township High School.	Elmer Beets	Dept.	1	0	18	4	28	56	....	....	....	....	1	0	1	0	4	....	0	3,500
3949	Grafton	High School	W. A. Hiscox, supt	Dept.	1	0	13	10	0	0	....	....	4	1	2	1	1	1	3	....	125	20,000
3950	Grand Rapids	.....do	J. A. Feik	Dept.	1	0	18	21	0	0	....	....	....	....	5	0	3	0	3	....	0	10,000
3951	Granville	.....do	Geo. A. Chambers	Dept.	1	4	45	45	0	0	3	3	....	....	10	12	6	6	3	....	700	30,000
3952	Green Camp	.....do	W. F. Johnson	Dept.	1	0	7	8	54	53	....	....	....	....	2	2	....	....	....	....	.....	10,000
3953	Greenfield	.....do	J. S. Arnott	Dept.	1	2	31	31	0	0	3	0	0	2	4	7	....	....	4	....	1,000	35,000
3954	Greenford	.....do	L. U. Hulin	Dept.	1	0	20	25	0	0	....	....	....	....	1	3	1	3	3	....	200	5,000
3955	Greentown	.....do	J. E. Schrantz	Dept.	1	0	14	7	46	39	2	0	1	0	4	1	0	0	3	....	100	9,000
3956	Greenville	.....do	J. W. Morrison	Dept.	4	1	40	73	0	0	0	0	0	0	7	18	....	....	4	....	6,000	45,000
3957	Greenwich	.....do.*	Miss Gertrude Taber	Dept.	1	1	20	35	0	0	1	2	1	0	1	2	0	1	4	....	500	10,000
3958	Grove City	.....do.*	A. C. Fries	Dept.	1	0	10	25	0	0	....	....	....	....	3	6	3	5	3	....	127	5,000
3959	Groveport	.....do	Geo. C. Dietrich	Dept.	2	0	27	12	0	0	3	4	3	4	....	....	....	....	4	....	125	12,000
3960	Hamden Junction	Hamden High School	M. E. Wilson	Dept.	1	0	14	11	0	0	....	....	....	....	0	1	....	....	3	....	30	8,000
3961	Hamersville	Clark Township High School.	E. V. Stephen	Ind.	1	0	20	18	0	0	....	....	....	....	....	....	....	....	4	....	.....	2,500
3962	Hamilton	High School	W. P. Cope	Dept.	4	5	105	171	0	0	3	2	5	3	12	27	4	2	4	....	1,125	65,000
3963	Hanging Rock	.....do	W. S. McCall	Dept.	1	0	11	19	0	0	0	0	2	5	0	0	....	....	4	....	357	2,800
3964	Hannibal	.....do	R. C. Franz	Dept.	1	0	10	10	50	60	....	....	....	....	1	2	....	....	4	....	75	.....
3965	Hanover	.....do	Chas. C. Rusk	Dept.	2	0	20	15	0	0	....	....	2	1	3	2	2	1	4	....	300	7,000
3966	Hanoverton	.....do	John J. Brown	Dept.	1	0	18	18	38	24	....	....	....	....	....	....	....	....	3	....	.....	6,000
3967	Harrisburg	.....do	G. E. McCarty	Dept.	1	0	5	21	41	38	....	....	1	1	0	0	0	0	4	....	100	4,500
3968	Harrison	.....do	E. E. Ellis	Dept.	1	1	28	21	0	0	1	1	....	....	2	11	1	1	4	....	.....	10,000
3969	Harrisonville	.....do	John H. Peyton	Dept.	1	0	4	3	41	36	....	....	....	....	....	....	....	....	....	....	.....	.....

3970	Harrisville	do.*	W. N. Beetham	Dept.	1	0	15	13	0	0	1	0	1	1	4	4	2	1	3	....	170	6,000
3971	Hartford	do	Wallace C. Leffingwell.	Dept.	1	1	33	27	0	0	....	....	....	....	2	5	1	1	4	....	135	5,000
3972	Hartville	Lake Township High School.	Solomon Shoemaker	Dept.	1	0	17	10	0	0	....	....	....	....	....	....	....	....	4	....	39	.....
3973	Hartwell	High School	J. L. Trisler	Dept.	1	4	50	40	0	0	10	0	10	10	3	9	2	3	4	....	500	40,000
3974	Harveysburg	do	Ira F. Bigony	Dept.	1	0	8	15	0	0	1	1	....	....	3	3	1	1	3	....	199	12,000
3975	Haskins	do	S. W. Bowman	Dept.	1	0	3	8	50	51	....	....	....	....	....	....	....	....	1	....	125	4,000
3976	Hayesville	do	D. E. Black	Dept.	2	0	25	29	37	39	....	....	....	....	1	3	....	....	4	....	.....	10,000
3977	Hebron	do	F. E. Slabaugh	Dept.	2	2	82	85	0	0	....	....	....	....	3	8	2	5	4	....	600	8,000
3978	Hicksville	do	W. A. Salter	Dept.	1	1	39	46	0	0	....	....	....	....	4	5	0	1	4	....	500	30,000
3979	Higginsport	do	J. W. Smith	Dept.	1	0	14	20	0	0	3	0	1	0	0	0	0	0	3	....	100	20,000
3980	Highland	New Lexington High School.	Delos S. Ferguson	Dept.	1	1	21	15	34	41	....	....	....	....	4	1	....	....	3	....	50	500
3981	Hilliard	High School	H. E. Axline	Dept.	1	0	33	23	0	0	2	4	6	9	6	6	2	2	4	....	300	.....
3982	Hillsboro	do	E. G. Smith	Dept.	3	2	52	76	0	0	0	0	2	4	5	13	1	3	4	35	.....	.....
3983	Holgate	do	W. H. Richardson	Dept.	1	0	15	13	0	0	....	....	....	....	1	3	....	....	3	....	.....	14,000
3984	Homer	Burlington Township High School.	Ben Jones	Dept.	1	0	17	27	0	0	....	....	....	....	1	9	....	....	4	....	.....	.....
3985	Hoytville	High School	Geo. B. Whitney	Dept.	1	0	4	11	0	0	....	....	....	....	1	5	....	....	3	....	.....	10,000
3986	Hubbard	Central High School*	L. T. McCartney	Dept.	1	0	16	16	17	8	....	....	....	....	4	4	....	....	3	....	500	15,000
3987	Hudson	High School*	W. B. Randolph	Dept.	1	2	24	20	0	0	....	....	5	5	6	5	5	5	3	....	500	10,000
3988	Huntsburg	do	Wm. P. Dunlevy	Dept.	2	0	20	19	50	49	6	0	2	2	5	6	....	....	4	....	300	6,000
3989	Huntsville	do	E. M. Day	Dept.	1	0	12	15	0	0	0	0	0	0	....	....	....	....	3	....	30	3,000
3990	Huron	do	Miss Luella Barram	Dept.	1	1	21	26	0	0	1	0	....	....	0	0	0	0	4	....	18	20,000
3991	Iberia	do	F. H. Flickinger	Dept.	1	1	32	33	19	18	....	....	....	....	5	5	3	0	4	....	40	3,000
3992	Independence	do	J. W. Brown	Dept.	1	0	18	15	0	0	2	0	....	....	2	0	1	0	4	....	200	6,000
3993	Jackson	do	W. J. Shumate	Dept.	3	1	67	107	0	0	....	....	18	26	8	22	4	6	4	....	400	.....
3994	Jackson Center	do	Chas. A. Sager	Dept.	1	0	10	14	0	0	3	4	2	5	1	1	1	0	3	....	150	.....
3995	Jacksontown	do	W. L. Atwell	Dept.	1	0	16	12	38	28	....	....	....	....	2	1	2	0	4	....	300	2,000
3996	Jacksonville	do.*	Geo. W. Hixson	Dept.	0	1	10	8	0	0	3	1	....	....	4	2	3	1	....	....	.....	2,800
3997	Jamestown	Village High School	H. L. Lawyer	Dept.	2	1	25	35	0	0	3	2	....	....	4	5	2	3	4	....	150	10,000
3998	Jefferson	High School	Claude S. Larzelere	Dept.	2	2	53	48	0	0	1	0	13	1	2	7	1	0	4	....	200	25,000
3999	Jeffersonville	do	Geo. W. Hoffman	Dept.	1	1	20	25	0	0	2	1	....	....	5	4	2	1	4	....	200	20,000
4000	Jerome	do	Z. X. Corey	Dept.	1	0	20	9	0	0	3	0	....	....	0	0	0	0	4	....	500	5,000
4001	Jerry City	do.*	J. C. Buto	Dept.	1	0	7	8	0	0	....	....	....	....	1	3	....	....	3	....	.....	2,500
4002	Jersey	do	F. P. Housholder	Ind.	1	0	20	22	30	30	5	8	2	4	4	3	2	1	4	....	.....	.....
4003	Jewett	do	Geo. W. Grissinger	Dept.	1	3	16	23	0	0	....	....	....	....	1	3	1	3	3	....	200	5,300
4004	Johnstown	do.*	G. A. Wyly, supt	Dept.	2	0	13	30	0	0	....	....	3	2	2	7	1	2	3	....	300	9,000
4005	Junction City	do.*	R. M. Small	Dept.	1	0	17	18	0	0	....	....	....	....	1	3	....	....	3	....	.....	6,000
4006	Kalida	do	Geo. R. Miller	Dept.	1	2	15	20	0	0	....	....	....	....	....	....	....	....	3	....	100	5,000
4007	Kelleys Island	High School	J. F. Hertlein	Dept.	1	1	16	18	0	0	....	....	....	....	3	5	....	....	3	....	.....	100
4008	Kent	Central High School	C. A. Niman	Dept.	4	3	51	98	0	0	....	....	....	....	6	19	....	....	4	....	245	.....
4009	Kenton	High School*	J. A. Culler	Dept.	6	1	90	130	0	0	8	5	0	0	12	13	2	4	4	....	100	60,000
4010	Killbuck	do	G. P. Knowls	Dept.	1	0	10	15	30	45	....	....	....	....	1	1	....	....	4	....	50	7,000
4011	Kimbolton	do	G. W Berry	Dept.	1	0	18	20	40	48	0	1	....	....	0	0	....	....	....	....	0	1,500
4012	Kings Creek	do	David C. Bryant	Dept.	1	0	9	18	41	30	2	4	....	....	7	4	1	1	3	....	175	5,000
4013	Kings Mills	do	S. J. Brown	Dept.	1	0	7	9	43	51	....	....	....	....	0	3	....	....	3	....	.....	10,000
4014	Kingston	do	A. L. Ellis	Dept.	1	0	17	20	0	0	2	0	....	....	2	4	2	0	3	....	100	6,000
4015	Kingsville	do	Lewis E. York	Dept.	2	0	40	30	0	0	....	....	....	....	13	6	....	....	4	....	100	9,000
4016	Kinsman	do	Byron D. Hirst	Ind.	1	1	32	40	35	49	....	....	3	3	4	11	3	3	4	....	840	11,000
4017	Kipton	do	D. M. Byam	Dept.	1	0	2	8	24	22	0	0	0	0	0	2	0	0	3	....	0	5,000

*Statistics of 1897–98.

TABLE NO. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
4018	Kirkersville	High School	C. H. Emswiler	Dept.	1	0	22	23	38	39	....	....	....	....	1	2	....	....	4	....	65	$4,000
4019	Lagrange	Union School	H. O. Merriman	Dept.	1	2	12	14	0	0	1	1	....	....	3	2	0	0	3	....	100	12,000
4020	Lakeside	High School	Harvey Brugger	Dept.	1	1	23	40	0	0	1	0	....	....	3	3	1	0	4	....	200	30,000
4021	Lancaster	Crawfis Collegiate Institute.	Wm. J. Dum	Dept.	1	1	24	18	18	15	3	4	....	....	5	4	....	....	4	....	500	10,000
4022	do	High School	T. C. Coates	Dept.	2	2	77	92	0	0	3	2	....	....	12	11	4	0	4	....	400	.....
4023	Larue	do	A. E. Gladding	Dept.	3	0	21	39	0	0	....	....	....	....	5	7	....	....	4	....	.....	25,000
4024	Latty	do	M. E. Klingler	Dept.	1	0	2	8	0	0	....	....	....	....	....	....	....	....	3	....	200	10,000
4025	Lebanon	do	Geo. G. Sikes	Dept.	2	2	36	63	0	0	....	....	....	....	6	14	....	....	4	....	.....	60,000
4026	Leesburg	High School	Walter S. Pulse	Dept.	1	0	19	10	0	0	....	....	1	1	2	3	1	1	3	....	125	10,000
4027	Lees Creek	Wayne Township High School.	E. K. Barnes	Dept.	1	0	20	17	0	0	....	....	....	....	5	1	....	....	3	....	35	1,000
4028	Leetonia	High School	Thos. C. Woodward	Dept.	2	0	18	29	0	0	....	....	1	1	2	3	0	0	4	....	165	.....
4029	Leipsic	do	W. S. Sackett	Dept.	1	1	18	23	0	0	2	3	....	....	5	5	2	3	3	....	120	15,000
4030	Leroy	do	J. F. Smith	Dept.	1	2	24	26	0	0	....	....	....	....	3	3	2	1	4	....	1,200	10,000
4031	Lewisburg	Harrison Township High School.	Chas. E. Bowles	Dept.	2	0	31	29	0	0	4	0	....	....	6	0	4	0	3	....	200	4,000
4032	Lewistown	High School*	Lovinus R. Yeager	Dept.	1	1	20	20	0	0	....	....	5	5	3	3	2	2	4	....	150	5,000
4033	Lexington	do	H. H. Phelps	Dept.	1	2	31	23	0	0	2	6	4	5	5	5	3	3	4	....	.....	10,000
1034	Lima	do	S. Steffins	Dept.	2	5	84	179	0	0	0	0	6	8	6	13	2	1	4	....	1,000	.....
4035	Lindsey	do	C. N. Helter	Dept.	1	1	17	22	35	55	2	0	....	....	....	....	....	....	3	....	.....	2,500
4036	Lisbon	do	W. M. Henderson	Dept.	2	0	24	26	0	0	....	....	....	....	1	2	1	2	4	....	600	30,000
4037	Litchfield	do	A. W. Breyley	Ind.	1	1	16	20	50	33	1	1	....	....	....	....	....	....	3	....	110	315
4038	Lithopolis	do	I. L. Mitchell	Dept.	1	0	24	6	31	59	2	0	....	....	5	0	2	0	4	....	10	6,000

4039	Lockbourne	Hamilton Township High School.	H. H. Hoffman	Dept..	1	0	10	10	46	50	....	....	....	....	2	5	0	0	4	....	.....	4,500
4040	Lockington	High School	E. Simmons	Dept..	1	0	11	9	5	6	....	....	2	0	0	0	0	0	4	....	187	3,500
4041	Lockland	do	S. T. Dial	Dept..	1	2	25	37	0	0	....	....	2	2	1	5	1	5	4	....	210	30,000
4042	Lodi	do	F. G. Maurer	Dept..	1	1	23	31	0	0	1	0	....	....	....	....	....	....	4	....	800	20,000
4043	Logan	do	Miss Katharine Bowlby	Dept..	1	3	40	69	0	0	10	15	15	0	8	15	4	6	4	....	400	50,000
4044	London	do	C. S. Voorhees	Dept..	1	3	38	52	0	0	1	1	4	0	6	6	5	1	4	....	.....	40,000
4045	Lorain	do	Miss Elizabeth N. McConnell.	Dept..	2	4	55	85	0	0	....	....	....	....	5	7	....	....	4	....	550	12,200
4046	Loudonville	do	C. E. Budd	Dept..	2	1	47	42	0	0	....	....	....	....	2	9	....	....	4	....	700	30,000
4047	Louisville	do	H. C. Koehler	Dept..	1	0	22	23	0	0	2	2	4	2	0	4	0	2	3	....	134	18,000
4048	Loveland	do	O. M. Patton	Dept..	1	0	23	12	0	0	....	....	3	2	3	2	2	1	3	....	.....	16,250
4049	Lowellville	do	J. S. Alan	Ind...	1	0	4	2	16	18	....	....	....	....	0	0	....	....	4	....	509	.....
4050	Loyal Oak	Norton Center High School.	D. C. Cooper	Dept..	1	0	9	13	0	0	0	1	0	0	3	6	0	1	4	....	100	900
4051	Lucas	High School	John F. Kramer	Dept..	1	0	24	11	46	47	2	0	....	....	2	1	1	0	4	....	50	4,000
4052	Lueasville	do.*	J. H. Finney	Dept..	1	1	33	29	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
4053	Lynehburg	do	C. A. Puckett	Dept..	1	0	23	17	0	0	0	0	0	0	0	1	0	0	3	....	600	10,000
4054	Lytle	do	W. E. Keever	Dept..	1	0	3	14	59	54	....	....	....	....	0	3	....	....	3	....	200	3,000
4055	McArthur	do	M. A. Henson	Dept..	1	1	26	32	0	0	1	0	1	2	3	7	1	1	4	....	300	5,500
4056	McClure	do	T. J. Williams	Dept..	1	3	23	25	0	0	4	5	6	4	....	....	....	....	4	....	100	5,000
4057	McComb	do	C. J. Foster	Dept..	2	0	31	30	0	0	2	2	2	0	6	3	1	1	4	....	100	16,400
4058	McConnelsville	do	H. M. Finley	Dept..	3	1	20	30	0	0	6	0	....	....	1	3	1	1	4	....	500	.....
4059	Macksburg	do	W. E. Ellison	Dept..	1	0	16	15	0	0	....	....	2	1	4	2	2	1	4	....	475	2,500
4060	Madison	do	Homer N. Kimball	Dept..	1	1	25	28	0	0	1	1	0	0	6	8	1	1	3	....	200	12,000
4061	Madisonville	do	F. B. Dyer	Dept..	1	2	37	60	0	0	....	....	4	3	4	8	1	3	4	....	500	30,000
4062	Magnolia	do	H. A. Richardson	Dept..	0	2	14	25	41	47	0	2	3	3	0	0	....	....	5	....	100	6,000
4063	Maineville	do	R. C. Schlotman	Dept..	1	0	4	2	48	58	0	0	0	0	0	0	0	0	....	....	0	.....
4064	Malta	do	Mott H. Arnold	Dept..	1	1	19	19	0	0	....	....	....	....	0	1	....	....	4	....	100	20,000
4065	Malvern	do	C. H. Carlisle	Dept..	1	3	25	39	0	0	4	6	2	3	4	3	3	1	3	....	300	26,000
4066	Manchester	do	D. S. Clinger	Dept..	3	1	32	51	0	0	....	....	....	....	4	9	....	....	3	....	520	10,000
4067	Mansfield	do	D. C. Meck	Dept..	1	7	119	158	0	0	....	....	....	....	15	18	....	....	4	....	1,000	85,000
4068	Mantua	Center High School	F. A. Turner	Dept..	1	0	3	7	18	15	....	....	....	....	0	0	....	....	4	....	0	.....
4069	Mantua Station	Mantua High School	D. W. McGlenen	Dept..	2	0	12	24	0	0	....	....	6	7	2	11	2	3	4	....	600	15,000
4070	Marengo	High School	R. P. Gage	Dept..	1	0	10	20	40	20	....	....	....	....	3	5	3	0	3	....	100	3,000
4071	Marietta	do	H. E. Smith	Dept..	3	4	91	107	0	0	....	....	....	....	8	14	....	....	4	50	917	10,000
4072	Marion	do.*	Miss Anna M. Eaton	Dept..	1	5	94	129	0	0	2	1	....	....	10	16	2	1	4	....	.....	.....
4073	Marshallville	do	R. A. Leisy	Dept..	1	1	23	13	37	46	....	....	0	1	1	1	0	1	3	....	125	8,000
4074	Marshfield	do	J. E. Miller	Dept..	1	0	1	7	0	0	....	....	....	....	0	0	0	0	3	....	57	.....
4075	Martinsburg	do.*	C. V. Trott	Dept..	1	0	9	9	40	39	6	6	....	....	2	1	2	1	4	....	300	5,000
4076	Martins Ferry	do	Arthur Reynolds	Dept..	2	2	52	78	0	0	2	1	3	0	4	6	2	0	4	....	300	.....
4077	Martinsville	do	A. I. McVey	Dept..	1	0	4	13	42	46	....	....	....	....	0	0	0	0	3	....	30	1,000
4078	Marysville	do	Miss Nellie Roney	Dept..	2	2	45	71	0	0	1	2	3	2	12	17	4	5	3	....	900	8,000
4079	Mason	do	Lewis Coleman	Dept..	1	0	17	18	50	60	....	....	....	....	....	....	....	....	3	....	5	7,000
4080	Massillon	do	William Johns	Dept..	3	2	55	102	0	0	1	1	1	1	9	24	2	2	3	....	950	22,000
4081	Maumee	do	C. E. Gove	Dept..	1	0	8	13	0	0	....	....	2	1	1	6	1	1	3	....	250	.....
4082	Mechanicsburg	do.*	S. H. Layton	Dept..	1	2	25	35	0	0	....	....	....	....	2	6	2	3	4	....	300	38,000
4083	Medina	do	J. R. Kennan	Dept..	2	3	43	57	0	0	1	1	10	12	9	14	4	4	4	....	600	10,000
4084	Mendon	Union Township High School.	C. E. Thomas	Dept..	1	0	22	34	0	0	....	....	....	....	10	3	....	....	3	....	500	.....

* Statistics of 1897-98.

TABLE NO. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
4085	Mentor	Special District High School.	Frank G. Houle	Ind...	1	0	2	4	30	24	0	0	0	0	0	0	0	0	2	....	50	$7,000
4086	Mesopotamia	High School	E. A. Barnes	Dept..	2	1	12	13	33	23	1	2	1	0	0	3	0	2	3	....	50	800
4087	Metamora	.....do	C. O. Castle	Dept..	1	0	3	3	55	46	....	....	....	....	3	3	....	....	4	....	.....	1,000
4088	Miamisburg	.....do.*	J. C. Conway	Dept..	3	1	41	60	0	0	....	....	1	3	2	11	1	3	4	....	800	2,000
4089	Middleburg	Zane Township High School.	O. E. Van Voorhis	Ind...	1	0	14	9	11	16	1	0	....	....	1	4	1	0	4	....	200	1,200
4090	Middlecreek	Middleburg High School.	J. W. Watson	Ind...	1	0	8	7	43	31	....	....	....	....	0	0	....	....	....	....	.....	.....
4091	Middlefield	High School	J. E. Antram	Dept..	1	0	10	20	30	35	1	0	....	....	3	4	....	....	3	....	200	7,000
4092	Middlepoint	.....do	H. F. Ireland	Dept..	1	0	4	3	62	63	4	3	2	0	4	1	....	....	....	....	.....	.....
4093	Middleport	.....do	J. P. West	Dept..	2	0	21	46	0	0	2	1	....	....	4	8	....	....	4	....	100	40,000
4094	Middletown	.....do	Hinckley Smith	Dept..	1	4	45	77	0	0	....	....	....	....	1	5	....	....	4	....	1,000	40,000
4095	Midland	.....do	T. L. H. Daggy	Dept..	1	1	16	14	59	51	....	....	....	....	0	2	0	2	4	....	40	1,800
4096	Milan	.....do.*	J. J. Houser	Dept..	1	1	20	36	0	0	....	....	....	....	2	10	....	....	4	....	100	15,000
4097	Milford	.....do	G. W. Witham	Dept..	2	0	20	15	0	0	0	0	0	0	8	4	....	....	3	....	100	10,000
4098	Milford Center	.....do	J. A. Runyan	Dept..	1	0	20	25	0	0	1	2	2	2	4	5	1	1	4	....	300	25,000
4099	Millbury	.....do	D. S. Black	Dept..	1	0	4	4	67	38	0	0	0	0	0	0	0	0	4	....	0	2,500
4100	Millersburg	.....do	C. M. Swingle	Dept..	2	1	36	46	0	0	8	3	6	3	8	14	2	1	3	....	400	.....
4101	Mineral Point	.....do	J. M. Richardson	Dept..	1	0	23	22	0	0	....	....	....	....	4	3	....	....	4	....	150	20,000
4102	Mineral Ridge	.....do	J. C. York	Dept..	1	1	17	30	0	0	....	....	....	....	0	2	....	....	3	....	200	8,000
4103	Minerva	.....do	O. W. Kurtz, supt	Dept..	2	0	28	30	0	0	....	....	....	....	3	3	....	....	4	....	1,000	20,000
4104	Minster	.....do	F. J. Boerger	Dept..	1	0	12	18	0	0	....	....	....	....	1	1	....	....	3	....	275	22,000
4105	Mogadore	.....do	W. H. Anderson	Ind...	1	0	11	8	0	0	....	....	....	....	4	3	....	....	3	....	.....	2,800
4106	Monroe	.....do	Harry G. Frost	Ind...	1	0	7	17	0	0	3	7	....	....	1	2	1	2	4	....	.....	.....
4107	Monroeville	.....do	Ralph S. Leonard	Dept..	2	1	24	15	0	0	4	3	1	0	8	6	3	2	4	....	325	32,000

4108	Montpelier	....do	W. A. Saunders	Dept..	2	0	40	55	0	0	....	....	....	....	1	5	1	5	4	....	168	25,000
4109	Morning Sun	Israel Township High School.	C. B. McLinn	Dept..	1	0	8	7	0	0	3	4	....	....	0	0	....	....	4	....	400	1,500
4110	Morristown	High School	E. F. Barnes	Ind...	1	1	21	17	25	30	....	....	....	....	2	2	....	....	4	....	120	4,000
4111	Moscow	....do	D. S. Richards	Dept..	1	0	13	8	0	0	2	1	....	....	1	2	1	1	3	....	160	4,800
4112	Mount Carmel	....do	A. L. Clark	Dept..	1	0	5	20	0	0	1	2	3	2	0	0	0	0	3	....	120	8,000
4113	Mount Eaton	....do	A. H. Etting	Dept..	2	0	16	19	57	46	....	....	0	1	2	2	0	1	3	....	200	1,800
4114	Mount Gilead	....do	M. W. Spear	Dept..	3	0	24	22	0	0	....	....	....	....	3	5	3	2	3	....	1,100	30,000
4115	Mount Orab	....do	W. R. Johnson	Dept..	1	0	10	12	0	0	....	....	....	....	....	....	....	....	4	....	.....	3,000
4116	Mount Pleasant	....do	Wm. M. White	Dept..	2	0	23	17	5	5	....	....	....	....	2	7	....	....	4	....	50	10,000
4117	Mount Sterling	....do	Harvey T. Silverthorn.	Dept..	2	1	15	25	0	0	1	6	....	....	0	2	....	....	4	....	75	16,000
4118	Mount Vernon	Central High School	J. G. Leland	Dept..	3	3	106	141	0	0	0	2	5	0	11	24	5	2	4	....	500	35,000
4119	Mount Victory	High School	J. Edson Gordon	Dept..	2	0	16	17	0	0	....	....	....	....	2	4	....	....	4	....	200	7,000
4120	Navarre	Union High School	E. E. Sluss	Dept..	1	0	14	10	0	0	....	....	....	....	3	2	....	....	3	....	250	12,000
4121	Nelson	High School	Guy W. Fineh	Dept..	1	0	14	16	0	0	....	....	....	....	0	5	0	1	4	....	105	2,500
4122	Nelsonville	....do	Miss Vernon Kantner.	Dept..	0	5	110	90	0	0	8	18	8	18	8	18	8	18	4	....	400	.....
4123	Nevada	....do	G. M. Plumb	Dept..	2	0	23	28	0	0	1	4	0	0	1	5	1	4	4	....	.....	.....
4124	Newark	....do	C. M. Humes	Dept..	2	8	80	162	0	0	....	....	....	....	11	23	7	11	4	....	1,300	.....
4125	New Berlin	....do	Jas. A. Syler	Dept..	1	0	9	10	0	0	....	....	....	....	4	4	....	....	3	....	180	8,500
4126	New Bremen	....do	Geo. W. Tooil	Dept..	2	0	19	22	0	0	0	1	1	0	3	7	1	1	3	....	700	25,000
4127	New California	Jerome Township High School.	O. J. Dodge	Dept..	1	0	5	15	0	0	0	2	....	....	0	0	....	....	3	....	300	4,700
4128	New Carlisle	High School	J. W. Millette	Dept..	2	0	15	18	0	0	....	....	....	....	2	4	....	....	4	....	300	.....
4129	New Dover	Dover Township High School.	Miss Emma Herd	Dept..	0	1	15	15	0	0	....	....	....	....	4	2	....	....	4	....	20	400
4130	New Holland	High School	Geo. P. Ginn	Dept..	1	0	9	10	0	0	....	....	....	....	3	2	....	....	3	....	150	.....
4131	New Lexington	....do	James C. Fowler	Dept..	2	0	25	30	0	0	6	8	....	....	1	4	1	2	4	60	300	30,000
4132	New London	....do.*	Albert C. Hood	Dept..	2	1	21	42	0	0	2	0	5	8	3	8	2	3	4	....	500	25,000
4133	New Madison	....do	M. A. Brown	Ind...	2	0	21	17	47	62	0	0	0	0	2	0	0	0	4	....	290	10,000
4134	New Matamoras	....do	C. E. Caldwell	Dept..	1	1	17	23	0	0	1	1	....	....	0	6	0	1	3	....	60	10,000
4135	New Paris	....do	H. C. Wolford	Dept..	2	0	30	26	0	0	0	0	0	0	3	4	0	0	4	....	351	12,000
4136	New Philadelphia	....do	Miss Clara L. Myers	Dept..	1	4	30	65	0	0	....	....	....	....	6	11	4	0	4	....	600	.....
4137	Newport	....do.*	F. L. Bailey	Dept..	1	0	4	9	13	9	0	1	....	....	0	3	0	2	3	....	100	5,000
4138	New Richmond	Union High School	W. J. Beyerley	Dept..	1	1	20	20	0	0	....	....	3	3	1	6	1	2	3	....	200	8,000
4139	New Straitsville	High School	Chas. W. Cookson	Dept..	1	0	10	31	0	0	....	....	2	2	3	6	2	2	3	....	1,200	15,000
4140	Newton Falls	....do	W. G. Cope	Dept..	1	0	25	34	0	0	6	2	1	1	2	6	1	1	3	....	400	10,000
4141	New Vienna	....do	Frank Stamats	Dept..	2	0	24	23	0	0	1	3	4	0	2	5	....	....	3	....	50	12,000
4142	New Washington	....do	J. B. Ledman	Dept..	2	0	30	41	0	0	....	....	....	....	3	3	1	1	4	....	500	18,000
4143	Niles	....do	W. H. C. Newington	Dept..	4	1	28	64	15	30	0	0	1	0	4	14	....	....	4	....	.....	.....
4144	North Amherst	....do.*	W. H. Schibley	Dept..	1	1	19	29	0	0	2	2	....	....	5	13	2	2	3	....	300	30,000
4145	North Baltimore	....do	J. E. McFadden	Dept..	2	0	26	42	0	0	0	0	0	0	1	8	0	0	4	....	200	30,000
4146	North Bloomfield	....do.*	H. M. Morrison	Dept..	1	1	6	17	43	33	....	....	....	....	1	1	....	....	4	....	.....	4,000
4147	North Fairfield	....do	B. W. Strohl	Dept..	1	1	18	23	30	31	1	4	....	....	1	7	1	4	4	....	100	7,200
4148	Northfield	Central High School	C. L. Burrell	Dept..	1	1	17	16	40	42	....	....	....	....	4	1	....	....	4	....	200	.....
4149	North Kingsville	High School	Martin C. Smith	Ind...	1	0	13	14	31	35	....	....	....	....	2	0	....	....	3	....	135	.....
4150	North Lewisburg	....do	D. D. Bates, supt	Dept..	2	0	11	21	0	0	2	0	....	....	3	5	2	0	3	....	125	10,000
4151	North Lima	Beaver Township High School.	A. A. Prentice, B. S	Dept..	1	0	12	10	62	58	....	....	....	....	2	0	2	0	3	....	164	7,500
4152	North Monroeville	High School	F. P. Tompkins	Dept..	1	0	2	3	13	12	2	1	....	....	2	3	2	1	3	....	0	500
4153	Norwalk	....do	Jas. E. Cole	Dept..	2	4	66	125	0	0	4	4	10	20	4	14	3	4	4	....	460	.....
4154	Oak Harbor	....do	R. Roy Turner	Dept..	2	1	35	44	0	0	3	4	4	2	3	8	2	4	4	....	1,200	20,000

* Statistics of 1897-98.

TABLE NO. 42.—*Statistics of public high schools in the United States for the scholastic year 1898-99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
4155	Oakwood	High School	L. M. Eschbach	Ind	1	0	4	8	48	62	....	....	....	....	0	0	....	....	2	....	.....	$5,000
4156	Oberlin	do	Miss Mary E. Edwards	Dept.	1	4	60	84	0	0	....	....	....	....	6	17	5	14	3	....	100	.....
4157	Ohio City	do	T. A. Davies	Dept.	1	0	5	17	0	0	0	1	....	....	0	6	0	1	3	....	0	.....
4158	Olmsted Falls	do	W. B. Locke	Dept.	1	0	14	8	56	48	3	0	....	....	3	1	....	....	4	....	.....	.....
4159	Orangeville	do	R. D. Leffingwell	Ind	1	1	5	8	39	30	....	....	....	....	....	....	....	....	2	....	50	1,500
4160	Oregonia	do	D. C. Jack	Ind	1	0	6	14	15	22	....	....	....	....	1	1	....	....	4	....	20	1,800
4161	Orrville	do	J. F. Adams	Dept.	2	1	40	49	0	0	....	....	....	....	9	5	....	....	4	....	500	14,000
4162	Orwell	do	L. J. Addicott	Dept.	1	0	6	12	20	31	....	....	....	....	2	2	....	....	4	....	.....	1,000
4163	Osborn	do	Geo. P. Harmount	Dept.	1	1	15	20	0	0	0	3	....	....	1	2	0	2	4	....	200	12,000
4164	Osnaburg	do	M. E. McFarren	Dept.	1	0	5	3	0	0	1	1	1	1	0	0	0	0	3	....	.....	7,500
4165	Ottawa	do	Miss Emma Welsh	Dept.	1	2	28	46	0	0	4	3	5	4	6	14	2	4	3	....	500	40,000
4166	Owensville	Boston High School	J. B. Duzan	Dept.	1	0	9	14	49	39	....	....	....	....	0	0	0	0	4	....	.....	5,000
4167	Oxford	High School *	Miss Mary E. Grennan	Dept.	2	1	17	51	0	0	0	0	9	43	2	8	....	....	3	....	600	30,000
4168	Painesville	do	F. H. Kendall	Dept.	4	4	92	141	0	0	....	....	....	....	11	16	5	4	4	....	400	60,000
4169	Palmyra	do	J. O. Shaffer	Ind	1	0	2	8	29	30	....	....	....	....	0	0	....	....	4	....	.....	3,500
4170	Parkman	do	Ernest C. Gray	Dept.	1	0	7	17	38	38	0	0	0	0	5	5	0	0	3	....	300	8,000
4171	Pataskala	do	Ed. A. Evans	Dept.	2	0	32	34	0	0	0	0	2	0	7	3	2	0	4	....	200	6,500
4172	Patterson	do. *	U. F. Kramer	Dept.	1	0	1	7	46	43	....	....	....	....	0	0	0	0	3	....	100	2,000
4173	Paulding	do	W. H. Yant	Dept.	3	2	40	50	0	0	0	0	1	2	4	6	1	2	4	....	300	35,000
4174	Payne	do	L. F. Chalfant	Dept.	2	0	16	21	0	0	....	....	....	....	0	6	....	....	3	....	.....	7,500
4175	Pemberville	do	S. S. Simpson	Dept.	1	0	24	14	0	0	....	....	....	....	0	1	....	....	3	....	250	20,000
4176	Peninsula	do	Frederic Heckman	Dept.	1	0		15	0	0	....	....	....	....	1	2	1	2	4	....	300	6,500
4177	Perrysburg	do	F. A. Cosgrove	Dept.	1	2	24	37	0	0	6	14	2	4	4	7	....	....	4	....	.....	30,000
4178	Perrysville	do	E. C. Kiplinger	Dept.	1	1	11	24	0	0	2	4	1	0	3	5	....	....	3	....	75	9,000
4179	Petersburg	do	C. C. Lipp	Dept.	1	1	6	7	47	41	....	....	....	....	0	0	....	....	2	....	120	3,000

4180	Piketon	do	Homer J. Hartzell	Dept.	1	0	15	20	0	0	....	....	....	....	1	1	0	1	3	....	0	4,000
4181	Pioneer	do	E. D. Longwell	Dept.	1	0	18	10	0	0	2	2	1	0	1	2	1	2	3	....	20	10,000
4182	Piqua	do	Miss Mary E. Hall	Dept.	2	3	61	106	0	0	3	1	0	0	8	12	3	1	4	....	8,460	75,000
4183	Plain City	do	L. B. Robinson	Dept.	2	1	40	25	0	0	8	10	15	5	1	6	1	1	4	....	600	40,000
4184	Plainfield	do	Geo. E. Miller	Dept.	1	0	13	21	47	51	0	2	1	0	2	2	....	....	3	....	300	10,000
4185	Pleasant City	do	W. A. Hunt	Dept.	1	1	15	33	0	0	....	....	....	....	....	....	....	....	3	....	1,000	6,000
4186	Pleasant Hill	do. *	C. H. Teach	Dept.	1	0	15	10	0	0	....	....	....	....	....	....	....	....	4	....	100	8,000
4187	Plymouth	do	H. D. Clark	Dept.	2	1	15	35	0	0	5	3	1	2	1	3	1	0	4	....	400	20,000
4188	Poland	do	M. A. Kimmel	Dept.	1	1	10	6	67	48	....	....	....	....	3	2	0	0	3	....	400	12,000
4189	Polk	do	F. J. Ryan	Dept.	1	0	6	4	34	46	....	....	....	....	0	0	0	0	3	....	50	3,000
4190	Pomeroy	do	C. T. Coates	Dept.	2	1	33	38	0	0	2	1	4	6	6	6	1	1	4	....	750	35,000
4191	Portage	do	F. W. Toan	Dept.	0	2	11	31	55	49	....	....	....	....	....	....	....	....	3	....	150	10,000
4192	Port Clinton	do	Wm. A. Richardson	Dept.	2	0	13	20	0	0	1	2	....	....	3	1	0	0	4	....	300	30,000
4193	Portsmouth	do	J. I. Hudson	Dept.	2	4	84	116	0	0	....	....	....	....	6	13	....	....	4	....	200	.....
4194	Port Washington	Union School	A. B. Newton	Dept.	1	1	10	18	51	51	0	0	0	0	2	8	....	....	5	....	50	7,000
4195	Powhatan Point	Powhatan High School	Frank Linton	Dept.	1	1	11	27	0	0	0	3	2	1	1	4	1	1	3	....	400	4,600
4196	Proctorville	Quaker Bottom High School.	A. C. Robison	Dept.	1	0	16	17	0	0	....	....	....	....	1	9	....	....	4	....	200	2,000
4197	Prospect	Village High School *	T. B. Weaver	Dept.	1	1	20	34	0	0	....	....	....	....	4	2	....	....	4	....	300	10,000
4198	Put in Bay	High School	J. C. Oldt	Dept.	1	0	12	8	4	3	....	....	....	....	0	0	....	....	4	....	590	7,000
4199	Quaker City	do	W. G. Wolfe	Dept.	2	0	32	18	0	0	....	....	....	....	8	7	....	....	3	....	.....	15,000
4200	Quiney	Union School	W. L. C. Sturm	Dept.	1	0	5	10	37	55	0	0	0	0	0	0	0	0	4	....	40	.....
4201	Racine	High School *	C. W. Wright	Dept.	1	0	21	23	0	0	....	....	....	....	2	1	....	....	3	....	500	2,500
4202	Randolph	do	J. R. Campbell	Dept.	1	0	28	16	21	15	....	....	....	....	4	1	3	0	3	....	200	5,000
4203	Ravenna	do	W. J. Dodge	Dept.	4	2	44	73	0	0	....	....	....	....	4	11	....	....	4	....	1,750	.....
4204	Reedsville	do	H. J. Cross	Dept.	1	0	6	5	46	32	....	....	....	....	....	....	....	....	4	....	150	1,500
4205	Reesville	do	C. E. Penquite	Dept.	1	0	4	14	40	50	....	....	....	....	....	....	....	....	3	....	100	5,000
4206	Republic	do	M. K. Weber	Dept.	1	0	9	11	49	51	0	1	2	0	1	4	1	1	3	....	200	2,500
4207	Richfield	Central High School	J. W. Severy	Ind.	1	1	15	23	50	48	0	0	0	0	0	5	....	....	3	....	200	7,000
4208	Richmonddale	High School	W. W. Staats	Dept.	1	0	3	5	27	30	....	....	....	....	1	3	....	....	4	....	55	11,500
4209	Richwood	do	L. H. Bell	Dept.	2	0	21	27	0	0	1	1	1	0	4	7	1	1	3	....	350	20,000
4210	Ridgeville Corners.	Ridgeville Union School.	W. O. Rittenhouse	Dept.	1	1	31	23	38	29	0	0	0	0	0	0	....	....	4	....	0	5,000
4211	Ridgeway	High School	Wilbur O. Weir	Dept.	1	0	11	16	60	54	2	2	2	3	3	1	2	0	3	....	0	2,000
4212	Risingsun	do	C. E. Stinebaugh	Dept.	1	0	10	18	0	0	1	2	....	....	0	0	....	....	4	....	300	12,000
4213	Rittman	do	E. J. Zook	Dept.	1	0	30	11	40	22	....	....	....	....	3	0	....	....	4	....	.....	.....
4214	Rock Creek	do	B. F. Stanton	Dept.	1	0	10	11	58	61	1	1	1	0	0	3	....	....	4	....	.....	8,000
4215	Rockford	do	L. H. Beeler	Dept.	2	0	20	21	0	0	2	4	....	....	0	4	0	2	4	....	150	20,000
4216	Roekyridge	do	Geo. H. Myers	Dept.	1	0	1	4	64	71	....	....	....	....	1	1	....	....	4	....	130	3,000
4217	Roeky River	Beach High School	E. O. Parker	Dept.	1	0	6	9	0	0	1	0	0	0	1	3	1	0	3	....	.....	9,000
4218	Rootstown	High School	R. S. Baker	Dept.	1	0	3	4	31	26	....	....	....	....	2	0	1	0	4	....	275	2,000
4219	Roscoe	do	W. S. Dean	Dept.	2	1	62	45	0	0	....	....	....	....	....	....	....	....	3	....	100	9,100
4220	Roseville	do	D. W. Macklin	Dept.	1	1	18	33	0	0	1	3	1	2	0	4	....	....	4	....	8	20,000
4221	Rushsylvania	do	W. L. Shoots	Dept.	1	0	11	13	0	0	....	....	....	....	0	0	....	....	3	....	0	5,000
4222	Russell	do	E. F. Ellis	Dept.	1	0	6	9	47	45	0	0	0	0	....	....	....	....	....	....	25	1,500
4223	Russellville	do	G. E. Fennen	Dept.	1	1	16	14	31	23	0	0	0	0	5	0	....	....	5	....	.....	2,500
4224	Sabina	do	Miss Jennie Tribbey	Dept.	1	1	23	28	0	0	....	....	....	....	4	9	....	....	3	....	500	10,000
4225	St. Clairsville	do	Geo. Rossiter	Dept.	1	1	18	26	0	0	....	....	....	....	3	0	1	0	4	....	650	20,000
4226	St. Louisville	do	W. E. Wells	Dept.	1	0	21	14	36	17	0	0	1	1	0	3	0	1	3	....	116	4,000
4227	St. Mary	do	Miss Angeline Sherwood.	Dept.	1	3	71	114	0	0	0	0	0	0	9	14	0	0	4	....	1,000	.....

* Statisties of 1897-98.

TABLE NO. 42.—*Statistics of public high schools in the United States for the scholastic year 1898-99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
4228	Salem	High School	Jesse S. Johnson	Dept..	2	2	39	84	0	0	4	2	1	0	6	7	....	....	4	....	.....	$25,000
4229	Salineville	....do	Miss Ella M. Seaife	Dept..	1	1	20	18	0	0	....	....	....	....	2	6	1	0	4	....	.....	.....
4230	Sandusky	....do	H. M. Linn	Dept..	3	4	85	141	0	0	....	....	....	....	8	14	3	4	4	....	1,300	50,000
4231	Savannah	....do	V. E. Rudy	Dept..	1	0	5	8	25	26	0	2	....	....	0	7	0	2	4	....	50	.....
4232	Scio	....do.*	J. E. Clark	Dept..	1	0	20	26	0	0	....	....	....	....	1	9	1	6	3	....	305	10,000
4233	Sciotoville	Porter Township High School.	Clarence D. Walden	Dept..	1	0	11	15	0	0	1	1	2	0	3	4	....	....	3	....	200	3,000
4234	Scott	High School	W. A. Miller	Dept..	1	0	9	13	0	0	....	....	....	....	....	....	....	....	3	....	20	7,500
4235	Senecaville	....do	J. R. Hartup	Dept..	1	0	16	21	0	0	....	....	....	....	2	2	....	....	3	....	80	6,500
4236	Seven Mile	....do	F. F. Carnahan	Dept..	1	0	5	10	50	55	....	....	....	....	1	4	....	....	2	....	75	5,000
4237	Seville	....do.*	J. S. Miller	Dept..	1	1	15	16	0	0	....	....	....	....	3	2	1	1	3	....	300	15,000
4238	Sharon Center	Sharon Township High School.	John G. Pheil	Dept..	1	0	10	26	0	0	2	5	2	1	1	3	1	2	4	....	350	9,000
4239	Shauek	Johnsville High School	C. B. Stoner	Dept..	1	1	4	7	8	4	0	1	....	....	0	1	0	1	4	....	150	7,000
4240	Shawnee	High School	C. L. Williams	Dept..	1	2	20	32	0	0	....	....	4	3	3	7	1	0	4	....	300	20,000
4241	Shelby	....do	W. S. Lynch	Dept..	1	3	30	54	0	0	....	....	....	....	0	2	....	....	4	....	1,000	.....
4242	Sherodsville	....do	B. E. Worley	Dept..	1	0	16	16	0	0	....	....	....	....	1	4	0	1	4	....	.....	.....
4243	Shiloh	....do	F. B. Moore	Dept..	2	0	14	43	0	0	2	2	....	....	1	0	....	....	3	....	75	8,000
4244	Shreve	....do	L. S. Hostetter	Dept..	1	1	30	40	0	0	....	....	3	4	5	10	2	0	3	....	1,000	10,000
4245	Sidney	....do.*	John G. Kaufman	Dept..	3	3	53	75	0	0	4	4	2	0	3	5	1	3	4	....	560	.....
4246	Somerset	....do	C. A. Woodworth	Dept..	2	0	25	40	0	0	0	1	....	....	2	5	0	1	4	....	200	10,000
4247	Somerville	....do	Orion Amerman	Dept..	1	0	7	5	29	29	....	....	....	....	1	1	....	....	2	....	.....	.....
4248	South Bloomfield	....do.*	O. A. Peters	Dept..	1	0	4	8	36	31	....	....	....	....	1	1	....	....	3	....	200	3,000
4249	South Charleston	....do	F. F. Main	Dept..	1	1	16	21	0	0	4	8	2	2	5	6	3	4	3	....	450	22,000

4250	South Solon	Stokes Township High School.	D. J. Schurr	Dept..	1	0	16	13	0	0	....	....	....	....	3	2	0	0	3	....	225	3,000
4251	Sparta	High School	Thos. F. Leonard	Dept..	1	0	10	8	30	30	2	0	....	....	2	4	1	0	3	....	1,000	4,000
4252	Spencer	.....do	T. A. Martin	Dept..	1	0	22	14	33	41	....	....	....	....	5	0	....	....	4	....	75	6,000
4253	Speneerville	.....do	I. M. Cochran	Dept..	2	0	14	23	6	0	4	2	....	....	2	9	2	2	2	....	12	18,000
4254	Springfield	.....do	John S. Weaver	Dept..	10	7	268	429	0	0	20	29	21	12	24	65	9	18	4	....	425	100,000
4255	Spring Valley	.....do	E. H. Colvin	Dept..	1	0	17	14	0	0	0	0	0	0	0	0	0	0	3	....	200	4,000
4256	Steubenville	.....do	W. H. Maurer	Dept..	2	3	70	112	0	0	10	25	8	6	9	26	9	26	4	....	8,000	.....
4257	Stockport	.....do.*	C. W. Newberry	Dept..	1	1	13	5	39	52	....	....	1	0	0	0	0	0	4	....	200	8,300
4258	Stout	Rome High School*	C. H. Cosby	Dept..	1	1	18	22	39	60	....	....	....	....	0	0	....	....	....	....	0	1,000
4259	Stoutsville	High School	J. F. Dumond	Dept..	1	0	12	13	58	52	....	....	....	....	....	....	....	....	4	....	.....	5,000
4260	Sugargrove	.....do	Wm. Walter	Dept..	1	0	17	9	35	26	....	....	2	1	1	0	1	0	4	....	50	4,500
4261	Sullivan	.....do	W. E. Heichel	Dept..	1	0	12	10	0	0	....	....	....	....	3	3	....	....	3	....	300	8,000
4262	Sulphur Springs	.....do	C. H. Miller	Dept..	1	0	22	16	37	39	....	....	....	....	0	1	....	....	4	....	.....	2,000
4263	Summerfield	.....do	Earl W. Reed	Dept..	1	0	15	20	19	30	....	....	....	....	2	6	....	....	4	....	60	3,000
4264	Sunbury	.....do	Wm. McClain, jr	Dept..	1	1	24	23	0	0	2	5	....	....	1	2	0	1	4	....	500	5,000
4265	Swanton	.....do	J. E. Hutcheson	Dept..	2	3	21	19	0	0	1	0	2	3	2	4	2	1	3	....	160	10,000
4266	Sycamore	.....do	R. R. Kurtz	Dept..	1	0	12	14	0	0	....	....	....	....	5	2	....	....	3	....	1,000	.....
4267	Sylvania	.....do	W. B. Harris	Dept..	1	1	13	26	0	0	....	....	....	....	1	3	....	....	3	....	150	13,000
4268	Syracuse	.....do	Edgar Ervin	Dept..	1	1	30	30	0	0	0	1	1	1	2	3	....	....	3	....	200	10,000
4269	Tallmadge	.....do	W. L. Nida	Dept..	1	0	15	14	44	54	5	7	2	0	5	4	4	3	3	....	200	3,000
4270	Tarlton	.....do	H. W. Plum	Ind...	1	0	17	9	24	49	2	1	1	1	1	0	1	0	4	....	.....	.....
4271	Terre Haute	.....do	A. B. Graham	Ind...	1	0	2	3	20	15	1	0	....	....	0	0	....	....	2	....	145	2,500
4272	Thornville	.....do	E. P. Durrant	Dept..	1	0	19	13	0	0	0	3	....	....	2	4	....	....	3	....	300	5,000
4273	Tiffin	Columbian High School	Chas. A. Krout	Dept..	2	5	87	150	0	0	2	3	4	2	10	18	2	3	4	....	1,200	75,000
4274	Tippecanoe City	High School	Jno. W. Swartz	Dept..	3	0	30	40	0	0	....	....	....	....	7	9	....	....	4	....	1,000	50,000
4275	Toledo	Central High School	Clifford G. Ballou	Dept..	13	13	381	589	0	0	....	....	....	....	27	55	15	12	4	100	600	450,000
4276	.....do	East Side High School	J. L. Richmond	Dept..	2	1	24	57	0	0	0	0	0	0	0	0	0	0	4	....	30	20,000
4277	Tontogany	High School	J. F. Young	Dept..	1	0	21	23	28	39	3	3	5	4	....	....	....	....	3	....	36	4,000
4278	Toronto	Central High School	Miss Alice C. Ackley	Dept..	1	2	20	26	0	0	....	....	8	15	3	2	2	1	4	....	1,000	30,000
4279	Trenton	High School	C. E. Woolford	Dept..	1	0	10	8	40	37	....	....	....	....	1	3	....	....	3	....	129	5,000
4280	Trimble	.....do	V. G. Danford	Dept..	1	0	10	12	0	0	....	....	....	....	3	4	....	....	3	....	20	2,500
4281	Troy	.....do	Henry H. Helter	Dept..	3	0	27	32	25	35	....	....	....	....	6	10	2	3	5	....	.....	.....
4282	Tuscarawas	Central High School	E. G. Finical	Dept..	1	0	11	13	60	60	....	....	....	....	1	3	....	....	3	....	170	.....
4283	Twinsburg	High School	A. W. Carrier	Dept..	1	1	32	31	0	0	8	4	6	0	1	4	1	2	4	....	60	12,000
4284	Uhrichsville	.....do	L. E. Everett	Dept..	2	1	18	62	0	0	....	....	....	....	6	8	....	....	3	....	1,000	.....
4285	Unionville Center	Darby Township High School.	J. M. Martin	Dept..	1	0	8	10	38	41	0	0	2	0	3	8	2	0	4	....	60	8,000
4286	Upper Sandusky	High School	F. E. Brooke	Dept..	2	2	37	59	0	0	5	6	....	....	4	4	....	....	4	....	700	3,000
4287	Urbana	.....do	Wm. McK. Vance	Dept..	1	3	69	86	0	0	9	10	2	4	4	11	0	2	4	....	300	30,000
4288	Utica	.....do	H. C. Fickell	Dept..	1	1	22	20	0	0	4	3	8	2	8	4	5	3	4	....	200	10,000
4289	Vanlue	.....do	M. R. Hammond	Dept..	1	0	16	14	65	49	2	0	0	0	4	1	....	....	3	....	.....	10,000
4290	Van Wert	.....do	I. W. Stahl	Dept..	2	2	78	110	0	0	2	2	4	3	2	11	1	2	4	....	500	.....
4291	Vermilion	.....do	C. W. Sloan	Dept..	1	0	10	20	0	0	0	2	3	0	2	3	....	....	3	....	200	20,000
4292	Versailles	.....do	J. Clinton Long	Dept..	2	0	30	30	0	0	1	0	....	....	2	5	....	....	4	....	.....	10,000
4293	Wadsworth	.....do	F. M. Plank	Dept..	1	1	29	31	0	0	2	3	5	0	8	8	5	2	3	....	600	15,000
4294	Wakeman	.....do	F. P. Whitney	Dept..	1	0	33	21	51	48	....	....	....	....	1	2	....	....	3	....	140	5,000
4295	Wapakoneta	.....do	James E. Yarnell	Dept..	2	1	54	42	0	0	....	....	....	....	3	9	....	....	4	....	1,400	.....
4296	Warren	.....do	F. E. Ostrander	Dept..	3	4	88	125	0	0	4	8	35	50	8	16	7	10	4	....	.....	.....
4297	Warsaw	.....do	C. E. Crawford	Ind...	1	1	16	15	50	55	1	0	....	....	1	0	1	0	4	....	277	13,500
4298	Washington	.....do.*	H. L. Cash	Dept..	1	0	6	15	39	42	1	0	....	....	0	5	....	....	3	....	100	3,000

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898-99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
4299	Washington C. H.	High School	J. A. Harlor	Dept.	2	2	57	81	0	0	2	0	1	0	3	9	....	....	4	....	300	.....
4300	Washingtonville	do	E. S. Freed	Dept.	1	1	18	32	0	0	4	1	....	....	6	2	....	....	4	....	400	$17,000
4301	Waterford	do	C. S. Joseph	Dept.	1	0	15	31	0	0	5	0	4	2	3	1	1	0	4	....	0	3,000
4302	Waterville	do.*	W. H. Bloek	Dept.	1	0	22	19	0	0	0	0	0	0	4	1	1	0	2	....	30	13,000
4303	Watkins	Millcreek Township High School.	F. Z. Ballinger	Dept.	1	0	11	12	0	0	2	0	....	....	2	3	1	0	3	....	50	2,000
4304	Wauseon	High School	Miss Cora March	Dept.	2	2	34	47	0	0	....	....	2	3	0	0	0	0	4	....	300	25,000
4305	Waverly	do	J. W. Chesrown	Dept.	2	1	36	30	0	0	6	9	....	....	4	6	2	2	4	....	821	25,000
4306	Waynesburg	do	J. M. May	Dept.	1	0	9	13	45	57	0	0	0	0	1	1	....	....	2	....	60	4,000
4307	Waynesfield	do	A. E. Rankin	Dept.	1	0	10	13	62	63	....	....	....	....	....	....	....	....	4	....	50	3,000
4308	Waynesville	do	S. A. Stilwell	Dept.	3	0	35	38	0	0	....	....	5	6	3	6	2	3	4	....	500	25,000
4309	Wellington	do	Miss Emma C. Bates	Dept.	2	2	55	65	0	0	1	3	3	5	7	16	....	....	4	....	200	25,000
4310	Wellston	do	R. L Ervin	Dept.	3	0	27	60	0	0	10	25	....	....	5	12	3	9	3	....	450	47,200
4311	Wellsville	do.*	Miss Sarah L. Magone	Dept.	0	3	32	59	0	0	....	....	....	....	7	8	....	....	4	....	400	60,000
4312	West Alexandria	do	B. A. Landis	Dept.	1	0	12	12	0	0	....	....	....	....	5	5	....	....	3	....	250	15,000
4313	West Baltimore	do	C. R. Leas	Dept.	1	0	20	9	0	0	....	....	....	....	2	0	....	....	3	....	15	.....
4314	West Cairo	do.*	J. Fielding Snodgrass	Ind.	1	1	25	25	35	30	....	....	....	....	1	2	....	....	3	....	6	1,000
4315	West Carlisle	do.*	W. S. Dean	Dept.	1	0	16	20	18	18	....	....	....	....	....	....	....	....	3	....	200	3,000
4316	West Carrollton	do	W. C. Wilson	Dept.	1	0	7	17	0	0	....	....	3	7	2	1	1	1	3	....	275	7,500
4317	West Elkton	do	C. R. Weinland	Dept.	1	2	14	17	42	35	1	1	....	....	4	2	3	0	3	....	100	2,000
4318	Westerville	do	J. W. Jones	Dept.	1	0	15	20	0	0	8	10	4	6	0	0	0	0	4	....	400	23,000
4319	West Jefferson	do	J. E. Oekerman	Dept.	1	0	10	12	0	0	0	1	....	....	1	2	0	1	4	....	300	10,000
4320	West Lafayette	do	T. B. Carroll	Dept.	1	0	13	17	0	0	....	....	....	....	3	1	1	1	4	....	60	3,000
4321	West Liberty	do	W. S. Jones	Dept.	2	0	10	25	0	0	0	0	2	5	5	1	....	....	4	....	200	5,000

4322	West Manchester	Monroe Township High School.	C. M. Eckenberry	Ind...	1	0	16	10	56	50	....	....	....	....	2	2	....	....	3	....	50	.....
4323	West Mansfield	High School	M. R. Ballinger	Dept..	1	0	16	26	0	0	....	....	....	....	3	0	....	....	2	....	67	7,000
4324	West Mentor	Village High School	H. F. Haber	Dept..	1	0	10	13	33	25	....	....	2	1	2	1	1	0	3	....	.....	5,000
4325	West Millgrove	High School	I. W. Ingle	Dept..	1	0	4	5	65	34	....	....	....	....	....	....	....	....	....	....	.....	.....
4326	West Milton	....do	F. B. Harris	Dept..	2	0	20	25	0	0	2	1	2	2	1	5	1	1	4	....	400	15,000
4327	Weston	....do	C. M. Merry	Dept..	1	0	14	18	0	0	2	3	1	0	0	0	0	0	4	....	300	2,500
4328	West Richfield	....do	A. A. McNeil	Dept..	1	0	9	8	18	22	....	....	....	....	....	....	....	....	5	....	250	3,500
4329	West Salem	....do	G. W. Goshorn	Dept..	1	0	13	18	0	0	....	....	....	....	0	4	....	....	4	....	250	12,000
4330	West Unity	....do	J. H. Diebel	Dept..	2	0	30	35	0	0	....	....	....	....	0	3	....	....	4	....	.....	.....
4331	Wheelersburg	....do	Frank Appel	Dept..	1	0	18	17	40	46	3	1	1	0	....	....	....	....	3	....	150	5,000
4332	Whisler	....do	Henry B. Schaal	Dept..	1	0	3	6	15	29	....	....	....	....	2	3	....	....	6	....	.....	3,500
4333	Williamsburg	....do	Chas. A. Wilson	Dept..	1	0	26	16	0	0	2	1	....	....	10	4	2	1	3	....	200	10,000
4334	Williamsport	Deer Creek Township High School.	John P. Adkins	Ind...	1	0	16	9	0	0	....	....	1	0	5	1	1	0	3	....	100	10,000
4335	Willoughby	High School	Frederic M. Wood	Dept..	2	2	44	47	0	0	6	6	10	7	12	7	9	3	4	....	800	18,000
4336	Willshire	Union School*	G. W. Hurless	Dept..	1	0	9	8	0	0	....	....	....	....	2	2	....	....	3	....	.....	5,000
4337	Wilmington	High School	J. H. Painter	Dept..	3	1	35	67	0	0	5	5	10	10	12	8	7	3	4	....	500	20,000
4338	Wilmot	....do	E. A. Richardson	Dept..	1	0	17	21	0	0	0	0	0	0	2	4	....	....	2	....	218	3,000
4339	Windham	....do	D. J. Boone	Dept..	1	0	14	15	27	28	....	....	....	....	....	....	....	....	4	....	800	4,000
4340	Woodsfield	....do	J. S. Beck	Dept..	1	0	18	21	0	0	1	0	2	1	4	7	3	1	3	....	200	25,000
4341	Woodstock	....do	J. W. Cross	Dept..	1	0	12	12	58	56	2	2	1	0	5	5	3	2	3	....	114	14,000
4342	Woodville	Village High School	J. M. Bandeen	Dept..	1	0	4	10	56	70	1	0	....	....	0	0	....	....	3	....	150	12,000
4343	Wooster	High School	Miss Lura B. Kean	Dept..	0	6	98	114	0	0	....	....	....	....	0	0	....	....	4	....	500	.....
4344	Worthington	....do	Chas. Frankham	Dept..	2	0	30	35	0	0	....	....	....	....	4	4	....	....	4	....	225	.....
4345	Wyoming	....do	C. S. Fay	Dept..	1	3	27	53	0	0	4	6	8	14	9	10	5	6	4	....	.....	20,000
4346	Xenia	Central High School	G. J. Graham	Dept..	3	6	75	128	0	0	....	....	....	....	10	16	....	....	4	....	700	25,000
4347	Youngstown	Rayen High School	George F. Jewett	Dept..	5	9	225	250	0	0	....	....	....	....	24	42	....	....	4	....	1,000	.....
4348	Zaleski	High School	Wm. F. McNamara	Dept..	1	0	9	13	0	0	....	....	....	....	1	3	....	....	3	....	175	5,000
4349	Zanesfield	....do	L. R. Yeager	Dept..	1	0	8	9	40	35	....	....	....	....	2	0	....	....	3	....	60	.....
4350	Zanesville	....do	W. M. Townsend	Dept..	3	7	116	175	0	0	9	4	26	10	10	30	8	5	4	....	250	30,000
	OKLAHOMA.																					
4351	El Reno	High School	F. N. Howell	Dept..	2	1	16	26	0	0	3	0	0	0	2	3	2	1	4	....	40	3,000
4352	Guthrie	....do.*	W. W. Holliday	Dept..	2	2	39	63	0	0	....	....	....	....	0	9	....	....	4	....	200	60,000
4353	Oklahoma	....do	Miss Virginia Graves	Dept..	1	4	45	76	0	0	....	....	....	....	7	9	....	....	4	....	200	10,000
4354	Perry	....do	N. L. Falls	Dept..	1	1	15	8	0	0	....	....	....	....	....	....	....	....	3	....	30	32,000
	OREGON.																					
4355	Albany	High School	J. M. Martindale	Dept..	1	2	31	38	0	0	2	21	....	....	0	12	0	12	2	....	500	15,000
4356	Ashland	....do	C. A. Hitchcock	Dept..	1	1	30	30	0	0	....	....	....	....	5	8	....	....	3	....	300	4,000
4357	Astoria	....do	R. N. Wright	Dept..	1	4	67	69	0	0	....	....	....	....	4	4	2	2	4	....	250	40,000
4358	Baker City	....do	Wm. H. Stalker	Dept..	2	1	49	52	0	0	....	....	....	....	7	0	....	....	4	....	500	35,000
4359	Grants Pass	....do	S. W. Holmes	Dept..	1	1	12	30	0	0	....	....	....	....	4	7	....	....	2	....	.....	.....
4360	Heppner	....do	W. C. Howard	Dept..	1	1	18	24	0	0	....	....	....	....	4	16	....	....	2	....	300	.....
4361	Independence	....do	W. H. Powell	Dept..	1	0	8	9	0	0	0	0	0	0	0	0	0	0	1	....	250	15,000
4362	Jacksonville	....do	J. M. Horton	Dept..	2	1	7	21	0	0	2	2	....	....	1	2	1	1	2	....	200	6,400
4363	McMinnville	....do	W. I. Reynolds	Dept..	1	0	16	22	0	0	6	10	....	....	3	6	3	6	2	....	300	25,000
4364	Medford	....do	N. L. Narregan	Dept..	1	1	20	30	0	0	....	....	5	8	3	4	3	4	3	....	400	30,000

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898-99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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
	OREGON—cont'd.																					
4365	Oregon City	High School	L. W. McAdam	Dept.	2	0	36	46	0	0	3	0	6	2	....	....	....	....	3	....	700	$25,000
4366	Pendleton	....do.*	H. L. Falkington	Dept.	1	1	10	20	0	0	....	....	....	....	....	....	....	....	3	....	100	.....
4367	Portland	....do	T. T. Davis	Dept.	10	13	327	665	0	0	....	....	....	....	20	75	....	....	4	....	1,169	128,000
4368	Roseburg	....do	L. R. Traver	Dept.	1	0	9	11	0	0	....	....	4	3	....	....	....	....	3	....	200	.....
4369	Union	....do	E. B. Conklin	Dept.	1	1	30	40	0	0	10	8	....	....	7	6	....	....	3	....	540	15,500
	PENNSYLVANIA.																					
4370	Abington	High School	E. L. Flack	Dept.	1	1	15	19	0	0	....	....	....	....	2	1	1	0	2	....	231	.....
4371	Alexandria	....do	John D. Meyer, A. B.	Dept.	2	2	19	33	36	32	6	4	....	....	3	6	2	1	3	....	400	.....
4372	Allegheny	....do	Jas. E. Morrow	Dept.	10	7	199	353	0	0	13	24	16	23	....	....	....	....	4	....	.....	170,000
4373	Allentown	....do	J. Hiram Schwartz	Dept.	5	4	165	195	0	0	3	0	7	0	29	52	10	0	3	....	1,000	40,000
4374	Altoona	....do	G. D. Robb	Dept.	3	6	130	255	0	0	3	2	6	2	10	28	4	1	4	....	250	50
4375	Ambler	....do	Warren R. Rahn, M. E.	Dept.	2	0	8	26	0	0	1	0	....	....	1	4	1	0	3	....	300	25,000
4376	Apollo	....do	D. R. Sumstine	Dept.	2	0	21	34	0	0	0	3	2	0	2	9	2	3	3	....	300	.....
4377	Arehbald	....do	W. A. Kelly	Dept.	1	1	16	58	0	0	0	0	0	0	4	10	0	0	4	....	600	27,500
4378	Ardmore	Lower Merion High School.	Clarence G. Bausman	Dept.	2	2	38	54	0	0	3	6	2	0	5	12	1	3	4	....	421	.....
4379	Ashbourne	Cheltenham High School.	Wm. F. Ziegler	Dept.	2	2	24	29	0	0	....	....	....	....	5	5	....	....	3	....	650	15,000
4380	Ashland	High School	S. H. Clair	Dept.	1	1	22	57	0	0	2	0	0	0	0	15	0	0	3	....	1,400	.....
4381	Ashley	....do	Gershon Crump	Dept.	1	2	14	42	0	0	....	....	....	....	2	8	1	2	3	....	.....	60,000
4382	Atglen	....do	Thos. D. Cope	Dept.	1	0	8	24	33	48	....	....	....	....	0	5	....	....	1	....	35	8,000
4383	Athens	....do	J. P. Robinson	Dept.	2	2	44	81	0	0	1	1	3	0	6	9	2	5	4	....	1,000	.....
4384	Austin	....do	F. J. Wandall	Dept.	2	0	7	15	33	35	....	....	....	....	....	....	....	....	2	....	200	4,000
4385	Bangor	....do	Wm. H. Lindeman	Dept.	4	0	50	57	0	0	....	....	4	4	11	13	4	4	4	....	700	50,000

4386	Bath	do	G. A. Weber	Dept..	1	0	19	8	0	0	0	0	0	0	4	0	0	0	....	....	108	8,000
4387	Beaver	do	C. S. Wheaton	Dept..	3	0	37	47	0	0	2	1	1	0	3	5	2	1	4	....	500	25,000
4388	Beaver Falls	do	Walter S. Hertzog	Dept..	1	3	42	91	0	0	25	15	5	2	8	9	6	7	4	....	250	.....
4389	Bedford	do	D. C. Stunkard	Dept..	2	0	29	41	0	0	0	0	4	0	2	9	0	0	4	....	600	40,000
4390	Bellefonte	do	A. Reist Rutt	Dept..	2	1	38	35	20	13	6	2	3	0	8	8	....	....	4	....	650	25,000
4391	Bellwood	do	Oscar Cunningham	Dept..	1	0	10	14	37	31	....	....	1	0	0	0	0	0	2	....	0	.....
4392	Berlin	do.*	John J. Brallier	Dept..	1	0	15	18	0	0	1	2	1	0	5	3	1	2	4	....	200	6,000
4393	Berrysburg	do	John H. Myers	Dept..	1	1	18	23	31	28	5	3	....	....	5	2	2	0	3	....	300	5,000
4394	Berwick	do	E. E. Garr	Dept..	2	0	24	25	0	0	2	0	2	0	1	4	....	....	4	....	.....	.....
4395	Berwyn	Easttown High School	J. Alexander Clarke	Dep ..	3	1	17	23	0	0	2	5	6	9	3	1	3	1	4	....	700	9,000
4396	Bethlehem	Franklin High School	John E. Stocker	Dept..	3	0	37	40	0	0	....	....	4	2	6	12	3	1	3	....	895	.....
4397	Birdsboro	High School	J. A. Grier	Dept..	1	0	26	11	0	0	....	....	....	....	5	1	0	0	3	....	90	22,000
4398	Bismarck	Central High School	R. P. Wolfersberger	Dept..	1	0	7	7	64	57	....	....	....	....	3	2	....	....	3	....	152	13,000
4399	Blairsville	High School	G. T. Jamison	Dept..	2	0	24	39	0	0	10	5	....	....	2	9	0	2	3	....	100	.....
4400	Bloomsburg	do	L. P. Sterner	Dept..	4	1	32	69	0	0	1	0	....	....	2	17	....	....	4	....	500	.....
4401	Blossburg	do	H. F. Walker	Dept..	1	2	26	77	0	0	0	0	0	0	1	2	0	0	3	....	450	15,000
4402	Bluebell	Whitpain High School	W. D. Beyer	Dept..	1	0	10	11	0	0	....	....	....	....	....	....	....	....	3	....	248	.....
4403	Boyerton	High School	Geo. R. Markel	Dept..	1	0	17	19	0	0	2	1	....	....	4	2	1	0	4	....	200	29,000
4404	Braddock	do	L. L. Todd	Dept..	1	2	27	27	0	0	....	....	....	....	3	3	0	0	4	....	.....	.....
4405	do	North High School	S. R. McClure	Dept..	2	0	15	32	0	0	....	....	1	2	1	9	1	2	3	....	100	5,000
4406	Bradford	High School	A. E. Colegrove	Dept..	5	3	112	193	0	0	....	....	....	....	20	26	7	3	4	....	3,000	40,000
4407	Bridgeport	do	W. N. Lehman	Dept..	1	0	12	12	0	0	....	....	....	....	1	3	....	....	3	....	150	.....
4408	Bristol	do	Miss Mary E. Watson	Dept..	0	2	10	12	0	0	....	....	....	....	3	4	1	0	3	....	510	.....
4409	Brookville	do	T. B. Galbraith	Dept..	2	0	11	42	23	28	1	2	....	....	2	10	1	2	3	....	500	40,000
4410	Brownsville	do.*	—— Goodwin	Dept..	1	0	18	20	0	0	....	....	4	2	8	10	4	2	1	....	.....	10,000
4411	Butler	do.*	V. K. Irvine	Dept..	3	3	63	98	0	0	....	....	....	....	15	17	6	4	3	....	1,000	20,000
4412	Cambridge Sp'gs	do	Chas. F. Chamberlain	Dept..	1	1	10	22	0	0	2	4	....	....	2	4	0	2	3	....	300	10,000
4413	Canonsburg	do	J. M. Shaffer	Dept..	1	2	12	30	0	0	4	0	0	5	6	10	3	4	2	....	400	40,000
4414	Canton	do	Willis L. Rowlands	Dept..	1	2	13	28	0	0	....	....	....	....	4	5	....	....	3	....	200	25,000
4415	Carbondale	Central High School	H. J. Hockenberry	Dept..	3	5	90	157	0	0	20	5	....	....	3	21	0	3	4	....	1,674	50,000
4416	Carnegie	High School	T. J. George	Dept..	1	3	32	47	0	0	4	0	....	....	5	7	3	4	3	....	20	46,000
4417	Carlisle	do	E. L. Cross	Dept..	2	1	50	68	0	0	10	8	....	....	13	17	3	4	4	....	150	200
4418	Catasauqua	do	H. J. Reinhard	Dept..	2	0	22	37	0	0	2	0	2	0	6	6	....	....	3	....	600	40,000
4419	Catawissa	do	C. W. Corbin	Dept..	2	1	33	20	0	0	....	....	....	....	7	5	....	....	4	....	1,000	18,000
4420	Chambersburg	do	D. Edgar Riee	Dept..	3	1	60	103	0	0	....	....	....	....	6	15	1	1	4	....	900	.....
4421	Charleroi	do	J. A. Snodgrass	Dept..	1	1	17	17	0	0	....	....	....	....	6	3	6	0	2	....	600	.....
4422	Chester	Central High School	Thos. S. Cole, A. M	Dept..	3	5	57	142	0	0	3	0	4	0	....	....	....	....	4	....	300	15,000
4423	Clarion	High School	L. L. Himes	Dept..	1	0	10	20	0	0	....	....	....	....	4	6	0	0	2	....	500	20,000
4424	Claysville	do	J. D. Trussell	Dept..	1	0	6	11	0	0	3	0	0	0	6	11	....	....	....	....	40	15,000
4425	Clearfield	do	B. C. Youngman	Dept..	2	0	15	30	0	0	....	....	....	....	0	2	0	0	4	....	.....	.....
4426	Clifton Heights	do	Miss Cilla A. Simpson	Dept..	0	1	15	16	0	0	....	....	....	....	2	6	....	....	3	....	400	.....
4427	Coaldale	do	W. G. Jones	Dept..	1	0	4	3	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
4428	Cochranton	do.*	D. J. Morrow	Dept..	2	0	31	39	0	0	1	1	....	....	4	7	....	....	3	....	300	5,000
4429	Collegeville	do	A. B. Hess	Dept..	1	1	10	16	34	52	6	3	....	....	0	0	0	0	4	....	420	10,500
4430	Columbia	do	Miss Mary Y. Welsh	Dept..	1	2	30	38	0	0	5	2	4	5	5	8	2	0	3	....	300	.....
4431	Conneautville	do	Chas. O. Rundell	Dept..	3	3	34	45	0	0	....	....	....	....	4	6	....	....	4	....	385	6,000
4432	Connellsville	do	J. P. Wiley	Dept..	0	3	34	70	0	0	....	....	....	....	2	9	....	....	3	....	500	.....
4433	Conshohocken	do	J. Horace Landis	Dept..	2	2	24	32	0	0	3	2	....	....	1	6	0	0	3	....	890	35,000
4434	Coplay	do	P. Z. Kramer	Dept..	1	0	6	8	1	9	....	....	....	....	5	3	0	0	2	....	500	15,000
4435	Cornwall	do	W. G. Weigle	Dept..	1	0	15	18	0	0	1	0	1	0	4	1	2	0	3	....	70	10,000
4436	Corry	do	Mrs. Jennie W. Davis	Dept..	1	4	53	97	0	0	7	5	....	....	0	5	0	1	1	....	400	.....

* Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
4437	Coudersport	High School	E. W. Stevens	Dept.	1	1	20	30	0	0	3	2	....	....	1	9	1	4	4	....	.....	.....
4438	Cowan	....do	Milton E. Best	Dept.	1	0	10	3	11	12	....	....	....	....	5	1	0	0	4	....	.....	.....
4439	Damascus	....do	W. S. Bostree	Dept.	1	1	20	20	0	0	3	2	1	0	....	....	....	....	4	....	150	$4,000
4440	Danville	....do	Raymond H. Wilson	Dept.	3	1	54	56	0	0	3	0	1	1	9	10	3	1	4	....	.....	30,000
4441	Dauphin	....do	Wm. Minsker	Dept.	1	1	14	18	51	49	....	....	....	....	3	4	....	....	4	....	.....	.....
4442	Delta	....do	E. B. Barnett	Dept.	1	0	22	18	0	0	....	....	....	....	0	8	....	....	3	....	100	7,000
4443	Downingtown	....do	Jno. R. Hunsicker	Dept.	2	0	20	28	0	0	0	1	....	....	2	3	0	1	3	....	100	10,000
4444	Doylestown	....do	A. S. Martin	Dept.	1	4	25	35	0	0	....	....	....	....	2	7	1	0	3	....	600	40,000
4445	Du Bois	....do	J. C. Spencer	Dept.	1	3	45	101	0	0	....	....	....	....	3	11	....	....	4	....	100	.....
4446	Dunbar	....do.*	John S. Carroll	Dept.	1	0	10	12	0	0	2	3	....	....	5	6	2	2	2	....	200	6,000
4447	Dunmore	....do	R. N. Davis	Dept.	4	0	28	57	0	0	....	....	3	2	0	6	0	0	3	....	400	.....
4448	East Brady	....do	W. M. McDonald	Dept.	1	0	6	16	0	0	....	....	....	....	1	4	1	2	2	....	300	.....
4449	East Mauch Chunk.	....do	P. H. McCabe	Dept.	2	0	22	29	0	0	....	....	....	....	3	3	....	....	3	....	100	10,000
4450	Easton	....do	Benj. F. Sandt	Dept.	8	2	146	167	0	0	36	12	21	9	21	32	9	4	4	....	6,000	100,000
4451	....do	High School (south)	W. S. Gruver	Dept.	3	0	50	50	0	0	2	1	1	0	10	12	2	0	3	....	1,000	.....
4452	East Stroudsburg	High School	H. L. Reber	Dept.	2	0	20	30	0	0	1	0	....	....	1	0	1	0	3	....	250	24,800
4453	Edwardsdale	....do	J. O. Hermann	Dept.	2	0	10	24	0	0	....	....	....	....	2	6	....	....	3	....	120	.....
4454	Elizabethtown	....do	Peter A Fishel	Dept.	1	1	20	26	0	0	1	0	....	....	0	0	0	0	3	....	150	10,000
4455	Elkland	....do	M. F. Cass	Dept.	1	0	5	10	0	0	1	1	....	....	1	0	1	0	4	....	103	7,000
4456	Elk Lick	Salisbury High School	Virgil R. Saylor	Dept.	1	0	5	7	0	0	....	....	....	....	1	0	....	....	2	....	.....	.....
4457	Emaus	High School	W. H. Unangst	Dept.	1	0	16	12	0	0	....	....	....	....	....	....	....	....	2	....	200	25,000
4458	Emlenton	....do	E. D. Carothers	Dept.	2	0	18	28	0	0	2	4	3	4	2	8	2	6	3	....	600	21,000
4459	Emporium	....do	Harry F. Stouffer	Dept.	1	2	31	42	0	0	0	1	1	2	0	0	....	....	4	....	400	20,000
4460	Ephrata	....do	H. E. Gehman	Dept.	2	0	28	21	0	0	....	....	1	0	8	4	2	0	4	....	212	22,147

4461	Erie	....do	John C. Diehl	Dept..	6	12	218	392	0	0	9	20	28	11	35	70	11	5	4	....	750	190,000
4462	Everett	....do	C. H. Bucher	Dept..	2	0	32	32	0	0	0	0	0	0	7	5	0	0	3	....	525	.....
4463	Fleetwood	....do	F. W. Balthaser	Dept..	1	0	15	12	0	0	....	....	....	....	....	....	....	....	3	....	175	.....
4464	Frackville	.... do.*	I. G. Miller	Dept..	1	1	28	50	0	0	2	2	1	1	5	8	2	1	4	....	800	26,000
4465	Franklin	....do	Chas. E. Lord	Dept..	3	2	57	113	0	0	8	0	....	....	5	15	3	0	4	....	200	800
4466	Freeport	....do	Chas. T. Culp	Dept..	1	1	19	27	0	0	....	....	....	....	3	8	....	....	3	....	500	12,000
4467	Gallitzin	....do	R. H. Biter	Dept..	1	0	12	9	0	0	....	....	....	....	1	3	....	....	3	....	.....	22,500
4468	Gettysburg	Meade High School	J. D. Hunter	Dept..	1	1	6	29	11	18	....	....	....	....	3	14	3	3	3	....	491	.....
4469	Glen Olden	High School	G. P. Eckels	Dept..	1	0	16	9	0	0	....	....	....	....	0	0	....	....	3	....	.....	.....
4470	Great Bend	....do	John L. Richards	Dept..	1	0	19	28	0	0	3	0	....	....	4	7	1	0	2	....	400	.....
4471	Greencastle	....do	Wm. D. Smiley	Dept..	2	0	17	22	0	0	....	....	3	2	5	2	2	1	3	....	395	9,300
4472	Greensburg	....do	C. E. Heller	Dept..	3	1	33	62	0	0	2	0	0	0	3	4	2	0	4	....	.....	.....
4473	Greenville	....do	Miss Mary E. Dickson	Dept..	1	1	29	64	0	0	2	4	....	....	7	13	2	4	4	....	800	10,000
4474	Halifax	....do	W. M. Yeingst	Dept..	1	0	11	11	39	50	....	....	1	0	....	....	....	....	4	....	110	.....
4475	Hamburg	....do	E. J. Conner	Dept..	1	0	18	20	25	28	....	....	....	....	3	3	0	0	4	....	300	25,000
4476	Hanover	....do	Wm. L. Hoffheins	Dept..	3	1	52	54	0	0	....	....	....	....	9	12	4	0	3	....	656	25,000
4477	Harmony	....do	John C. Dight	Dept..	1	0	3	10	0	0	....	....	....	....	0	0	0	0	1	....	30	10,000
4478	Harrisburg	....do	Samuel A. Baer	Dept..	12	9	275	372	0	0	45	40	30	25	43	57	31	20	4	....	2,000	145,000
4479	Hatboro	....do	Wm. J. Zeiders	Dept..	1	1	13	22	0	0	2	0	2	1	4	2	2	0	3	....	50	.....
4480	Hawley	....do	Mark Creasy	Dept..	2	0	6	24	0	0	....	....	1	0	1	8	1	0	3	....	600	11,000
4481	Hazleton	....do	J. Donald Geist	Dept..	2	3	59	110	0	0	6	3	1	0	14	22	3	2	3	....	.....	.....
4482	Hokendauqua	....do.*	M. P. Reagle	Ind...	1	0	8	10	10	12	1	0	....	....	5	0	....	....	2	....	20,000	.....
4483	Hollidaysburg	....do	I. D. Metzger	Dept..	2	1	46	50	0	0	1	0	1	0	6	5	2	0	4	....	500	40,000
4484	Homestead	....do	Mrs. Lyde P. Williams	Dept..	2	3	20	45	0	0	....	....	....	....	5	9	....	....	3	....	2,000	50,000
4485	Honesdale	....do	Thos. S. March	Dept..	3	1	44	69	0	0	0	2	5	0	9	13	2	1	4	....	2,700	35,000
4486	Hughesville	....do	J. G. Dundore, A. M	Dept..	1	0	8	21	0	0	0	0	3	1	2	1	2	1	3	....	428	12,000
4487	Hummelstown	....do	C. L. Arnold	Dept..	1	1	12	29	0	0	....	....	....	....	....	....	....	....	3	....	200	20,000
4488	Huntingdon	....do	J. H. Reber, Ph. D	Dept..	2	3	80	100	0	0	1	1	1	1	11	9	2	2	4	....	1,200	70,000
4489	Hyndman	....do	Louis J. McGregor	Dept..	1	0	6	14	0	0	0	1	....	....	....	....	....	....	2	....	70	.....
4490	Jeannette	....do	Jno. W. Anthony	Dept..	2	1	14	40	0	0	....	....	....	....	2	5	0	0	3	....	50	.....
4491	Jenkintown	....do	Sherman S. Barr	Dept..	1	0	10	23	0	0	....	....	....	....	....	....	....	....	3	....	46	10,000
4492	Jersey Shore	....do	M. G. Cocklin	Dept..	1	1	27	33	0	0	....	....	2	0	5	2	2	0	4	....	450	20,000
4493	Johnstown	....do	W. F. Long	Dept..	4	3	41	97	0	0	7	2	1	0	5	13	2	2	4	....	160	.....
4494	Kane	....do	J. E. Henretta	Dept..	2	2	36	66	0	0	0	2	8	20	4	10	2	4	4	....	383	20,000
4495	Kennett Square	....do.*	E. L. Poutz, A. M	Dept..	1	1	12	15	0	0	....	....	....	....	1	5	....	....	4	....	70	12,000
4496	Kingston	....do	D. M. Hobbes	Dept..	1	0	9	18	0	0	1	2	1	0	1	8	1	0	4	....	20	.....
4497	Kittanning	....do	E. R. Shirey	Dept..	1	0	7	10	0	0	....	....	....	....	4	8	....	....	2	....	1,100	.....
4498	Knoxville	....do	G. B Strait	Dept..	1	2	35	40	0	0	6	7	7	9	2	7	1	3	3	....	.....	12,000
4499	Kutztown	....do	D. B. Linderman	Dept..	1	0	2	5	13	8	....	....	0	0	2	4	0	0	3	....	28	30,000
4500	Laceyville	Braintrim High School	D. C Roe	Dept..	1	0	11	20	0	0	....	....	....	....	0	0	....	....	3	....	20	1,500
4501	Lancaster	Boys' High School	J. D. McCaskey	Dept..	4	5	160	0	0	0	....	....	....	....	18	0	8	0	3	....	.....	.....
4502	.....do	Girls' High School	Miss Sarah H. Bundell	Dept..	2	7	0	269	0	0	....	....	....	....	0	48	....	....	4	....	.....	.....
4503	Lansdale	High School*	H. Horace Beidler	Dept..	1	3	18	24	0	0	....	....	....	....	3	6	....	....	3	....	400	22,000
4504	Lansdowne	....do	H. Emilie Groce	Dept..	0	6	23	50	0	0	1	1	1	0	2	15	1	1	4	....	1,500	42,000
4505	Lansford	....do	I. K. Witmer	Dept..	1	1	20	30	0	0	....	....	....	....	4	6	....	....	2	....	350	.....
4506	Latrobe	....do	A. A. Streng	Dept..	3	0	24	30	0	0	....	....	....	....	3	6	3	6	4	....	550	50,000
4507	Lebanon	....do	Charles K. Witmer	Dept..	3	2	60	100	0	0	4	5	6	4	7	21	....	....	4	....	5,000	40,000
4508	Leechburg	....do	S. C. Hepler	Dept..	4	0	20	30	0	0	....	....	....	....	11	17	....	....	4	....	.....	.....
4509	Lehighton	....do	A. L. Custer	Dept..	2	0	29	46	0	0	4	0	3	0	3	5	2	0	3	....	250	.....
4510	Lewistown	....do	Wm. F. Kennedy	Dept..	2	1	27	65	0	0	0	5	4	0	3	11	1	3	4	....	100	40,000
4511	Linesville	....do	Harry A. Rhodes	Dept..	1	0	26	36	15	6	....	....	....	....	7	16	....	....	2	....	100	4,000

*Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
4512	Lititz	High School	G. Herman Goetz	Dept..	2	1	35	30	0	0	5	2	....	....	9	6	5	2	3	....	305	$15,000
4513	Liverpool	do	F. A. Hamilton	Dept..	1	0	23	8	0	0	....	....	....	....	0	0	....	....	3	....	361	.....
4514	Lock Haven	do	I. H. Mauser	Dept..	3	1	42	60	0	0	12	15	....	....	6	7	3	3	4	....	500	30,000
4515	Luzerne	do.*	E. L. Whatenecht	Dept..	1	0	6	21	0	0	0	0	0	0	2	6	0	0	3	....	.....	.....
4516	Lykens	do	Ira S. Wolcott	Dept..	1	1	12	21	0	0	1	1	....	....	2	5	1	1	3	....	300	18,000
4517	McDonald	do	Geo. L. Blackford	Dept..	1	1	10	18	0	0	0	0	0	0	0	0	....	....	2	....	148	35,000
4518	McEwensville	do	A. W. Johnson	Dept..	1	0	14	10	0	0	1	0	....	....	2	1	1	0	4	....	300	21,000
4519	McKeesport	do	Ellsworth S. Day	Dept..	4	2	50	85	0	0	....	....	....	....	12	20	10	8	4	....	400	.....
4520	McSherrystown	do	Miss B. Corrigan	Dept..	0	1	4	2	6	11	....	....	....	....	2	1	....	....	2	....	40	3,000
4521	Mahanoy City	do	Calvin D. Yost	Dept..	2	1	45	102	0	0	....	....	....	....	4	17	....	....	4	....	.....	.....
4522	Manheim	do	B. F. Heiges	Dept..	2	2	23	25	0	0	1	0	....	....	4	7	1	0	4	....	635	10,000
4523	Marietta	do	M. W. Metzger	Dept..	1	1	14	37	0	0	0	0	0	0	0	0	0	0	4	....	150	.....
4524	Marysville	do	J. O. Gray	Dept..	1	0	18	26	0	0	....	....	....	....	1	3	....	....	4	....	100	.....
4525	Mauch Chunk	do	James J. Bevan, M. S	Dept..	2	2	48	32	0	0	....	....	....	....	11	7	11	7	4	....	400	50,000
4526	Mayfield	do	Wm. M. Taggart	Dept..	2	0	9	16	0	0	3	2	....	....	....	....	....	....	3	....	60	17,000
4527	Meadville	do	Miss E. R. Haxton	Dept..	1	9	112	189	0	0	....	....	....	....	16	30	7	19	4	....	800	25,000
4528	Media	do	Leon H. Watters	Dept..	1	1	28	30	0	0	....	....	....	....	2	4	1	0	4	....	500	25,000
4529	Mercer	do	Francis W. Magee	Dept..	2	0	38	27	0	0	19	7	....	....	9	10	2	2	3	....	.....	25,000
4530	Meyersdale	do	J. C. Speicher	Dept..	3	0	24	40	0	0	6	2	2	0	2	3	2	0	4	....	100	20,000
4531	Middletown	do	H. J. Wickey	Dept..	1	2	43	64	0	0	2	0	....	....	5	18	0	2	3	....	300	.....
4532	Mifflinburg	do	C. R. Neff	Dept..	1	1	22	20	0	0	2	2	....	....	2	10	1	2	4	....	15	.....
4533	Mifflintown	do	Oden C. Gortner	Dept..	1	0	11	14	0	0	....	....	....	....	5	6	....	....	2	....	.....	.....
4534	Millersburg	do	R. R. Pleam	Dept..	1	1	23	30	6	7	....	....	....	....	3	3	2	1	4	....	500	10,000
4535	Millville	do.*	Boyd Trescott	Dept..	1	0	4	6	44	44	....	....	....	....	0	0	0	0	....	....	3	800
4536	Milton	do.*	L. A. Beardsley	Dept..	3	1	65	53	0	0	....	....	10	8	6	8	3	2	4	....	2,000	.....

4537	Minersville	do	H. H. Spayd	Dept..	2	0	28	26	0	0	....	....	....	....	0	0	....	....	3	....	600	20,000
4538	Monongahela	do	W. W. Goodwin	Dept..	1	0	11	30	0	0	....	....	....	....	1	6	....	....	2	....	250	75,000
4539	Montoursville	do	M. C. Young	Dept..	2	0	24	41	0	0	2	0	....	....	4	1	2	0	3	....	250	5,000
4540	Moores	Prospect Park High School.	Miss Clara E. MacHenry.	Dept..	0	1	10	14	0	0	....	....	....	....	0	2	0	0	4	....	.....	.....
4541	Morrisville	Wm. E. Case High School.	Lewis R. Bond	Dept..	1	1	18	21	0	0	....	....	1	0	4	8	1	0	3	....	50	18,000
4542	Mount Carmel	High School	H. R. Brunner	Dept..	2	0	29	31	0	0	3	0	0	0	6	8	3	0	3	....	400	25,000
4543	Mount Jackson	do.*	R. R. Liebendorfer	Dept..	1	0	14	25	6	4	4	7	....	....	0	0	0	0	....	....	100	.....
4544	Mount Joy	do	E. Ranson Barelay	Dept..	1	1	29	20	0	0	2	1	1	0	4	2	2	1	4	....	500	25,000
4545	Mount Pleasant	do	W. G. Kintigh	Dept..	0	2	30	31	0	0	....	....	....	....	4	5	....	....	3	....	500	.....
4546	Mount Union	do.*	J. H. Swan	Dept..	1	0	23	20	0	0	....	....	....	....	5	1	....	....	3	....	.....	.....
4547	Muney	do	Call P. Bastian	Dept..	2	0	42	45	0	0	4	6	4	0	5	7	3	0	4	....	300	25,000
4548	Myerstown	do	Sam'l Haak	Dept..	2	0	28	32	0	0	....	....	....	....	7	3	....	....	3	....	418	12,000
4549	Nantieoke	do	A. P. Diffendafer	Dept..	2	1	31	31	0	0	....	....	....	....	1	4	....	....	4	....	450	.....
4550	Nazareth	do	Frank Huth	Dept..	2	0	26	7	0	0	2	0	1	0	9	3	3	0	3	....	800	12,000
4551	New Bethlehem	do	C. E. Hankey	Dept..	2	0	10	15	0	0	....	....	....	....	2	6	....	....	2	....	200	30,000
4552	New Brighton	do	Miss Mary Aiken	Dept..	1	3	32	80	0	0	....	....	2	3	2	13	2	3	4	....	1,500	.....
4553	Neweastle	do	W. Fowler Bucke, M. A.	Dept..	3	4	69	106	0	0	8	4	7	6	5	8	3	4	4	....	600	50,000
4554	Newport	do	J. C. Wagner	Dept..	2	0	25	20	11	10	2	1	2	1	5	2	2	1	3	....	200	10,000
4555	Newtown	do	Cornelius J. Walter	Dept..	1	3	13	26	0	0	....	....	....	....	1	3	1	0	3	....	100	20,000
4556	Newville	do	H. M. Foglesonger	Dept..	1	0	6	13	16	6	....	....	....	....	2	13	1	0	3	....	.....	6,300
4557	Nicholson	do	Chas. F. Osborne	Dept..	1	1	4	20	0	0	....	....	....	....	2	4	....	....	2	....	.....	12,000
4558	Norristown	do	A. D. Eisenhower	Dept..	3	7	135	197	0	0	....	....	....	....	14	20	....	....	4	....	.....	.....
4559	Northeast	do	G. F. W. Mark	Dept..	1	1	8	31	0	0	....	....	....	....	4	8	1	0	4	....	500	40,000
4560	Northumberland	do	Myron Geddes	Dept..	1	3	48	50	0	0	....	....	....	....	7	21	....	....	4	....	485	.....
4561	North Wales	do	L. B. Landis	Dept..	1	1	12	15	0	0	1	2	0	0	1	5	1	2	3	....	535	20,000
4562	Oakmont	do	S. M. Meals	Dept..	1	0	4	8	0	0	2	2	....	....	4	8	....	....	1	....	350	100
4563	Oil City	do	F. J. Turnbull	Dept..	2	4	102	152	0	0	7	6	....	....	7	13	4	5	4	....	.....	.....
4564	Orbisonia	do	W. A. Parsons	Dept..	1	0	10	20	0	0	2	4	0	0	0	0	0	0	4	....	6	2,000
4565	Orwigsburg	do	P. W. M. Pressel	Dept..	1	0	14	7	16	18	1	1	....	....	8	3	1	1	4	....	800	.....
4566	Oseeola Mills	Osceola High School	W. R. Vaughan	Dept..	1	0	16	16	0	0	1	0	0	0	0	0	0	0	4	....	300	4,000
4567	Paekerton	High School	John F. Arner	Dept..	1	0	7	9	13	13	....	....	....	....	....	....	....	....	....	....	35	6,000
4568	Palmyra	do	J. B. Batdorff	Dept..	1	0	25	13	0	0	....	....	....	....	2	0	....	....	4	....	150	5,000
4569	Parkesburg	do	P. J. Myers	Dept..	2	0	25	30	0	0	....	....	....	....	20	27	2	0	4	....	75	22,000
4570	Parryville	do	Jaeob H. Sehrope	Dept..	1	0	10	20	71	45	0	0	0	0	0	0	0	0	....	....	75	7,000
4571	Pen Argyl	do	W. A. Wetzel	Dept..	2	0	9	8	0	0	....	....	....	....	1	3	....	....	3	....	500	.....
4572	Petersburg	do	A. C. Geary	Dept..	2	0	17	23	0	0	0	0	0	0	0	0	....	....	4	....	.....	.....
4573	Philadelphia	Central Manual Training High School.	William L. Sayre	Dept..	17	0	450	0	0	0	....	....	20	0	71	0	20	0	3	....	1,500	50,000
4574	do	Girls' High School	William D. Rorer	Dept..	2	83	0	2,715	0	0	....	....	....	....	0	483	0	28	4	....	.....	.....
4575	do	North East Manual Training High School.	Andrew J. Morrison	Dept..	17	0	351	0	0	0	20	0	10	0	83	0	30	0	3	....	1,800	85,000
4576	Philipsburg	High School*	Frank Albright, E. E	Dept..	1	0	10	15	0	0	0	0	0	0	0	2	0	0	3	....	1,425	40,000
4577	Phœnixville	do	Harry F. Leister	Dept..	1	4	42	81	0	0	1	0	....	....	3	12	1	0	4	....	3,000	.....
4578	Pillow	Uniontown High School*.	James A. Noll	Dept..	1	1	11	6	28	35	2	0	....	....	0	0	....	....	4	....	225	3,250
4579	Pinegrove	High School	G. W. Channell	Dept..	2	3	24	28	0	0	....	....	....	....	6	4	3	0	4	....	1,008	15,000
4580	Pittsburg	Central High School	Chas. B. Wood	Dept..	20	41	789	1,115	0	0	4	11	6	1	100	130	15	20	4	....	3,500	800,000
4581	Pittston	High School	Robert Shiel	Dept..	1	2	33	18	0	0	....	....	....	....	1	6	....	....	3	....	600	50,000
4582	Pleasantville	do	P. E. Hovis	Dept..	1	0	10	15	0	0	....	....	2	3	3	3	....	....	2	....	400	20,525
4583	Plymouth	Central High School	P. Martin	Dept..	2	0	21	47	0	0	2	4	4	0	7	2	3	1	3	....	400	55,000
4584	Port Allegany	High School	J. B. Southard	Dept..	1	1	22	32	0	0	....	....	....	....	2	8	1	0	3	....	225	15,000

*Statisties of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
4585	Portland	High School	A. D. Wannemaker	Dept.	1	0	10	17	22	23	0	0	0	0	1	3	0	0	4	....	278	$10,000
4586	Pottstown	.....do	Wm. E. Pollison	Dept.	6	1	129	158	0	0	10	5	2	0	14	23	3	2	4	....	.....	40,000
4587	Pottsville	.....do	S. A. Thurlow	Dept.	2	2	72	53	0	0	8	1	10	0	15	12	5	3	3	....	.....	.....
4588	Punxutawney	.....do	A. W. Mumford	Dept.	2	0	17	27	0	0	4	3	1	1	4	2	3	1	4	....	600	40,000
4589	Quakertown	.....do	S. M. Rosenberger	Dept.	1	1	18	17	0	0	....	....	....	....	2	2	....	....	3	....	200	.....
4590	Reading	Boys' High School	M. E. Scheibner	Dept.	9	1	273	0	0	0	50	0	75	0	47	0	17	0	4	....	600	.....
4591	.....do	Girls' High School	Miss Mary H. Mayer	Dept.	0	12	0	416	0	0	0	6	....	....	0	52	....	....	4	....	3,010	130,000
4592	Renovo	High School	Jas. W. Elliott	Dept.	1	3	51	72	0	0	....	....	8	4	2	13	2	1	4	....	600	25,000
4593	Reynoldsville	.....do	G. W. Lenkerd	Dept.	2	0	10	31	0	0	1	1	0	0	3	4	1	0	3	....	900	32,000
4594	Ridley Park	.....do	A. P. Silverthorn	Dept.	1	0	4	12	0	0	....	....	....	....	1	4	....	....	2	....	1,500	20,000
4595	Rochester	.....do	Rufus Darr	Dept.	1	1	15	48	0	0	....	....	....	....	0	5	....	....	3	....	200	.....
4596	Rouseville	Cornplanter High School.	W. O. Woodring	Dept.	1	0	17	19	3	0	2	0	....	....	3	2	....	....	3	....	125	.....
4597	Royersford	High School	Orville P. DeWitt, A. M.	Dept.	1	1	8	18	0	0	....	....	....	....	3	5	....	....	4	....	250	25,000
4598	Saegerstown	.....do.*	John D. Goodwin	Dept.	1	1	18	24	0	0	5	3	6	2	5	3	4	3	4	....	1,000	5,000
4599	Saltsburg	Borough High School	J. P. Archibald	Dept.	1	1	17	33	0	0	6	20	....	....	2	8	....	....	3	....	330	8,000
4600	Saxton	High School	Wm. I. Book	Dept.	1	0	17	18	0	0	....	....	....	....	0	1	....	....	3	....	64	.....
4601	Sayre	.....do	I. F. Stetler	Dept.	1	3	48	87	0	0	2	3	4	0	4	10	0	2	4	....	200	30,000
4602	Schuylkill Haven	.....do	H. Day Gise	Dept.	1	1	24	30	11	9	....	....	....	....	6	6	0	0	3	....	600	10,000
4603	Scottdale	.....do	E. L. Stoner	Dept.	2	2	31	38	0	0	1	2	1	4	6	10	2	4	3	....	350	.....
4604	Scranton	.....do	Geo. W. Phillips	Dept.	9	10	284	439	0	0	40	25	....	....	33	49	9	4	4	....	300	275,000
4605	Selinsgrove	.....do	R. L. Schroyer	Dept.	2	0	33	34	0	0	0	2	....	....	0	4	0	2	4	....	.....	.....
4606	Sellersville	.....do	W. Reiff Nauman	Dept.	2	0	18	12	25	20	2	0	0	2	2	3	2	1	3	....	850	10,000
4607	Sewickley	.....do.*	W. E. Borger	Dept.	2	1	23	20	0	0	2	1	8	12	4	4	4	1	3	....	3,500	.....
4608	Shamokin	.....do	Jas. Howerth	Dept.	4	2	80	130	0	0	7	2	5	4	12	32	3	0	4	....	500	.....
4609	Sharon	.....do	Marion Hoskin	Dept.	1	2	40	68	0	0	....	....	....	....	2	7	....	....	4	....	1,800	.....

4610	Sharpsburg	do	E. B. McRoberts	Dept..	1	1	16	27	0	0	....	....	0	1	1	11	....	....	1	....	.....	.....
4611	Sharpsville	do	T. S. Vickerman	Dept..	2	0	12	27	0	0	....	....	....	....	4	4	....	....	3	....	1,200	40,000
4612	Sheffield	do	H. N. Morton	Dept..	1	1	10	12	0	0	1	1	....	....	1	5	1	0	2	....	500	15,000
4613	Shenandoah	do	Miss Clara M. Cline	Dept..	2	3	48	81	0	0	....	....	1	0	8	20	1	0	3	....	4,151	.....
4614	Shippensburg	do	J. H. App	Dept..	2	1	40	35	0	0	....	....	....	....	3	7	0	3	4	....	100	50,000
4615	Slatington	do.*	Chas. P. Sweeny	Dept..	2	0	31	34	0	0	....	....	3	4	6	9	3	4	3	....	400	.....
4616	Smethport	do	W. P. Eekels	Dept..	1	1	22	24	0	0	3	0	....	....	3	2	....	....	3	....	.....	.....
4617	Somerset	do	D. W. Seibert	Dept..	3	0	27	42	0	0	....	....	....	....	5	7	1	1	3	....	60	35,000
4618	South Bethlehem	Central High School	M. Alton Richards	Dept..	4	0	41	52	0	0	3	0	3	2	7	8	4	0	4	....	300	500
4619	Spartansburg	High School	Harley B. Cretehall	Dept..	1	3	9	18	41	42	....	....	3	2	0	0	0	0	3	....	300	4,000
4620	Springboro	do	J. L. Free	Dept..	1	0	10	7	0	0	....	....	....	....	0	0	0	0	4	....	35	.....
4621	Spring City	do	Jacob K. Jones	Dept..	1	1	20	31	0	0	....	....	....	....	2	8	....	....	4	....	300	40,000
4622	Starrueca	do.*	H. H. Rounds	Dept..	1	0	4	4	31	36	....	....	....	....	....	....	....	....	....	....	.....	.....
4623	Steelton	do	Chas. S. Davis	Dept..	4	1	77	62	0	0	....	....	....	....	18	21	....	....	3	....	2,500	70,000
4624	Stoneboro	do	H. M. Tarr	Dept..	1	0	12	17	0	0	2	0	....	....	1	4	0	0	3	....	50	6,000
4625	Strasburg	do	Edwin Brown	Dept..	1	0	15	21	0	0	4	1	....	....	1	8	....	....	3	....	500	12,000
4626	Sugar Grove	Union School	C. B. Persell	Dept..	1	0	3	4	70	65	....	....	....	....	0	0	0	0	3	....	100	.....
4627	Summit Hill	High School	E. E. Seott	Dept..	1	0	10	26	0	0	0	0	0	0	1	8	1	0	3	....	100	23,000
4628	Susquehanna	do	Hazlett J. Risk	Dept..	1	2	23	28	0	0	0	0	0	0	3	8	0	0	4	....	0	.....
4629	Tamaqua	do	J. F. Derr	Dept..	2	0	40	65	0	0	....	....	....	....	5	12	....	....	4	....	.....	.....
4630	Tarentum	do	S. M. Williamson	Dept..	4	0	30	46	0	0	0	1	....	....	9	14	9	14	3	....	0	.....
4631	Tidioute	do.*	E. J. Robinson	Dept..	1	1	9	15	0	0	....	....	....	....	0	0	....	....	3	....	3,000	.....
4632	Tiona	do.*	C. J. Taylor, J. W. Elliott, F. H. Polloek.	Dept..	3	0	10	12	0	0	....	....	....	....	3	5	....	....	2	....	.....	.....
4633	Tionesta	do	R. N. Speer	Dept..	1	0	13	17	0	0	....	....	....	....	1	4	....	....	3	....	240	.....
4634	Titusville	do	H. D. Hopkins, A. M.	Dept..	2	8	75	152	0	0	3	8	10	15	10	26	1	3	4	....	.....	40,000
4635	Tobyhanna Mills	do	J. L. Culberson	Ind...	2	2	6	4	77	76	1	1	0	0	0	0	0	0	3	....	50	3,000
4636	Towanda	do	F. W. Robbins	Dept..	2	3	51	63	0	0	0	1	3	0	2	7	....	....	4	....	200	25,000
4637	Tower City	do	D. F. Detter	Dept..	1	0	21	16	0	0	....	....	....	....	0	0	....	....	3	....	500	20,000
4638	Townville	do	Victor J. Free	Dept..	1	0	22	24	0	0	5	2	....	....	8	4	5	2	3	....	145	8,000
4639	Tremont	Borough High School	H. G. Dornheim	Dept..	1	1	4	8	24	20	0	0	0	0	1	1	0	0	2	....	900	15,000
4640	Trevorton	High School	P. S. Bergstresser	Dept..	1	0	6	12	10	15	0	0	0	0	0	0	....	....	4	....	45	9,500
4641	Troy	do	Wm. S. Murray	Dept..	1	2	50	59	0	0	0	1	0	1	3	12	1	2	4	....	1,800	20,000
4642	Turbutville	do	Geo. E. Reynolds	Dept..	1	1	31	16	0	0	3	1	....	....	....	....	....	....	4	....	.....	5,000
4643	Tyrone	do	C. E. Kauffman	Dept..	3	2	67	105	0	0	2	0	7	2	2	0	2	0	4	....	350	.....
4644	Ulysses	Lewisville Graded School	B. H. Eddy	Dept..	1	1	13	17	17	23	3	0	0	0	0	0	0	0	6	....	200	5,000
4645	Union City	High School	U. G. Smith	Dept..	1	2	20	55	0	0	0	2	....	....	1	10	1	0	4	....	.....	5,000
4646	Uniontown	do	Lee Smith	Dept..	1	2	35	69	0	0	....	....	....	....	4	14	2	2	3	....	900	.....
4647	Unionville	do	Lorin H. Bailey	Dept..	1	1	12	19	38	56	0	0	0	0	0	0	0	0	3	....	200	.....
4648	Upland	do	J. Fred Parsons	Dept..	1	0	12	6	0	0	1	0	1	0	5	2	....	....	2	....	325	.....
4649	Venango	do	R. F. Washburn	Dept..	1	0	1	7	27	28	0	0	0	0	1	3	0	0	2	....	0	.....
4650	Verona	do	W. P. Stewart	Dept..	1	0	5	9	0	0	....	....	....	....	0	0	....	....	2	....	0	.....
4651	Warren	do.*	W. G. Haupt	Dept..	4	5	55	99	0	0	10	12	12	14	13	18	4	2	4	....	12,000	.....
4652	Washington	do	A. A. Hays	Dept..	1	3	24	58	0	0	....	....	10	0	4	18	4	0	3	....	.....	.....
4653	Watsontown	do	H. L. Rinehart	Dept..	1	1	20	36	0	0	....	....	1	2	2	3	....	....	4	....	500	.....
4654	Wayne	Radnor High School	Geo. H. Wilson	Dept..	1	3	20	34	0	0	3	11	4	0	4	6	2	5	4	....	100	35,000
4655	Waynesboro	High School	R. T. Adams	Dept..	3	1	28	56	0	0	....	....	....	....	1	13	0	0	4	....	400	32,500
4656	Weatherly	do	G. W. Hemminger	Dept..	1	0	10	24	0	0	....	....	....	....	3	5	....	....	2	....	200	.....
4657	Wellsboro	do	Henry E. Raesly	Dept..	1	2	40	56	5	10	....	....	....	....	4	10	....	....	3	....	250	.....
4658	Westchester	do	Addison L. Jones	Dept..	4	3	67	128	0	0	6	26	7	0	7	11	4	3	4	....	1,400	.....

* Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
4659	West Conshohoeken.	High School	S. M. Hoch	Dept..	1	0	13	17	0	0	....	....	....	....	2	3	1	0	3	....	100	.....
4660	Westfield	....do	W. E. Blair	Dept..	1	1	42	38	0	0	....	....	....	....	3	3	0	0	3	....	300	$10,000
4661	West Newton	....do	Harry M. Campbell	Dept..	3	0	28	68	0	0	....	....	....	....	0	0	0	0	3	....	.....	.....
4662	White Haven	....do	Wm. E. Schaark, A. B	Dept..	1	1	21	20	0	0	4	1	2	0	5	4	2	0	3	....	420	.....
4663	Wiconisco	....do	Chas. H. Winder	Dept..	1	1	20	27	0	0	....	....	1	0	1	8	1	0	2	....	900	30,000
4664	Wilkesbarre	....do	T. J. McConnon	Dept..	9	9	203	332	0	0	4	3	44	35	48	83	11	10	4	....	.....	125,000
4665	Wilkinsburg	....do	A. B. Allison	Dept..	2	1	23	52	0	0	....	....	....	....	....	....	....	....	3	....	.....	.....
4666	Williamsport	....do	Wm. W. Kelchner	Dept..	4	7	156	220	0	0	10	7	16	11	29	48	....	....	4	....	5,000	60,000
4667	Williamstown	....do	A. H. Guberich	Dept..	2	0	21	27	0	0	0	0	0	0	0	0	....	....	4	....	500	17,000
4668	Wrightsville	....do	E. U. Aumiller	Dept..	2	0	26	28	0	0	2	2	....	....	0	4	....	....	4	....	35	20,000
4669	Wyoming	....do	Chas. W. Hermann	Dept..	1	0	12	30	20	30	....	....	1	1	5	2	....	....	3	....	200	.....
4670	York	....do	F. M. McLaury	Deyt..	6	3	137	197	0	0	5	15	7	6	9	21	4	2	4	....	850	150,000
4671	Youngsville	....do	Addison White	Dept..	1	1	21	25	0	0	....	....	....	....	3	4	....	....	3	....	400	10,000
	RHODE ISLAND.																					
4672	Ashaway	Hopkinton High School	H. W. Maxson, A. B., Pd. B.	Dept..	1	3	6	21	10	20	....	....	2	3	1	4	1	1	5	....	106	6,000
4673	Auburn	Cranston High School	A. H. Keyes	Dept..	3	1	44	41	17	22	1	1	0	0	14	21	1	0	4	....	.....	.....
4674	Barrington Center	Barrington High School	R. F. Colwell	Dept..	1	1	14	18	0	0	....	....	1	0	3	4	1	0	4	....	100	.....
4675	Bristol	High School	Irving H. Gamwell	Dept..	1	2	30	29	0	0	....	....	1	0	4	5	0	1	4	....	200	.....
4676	Central Falls	....do	William Overton	Dept..	2	3	48	57	0	0	....	....	....	....	3	8	2	0	4	....	404	.....
4677	East Greenwich	....do	Edwin A. Noyes	Dept..	1	0	6	4	0	0	....	....	....	....	5	4	....	....	1	....	.....	.....
4678	East Providence	....do	Edgar M. Johnson	Dept..	2	5	58	126	0	0	7	8	....	....	11	22	2	7	4	....	525	.....
4679	Newport	Rogers High School	Frank E. Thompson	Dept..	5	7	88	156	0	0	16	15	5	0	3	11	3	3	4	....	375	90,000

4680	.....do.....	Townsend Industrial School.	Geo. H. Bryant	Dept..	3	1	47	33	0	0	....	....	3	0	....	....	....	....	4	....	.....	.....
4681	Pawtucket.....	High School.....	Wm. Woodside Curtis..	Dept..	6	6	121	154	0	0	....	....	....	....	12	23	....	....	4	....	600	105,000
4682	Providence.....	Classical High School	Wm. T. Peck.....	Dept..	9	9	222	155	0	0	....	....	....	....	34	29	34	29	4	....	838	.....
4683	.....do.....	English High School.....	David W. Hoyt.....	Dept..	10	25	198	624	0	0	....	....	12	30	21	79	6	3	4	....	4,000	.....
4684	.....do.....	Hope Street High School.	Walter Ballou Jacobs..	Dept..	9	12	134	226	0	0	40	38	30	19	8	28	9	9	4	....	369	225,000
4685	.....do.....	Manual Training High School.	Geo. F. Weston, A. M...	Dept..	17	6	264	131	0	0	0	0	4	0	16	11	16	11	4	....	.....	.....
4686	Valley Falls.....	Cumberland High School.	C. C. Richardson.....	Dept..	1	3	28	33	0	0	5	6	....	....	2	9	2	2	4	....	100	10,000
4687	Westerly	High School.....	W. R. Whittle.....	Dept..	3	3	61	99	0	0	6	2	2	0	9	9	4	0	5	....	1,400	75,000
4688	Wickford.....	.....do.....	W. G. Park, A. B.....	Dept..	1	0	6	12	18	16	....	....	....	....	0	6	0	0	4	....	125	5,000
4689	Woonsocket.....	.....do.....	F. W. Doring.....	Dept..	3	4	73	89	0	0	20	8	6	0	....	....	....	....	4	....	.....	50,000
	SOUTH CAROLINA.																					
4690	Abbeville	Lebanon High School....	A. T. Helms	Ind...	1	0	6	5	17	8	4	4	....	....	....	....	....	....	....	....	.....	.....
4691	Aiken	High School.....	L. W. Diek	Dept..	2	0	25	27	0	0	7	3	1	0	5	3	1	3	3	....	250	20,000
4692	Allendale	Graded School.....	Jno. C. Daniel.....	Dept..	1	0	12	14	32	32	1	1	2	0	3	2	2	0	3	....	50	1,600
4693	Anderson	Central High School	B. H. Sullivan.....	Dept..	2	5	58	72	0	0	18	26	....	....	0	4	0	4	4	....	568	14,000
4694	Appleton	High School.....	Mrs. W. A. Walker.....	Dept..	0	1	10	20	20	15	6	13	....	....	3	5	....	....	4	....	.....	.....
4695	Barnwell.....	Graded School.....	B. H. Johnstone, A. B.	Ind...	1	2	15	15	45	55	10	10	....	....	1	1	1	1	3	....	350	2,500
4696	Bascomville.....	High School.....	J. W. McConnell	Ind...	1	0	8	9	27	10	....	....	....	....	....	....	....	....	....	....	.....	250
4697	Belton.....	.....do.....	W. B. West.....	Ind...	1	1	41	31	54	49	12	9	3	4	....	....	....	....	4	....	0	3,000
4698	Bennettsville.....	Marlboro Graded School .	Nathan Toms.....	Dept..	2	1	18	35	0	0	10	20	....	....	1	10	1	0	....	....	300	.....
4699	Bishopville.....	Graded School.....	W. P. Baskin	Dept..	1	0	4	19	0	0	....	....	....	....	....	....	....	....	2	....	40	1,200
4700	Blaeksburg.....	.....do.....	N. W. Cameron.....	Dept..	2	0	17	23	0	0	3	2	....	....	0	4	....	....	4	....	43	5,000
4701	Blackstock	High School.....	S. M. Mason.....	Dept..	1	1	16	10	14	13	7	4	0	0	4	1	4	1	3	....	0	400
4702	Blackville.....	Graded School.....	E. C. McCants.....	Dept..	1	0	14	16	39	58	2	2	4	2	7	8	6	4	2	....	213	2,500
4703	Blenheim	High School.....	Professor Moore.....	Ind...	1	0	4	5	50	17	1	1	....	....	1	1	....	....	4	....	.....	1,000
4704	Boykin	Line Academy	W. A. Goodman.....	Ind...	1	1	0	5	12	5	0	5	0	0	0	5	0	5	4	....	0	300
4705	Brownsville	High School (Bethlehem)	H. M. Townes	Dept..	1	1	25	20	10	8	2	1	1	0	0	0	0	0	4	....	.....	500
4706	Brunson.....	Graded School.....	J. L. Fitts, jr.....	Ind...	1	0	3	11	27	30	0	0	0	0	....	....	....	....	....	....	30	1,500
4707	Central.....	.....do.....	Thornwell Haynes	Dept..	1	1	26	25	38	35	6	4	1	0	....	....	....	....	3	....	.....	.....
4708	Charleston	Memminger High and Normal School.	W. K. Tate	Dept..	2	10	0	320	0	0	....	....	....	....	0	24	0	7	4	....	250	20,000
4709	Cheraw.....	High School.....	B. C. McIver.....	Dept..	1	0	9	20	35	35	5	10	....	....	2	5	2	5	3	....	400	4,000
4710	Chester.....	.....do.....	W. H. McNairy	Dept..	2	1	11	34	0	0	....	....	....	....	0	3	0	3	3	....	500	15,000
4711	Clifton	.....do.*.....	W. C. McArthur.....	Dept..	3	0	17	12	13	6	....	....	....	....	0	0	0	0	....	....	.....	.....
4712	Clover.....	.....do.....	J. A. Tate	Dept..	1	1	10	6	45	44	3	2	0	0	0	0	0	0	....	....	0	350
4713	Columbia	.....do.....	C. E. Johnson	Dept..	1	2	21	59	0	0	....	....	....	....	1	4	....	....	3	....	.....	8,000
4714	.....do.....	Howard High School (colored).	J. E. Wallaee.....	Dept..	3	0	33	93	0	0	0	0	0	0	3	3	....	....	3	....	500	7,000
4715	Cottageville	High School.....	N. G. Salley.....	Dept..	1	1	20	20	25	20	4	3	2	1	0	1	0	1	4	....	.....	500
4716	Cypress	.....do.....	Eldridge Baskin.....	Ind...	1	0	2	3	30	45	2	2	1	0	0	0	....	....	4	....	0	200
4717	Darlington	Mayo High School (colored).	Wm. T. Andrews.....	Dept..	1	2	12	30	0	0	....	....	....	....	0	2	....	....	3	....	400	3,000
4718	.....do.....	St. John's High School*..	J. D. Rast	Dept..	2	5	16	35	0	0	1	4	....	....	1	5	....	....	3	....	1,646	3,000
4719	Denmark.....	High School*.....	J. Arthur Wiggins	Dept..	0	3	37	59	0	0	6	10	....	....	2	4	2	4	4	....	500	5,000
4720	Dillon	Graded School*.....	P. H. Edwards	Dept..	1	1	15	20	0	0	7	8	....	....	1	1	....	....	1	....	125	5,000
4721	Donalds	High School*.....	W. W. Woodson.....	Ind...	1	0	13	16	35	37	5	16	....	....	2	3	1	3	4	....	47	1,200
4722	Easley.....	Graded School*.....	J. C. Langston	Dept..	0	2	25	25	0	0	....	....	....	....	2	1	....	....	3	....	.....	1,500
4723	Edgefield.....	Institute*.....	Edward C. Dennis.....	Dept..	1	0	18	22	32	48	....	....	....	....	3	2	....	....	3	....	100	3,000

* Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
4724	Elloree	Graded School	R. L. Neves	Dept.	1	0	7	11	52	51	....	....	....	....	....	....	....	....	....	....	40	$800
4725	Emory	High School	Miss May E. Padget	Dept.	0	1	0	5	20	11	0	0	0	0	0	0	0	0	4	....	.....	1,500
4726	Fairplay	....do	J. L. McWhorter	Ind.	1	0	10	14	45	45	2	3	....	....	....	....	....	....	....	....	.....	500
4727	Fort Lawn	....do.*	Tom D. McKeown	Dept.	1	0	9	6	12	11	1	2	1	3	2	0	....	....	....	....	.....	.....
4728	Fountain Inn	....do.*	—— Cox	Dept.	1	0	3	10	0	0	3	2	....	....	....	....	....	....	....	....	.....	1,400
4729	Georgetown	Winyah Indigo Academy*	Thos. B. Hamby	Ind.	1	0	15	8	0	0	11	5	4	0	2	1	2	1	3	....	2,300	12,000
4730	Greenwood	Graded School	F. M. Sheridan	Dept.	1	2	50	60	0	0	....	....	....	....	9	9	7	4	4	....	500	8,000
4731	Greer Depot	Greer High School	D. B. Simpson, B.A., B.S.	Dept.	1	1	25	30	0	0	5	10	....	....	1	11	0	7	4	....	100	2,000
4732	Hampton	Graded School	Ernest Wiggins	Dept.	1	0	9	11	36	39	3	5	2	0	0	0	0	0	....	....	0	1,000
4733	Heath Spring	High School	Saml. R. Moore, jr	Ind.	1	0	4	7	44	40	1	1	....	....	....	....	....	....	....	....	.....	500
4734	Hope Station	St. John's High School	Jas. H. Hope	Dept.	1	0	5	4	18	15	2	1	....	....	0	0	0	0	....	....	0	300
4735	Jefferson	High School	Saml. J. Guyer	Dept.	1	1	9	10	37	46	3	4	....	....	....	....	....	....	....	....	.....	600
4736	Johnston	Institute	F. E. Hinnant	Ind.	4	1	75	75	0	0	....	....	....	....	0	4	....	....	4	40	200	6,000
4737	Jonesville	Academy	Chas. H. Leitner	Dept.	2	0	8	10	20	23	1	5	3	0	....	....	....	....	....	....	0	800
4738	Kingstree	....do	T. O. Epps	Dept.	1	0	14	15	27	21	....	....	....	....	....	....	....	....	....	....	0	1,200
4739	Lancaster	High School	Leonard T. Baker, A.M.	Dept.	2	0	20	29	0	0	5	6	....	....	2	5	1	4	3	....	115	5,000
4740	Lewisville	....do	Mrs. Esther Cochrane	Ind.	0	1	5	3	14	11	....	....	....	....	....	....	....	....	....	....	.....	.....
4741	Lexington	Classical Institute	O. D. Seay	Ind.	1	0	18	12	72	58	3	1	....	....	....	....	....	....	4	....	.....	1,200
4742	Littlerock	High School	T. Lewis	Ind.	1	0	3	8	11	4	0	1	1	0	0	0	....	....	....	....	.....	.....
4743	Lowndesville	....do	John R. T. Major	Ind.	1	0	12	8	48	42	4	5	....	....	....	....	....	....	5	....	500	3,500
4744	Lowryville	....do	R. A. Dobson	Ind.	1	1	15	15	20	20	10	5	....	....	....	....	....	....	2	....	.....	200
4745	McConnellsville	....do	E. H. Sloop	Ind.	1	0	10	18	25	22	2	4	....	....	0	3	....	....	....	....	.....	1,200
4746	Madden	New Prospect High School	F. C. Bates	Ind.	1	0	5	6	24	17	3	2	....	....	....	....	....	....	2	....	0	400
4747	Manning	Collegiate Institute *	E. J. Browne	Ind.	1	1	25	12	40	38	2	1	0	0	0	2	....	....	1	....	.....	3,000
4748	Marion	High School	James J. Wolfe	Dept.	2	1	23	27	0	0	0	0	0	0	3	11	0	1	3	....	400	7,550

4749	Moffettsville	Academy *	Miss Lois Davis	Dept.	0	1	7	5	11	14	....	....	....	....	0	0	0	0	....	....	.....	.....
4750	Morgantown	High School *	J. R. Dye	Dept.	1	0	6	3	10	13	....	....	....	....	0	0	....	....	....	....	.....	300
4751	Mountville	do	R. L. Stokes	Dept.	1	0	7	10	13	24	2	5	....	....	0	0	0	0	....	....	.....	.....
4752	Mullins	Male and Female Institute	J. E. Buzhardt	Dept.	2	0	12	14	0	0	....	....	6	7	0	0	0	0	3	....	100	1,900
4753	Newberry	High School	W. H. Wallace	Dept.	1	4	19	77	0	0	....	....	....	....	1	6	....	....	4	....	340	17,500
4754	do	High School (colored)	D. T. McDaniel	Dept.	1	1	4	22	0	0	....	....	....	....	0	0	....	....	4	....	0	1,500
4755	Oats	Union Academy	M. McR. McLauchlin	Ind.	1	1	4	3	24	28	....	....	....	....	....	....	....	....	....	....	100	300
4756	Orangeburg	Graded School	A. J. Thackston, supt	Dept.	2	2	30	49	0	0	....	....	....	....	6	12	6	12	3	....	1,000	20,000
4757	Packsville	High School	S. E. Smith	Dept.	1	0	10	5	68	52	3	3	....	....	0	0	0	0	3	....	0	1,000
4758	Parksville	do	Miss E. Louise Scott	Dept.	0	1	10	12	57	46	4	5	3	1	0	0	0	0	2	....	27	75
4759	Piedmont	Graded School	J. Walter Daniel	Dept.	1	0	10	8	0	0	3	0	0	0	4	2	3	0	1	....	0	7,000
4760	Princeton	High School	W. B. McCuen	Ind.	1	1	14	18	18	16	2	2	1	1	2	3	2	3	5	....	.....	600
4761	Ridge Spring	do	John E. Johnson	Ind.	2	0	21	21	58	32	2	3	....	....	0	0	....	....	3	....	0	2,000
4762	Ridgeway	do	L. B. Salters	Dept.	1	1	2	11	31	35	0	0	0	0	0	0	0	0	....	....	30	200
4763	Rowesville	Graded School *	Philip H. Stoll, A. M	Ind.	1	0	3	5	17	13	2	2	0	0	0	0	....	....	4	....	0	800
4764	St. George	High School	W. W. Stewart	Dept.	1	0	5	4	68	61	1	0	4	4	0	0	0	0	4	....	150	1,500
4765	St. Matthews	Graded School	R. D. Senn	Dept.	1	1	11	10	45	42	....	....	....	....	1	5	1	1	3	....	157	3,238
4766	Seneca	High School	J. L. Eskew	Ind.	1	0	8	15	40	45	2	2	....	....	....	....	....	....	3	....	.....	5,000
4767	Simpsonville	do	Rufus Ray	Dept.	1	1	18	26	36	40	6	10	1	0	....	....	....	....	....	....	.....	8
4768	Spartanburg	Converse Street High School.	William H. Wannamaker.	Dept.	2	2	52	58	30	32	6	7	1	0	7	7	7	7	3	....	.....	14,000
4769	do	Dean Street Graded School (colored).	R. M. Alexander	Dept.	1	0	9	6	0	0	0	0	0	0	0	0	0	0	3	....	12	13,000
4770	Stokesbridge	Hebron High School	C. H. McLaurin	Ind.	1	1	21	23	54	22	0	2	1	0	0	0	0	0	4	....	.....	1,500
4771	Summerton	High School	P. H. Stoll	Dept.	1	0	6	6	16	14	....	....	....	....	....	....	....	....	3	....	.....	1,200
4772	Summerville	do	Robt. A. Law	Dept.	1	0	4	2	67	32	1	0	0	0	0	0	....	....	3	....	50	100
4773	Sumter	do	S. H. Edmunds	Dept.	2	2	31	55	0	0	....	....	....	....	3	8	2	4	4	....	500	.....
4774	Tatum Station	do.*	J. J. McSwain, A. B., L. I.	Ind.	1	1	26	24	33	37	3	7	2	4	2	3	2	2	3	....	0	1,000
4775	Trenton	do	G. F. Long, jr	Dept.	1	0	19	13	17	20	5	6	....	....	0	0	0	0	....	....	.....	1,000
4776	Troy	do	Mrs. Brown	Ind.	0	1	3	5	20	22	1	1	....	....	....	....	....	....	....	....	.....	300
4777	Union	Graded School	Davis Jeffries	Dept.	2	1	70	80	0	0	....	....	....	....	0	6	0	2	3	....	100	12,000
4778	Varnville	High School	E. W. Peeples	Dept.	1	0	15	5	38	30	5	3	....	....	....	....	....	....	4	....	.....	800
4779	Walhalla	do.*	Jas. M. Moss	Dept.	1	1	5	2	75	58	2	0	3	0	....	....	....	....	....	....	.....	.....
4780	Walterboro	Graded School	Thos. G. Wilkinson	Dept.	1	1	12	13	0	0	....	....	....	....	3	3	....	....	....	....	0	1,500
4781	Waterloo	High School	J. Y. Bryson, A. B	Ind.	1	0	10	13	26	18	....	....	....	....	2	3	2	3	1	....	0	200
4782	Westminster	do	P. J. Vermillion	Dept.	1	2	15	20	0	0	2	3	....	....	1	2	1	2	3	....	.....	1,800
4783	Williamston	Academy	G. S. Goodgion	Dept.	1	1	7	0	56	18	3	3	....	....	....	....	....	....	....	....	0	1,200
4784	Williston	High School	J. E. Sanders	Dept.	2	1	40	50	25	25	6	10	4	0	0	0	0	0	3	30	.....	3,000
4785	Winnsboro	Mount Zion Collegiate Institute.	W. H. Witherow	Dept.	2	1	27	38	0	0	....	....	....	....	....	....	....	....	....	....	300	27,000
4786	Woodruff	Bethel High School	A. B. Stalworth	Ind.	1	4	30	40	60	56	1	3	....	....	....	....	....	....	3	....	.....	3,500
4787	Yorkville	Graded School	W. E. Dendy	Dept.	2	0	17	27	0	0	8	9	....	....	....	....	....	....	3	....	250	.....
4788	do	Graded School (colored)	Rev. I. B. Smith	Dept.	1	1	7	20	0	0	0	3	3	5	0	3	0	3	3	....	0	.....
	SOUTH DAKOTA.																					
4789	Aberdeen	High School	Miss Kate Taubman	Dept.	2	2	42	60	0	0	....	....	2	6	3	10	3	10	4	....	500	40,000
4790	Alexandria	do	Homer G. Utley	Dept.	1	1	20	27	0	0	....	....	....	....	4	1	4	1	3	....	0	5,000
4791	Ashton	do	C. B. Pickrell	Dept.	1	0	8	15	41	43	....	....	0	2	2	5	....	....	2	....	250	4,000
4792	Brookings	do	L. J. Walter	Dept.	1	1	13	14	0	0	5	7	....	....	....	....	....	....	1	....	671	25,000

* Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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 DAKOTA—continued.																					
4793	Canton	High School	C. G. Lawrence, B. L	Dept.	1	1	30	35	0	0	10	5	15	6	0	0	0	0	4	....	250	$10,000
4794	Centerville	....do	Byron S. Payne	Dept.	1	1	21	16	0	0	....	....	....	....	3	2	1	0	3	....	50	.....
4795	Clark	....do.*	S. A. Emery	Dept.	1	0	19	27	0	0	....	....	....	....	0	0	0	0	3	....	225	5,000
4796	Deadwood	....do	Alexander Strachan	Dept.	2	1	39	61	0	0	....	....	....	....	2	9	....	....	4	....	1,100	.....
4797	Dell Rapids	....do	E. M. Green	Dept.	1	1	29	36	0	0	....	....	....	....	4	5	2	3	4	....	250	12,500
4798	Desmet	....do	C. E. Swanson	Dept.	1	1	16	28	0	0	....	....	....	....	0	4	0	0	3	....	75	10,000
4799	Elkpoint	....do	H. E. French	Dept.	1	2	14	25	0	0	....	....	....	....	2	6	1	5	4	....	179	20,000
4800	Flandreau	....do	J. A. Goodrich	Dept.	1	1	18	29	29	29	3	8	....	....	4	9	3	7	4	....	350	20,000
4801	Groton	....do	L. A. Robinson	Dept.	1	1	20	32	0	0	0	0	0	3	1	4	0	2	4	....	400	13,000
4802	Hot Springs	....do	Edgar J. Moore	Dept.	1	1	12	25	0	0	2	10	2	6	3	1	....	....	4	....	50	30,000
4803	Howard	....do	J. T. Tschantz	Dept.	1	1	30	25	0	0	....	....	....	....	....	....	....	....	4	....	235	15,000
4804	Huron	....do	Miss M. I. Dana	Dept.	1	3	20	40	5	6	3	8	5	10	4	2	2	2	2	....	557	.....
4805	Madison	....do	R. B. McClenon	Dept.	2	1	41	43	0	0	....	....	....	....	1	4	0	0	4	....	180	10,000
4806	Millbank	....do	W. N. Phillips	Dept.	1	2	55	57	0	0	4	12	6	2	7	9	....	....	4	....	300	15,000
4807	Mitchell	....do	G. H. Grace	Dept.	3	0	50	65	0	0	....	....	....	....	10	22	2	1	3	....	150	45,000
4808	Parker	....do	J. R. Byers	Dept.	1	1	14	23	0	0	....	....	....	....	4	2	....	....	3	....	550	15,000
4809	Picrre	....do	Miss Caroline Simpson	Dept.	0	3	15	36	0	0	....	....	....	....	0	1	....	....	4	....	500	.....
4810	Plankinton	....do	F. H. Hoff	Dept.	1	1	18	17	0	0	....	....	....	....	7	4	3	1	4	....	130	6,000
4811	Redfield	....do	Miss Alice Hardie	Dept.	1	1	8	10	6	8	3	2	1	1	3	4	3	4	3	....	200	10,000
4812	Sioux Falls	....do	Chas. E. Holmes	Dept.	2	6	115	161	0	0	2	5	20	25	10	23	6	18	4	40	500	1,000
4813	Tyndall	....do	S. K. Clark	Dept.	1	0	14	22	0	0	2	4	3	7	2	6	2	3	3	....	300	12,000
4814	Vermilion	....do	J. Jones, jr	Dept.	2	0	35	41	0	0	....	....	....	....	5	9	....	....	2	....	125	15,000
4815	Watertown	....do	W. D. Burcalow	Dept.	2	2	45	50	0	0	....	....	3	2	5	5	3	2	4	....	1,500	.....
4816	Webster	....do	E. A. Miller	Dept.	1	1	11	18	0	0	1	2	....	....	2	2	1	2	3	....	300	12,000
4817	Yankton	....do	Miss Alice R. Dewey	Dept.	1	2	16	45	0	0	3	11	....	....	1	9	1	3	4	....	200	.....

	TENNESSEE.																					
4818	Andersonville	Big Valley Academy*	J. N. Crowder and W. L. Wallace.	Dept.	2	0	7	4	50	44	....	....	....	....	6	3	....	....	3	....	.....	3,000
4819	Arlington	High School	W. T. Loggins	Ind.	1	1	11	22	39	47	2	4	3	2	0	7	0	4	4	....	200	4,000
4820	Avondale	....do	A. T. Roark	Dept.	1	0	8	8	0	0	....	....	....	....	....	....	....	....	3	....	500	2,500
4821	Bellbuckle	Bedford College	Robt. L. Cave	Dept.	2	0	15	15	60	60	....	....	....	....	0	0	....	....	3	....	10	.....
4822	Bells	High School	Percy McDonald	Dept.	1	1	31	30	0	0	....	....	3	2	....	....	....	....	4	....	.....	5,000
4823	Bolivar	Graded High School	J. A. Hudson	Dept.	1	0	15	15	35	65	4	0	....	....	2	2	2	2	3	....	.....	1,000
4824	Bradford	Academy	E. F. Boone	Dept.	1	0	18	20	0	0	....	....	2	2	....	....	....	....	....	....	.....	600
4825	Brazil	High School*	Robt. S. Bowers	Dept.	1	0	15	35	0	0	5	4	2	1	0	0	0	0	4	....	50	1,500
4826	Bristol	....do	L. S. Lowdon	Dept.	2	2	50	60	0	0	....	....	....	....	1	4	....	....	3	25	800	.....
4827	Capleville	....do	Miss Laura Ellis	Ind.	0	1	8	10	20	12	0	0	0	0	0	0	0	0	4	....	.....	2,500
4828	Charleston	....do.*	J. C. Fooshee	Dept.	1	0	9	8	51	54	2	0	1	0	0	0	0	0	3	....	0	2,500
4829	Chatata	Academy*	J. A. Trewhitt	Ind.	1	1	45	30	80	45	....	....	25	15	10	6	....	....	3	....	.....	2,000
4830	Chattanooga	High School	H. D. Wyatt	Dept.	3	5	89	142	0	0	....	....	....	....	6	44	0	0	4	....	200	30,000
4831	....do	Howard High School (colored).	J. A. Henry	Dept.	2	1	7	26	0	0	....	....	....	....	3	6	....	....	4	....	50	30,000
4832	Clarksville	High School	J. W. Graham	Dept.	0	2	13	24	0	0	6	2	....	....	6	4	6	2	2	....	500	.....
4833	Clinton	....do	J. H. Underwood	Dept.	1	0	15	20	0	0	....	....	5	3	....	....	....	....	3	....	250	650
4834	Collierville	Male High School*	H. B. Wren	Dept.	1	1	38	0	62	0	8	0	....	....	6	0	4	0	3	24	.....	1,800
4835	Columbia	Andrews High School	W. E. Bostick	Dept.	1	2	9	18	0	0	....	....	....	....	3	4	....	....	3	....	400	.....
4836	Como	High School*	——— Garret	Dept.	1	0	10	10	35	25	0	0	2	2	0	0	0	0	....	....	.....	2,500
4837	Covington	....do	F. K. Henderson	Dept.	1	1	20	42	0	0	4	2	0	6	1	8	1	1	3	....	.....	12,000
4838	Daneyville	Male and Female Academy.	H. E. W. Jones	Dept.	1	0	8	7	22	28	1	0	0	0	0	0	0	0	4	....	0	1,200
4839	Dandridge	Maury Academy*	J. M. Hicks	Dept.	1	1	65	45	0	0	1	1	2	3	1	4	1	1	4	....	0	9,000
4840	Dover	Fort Donelson Academy	A. J. McCoy	Dept.	1	0	10	12	50	53	0	3	....	....	....	....	....	....	3	....	25	5,000
4841	Dumplin	High School*	W. B. Sanders	Ind.	1	0	10	15	45	35	....	....	....	....	2	0	1	0	4	....	.....	1,000
4842	Dyersburg	....do	A. O. Renbelt	Dept.	2	0	9	35	0	0	0	2	2	0	0	4	0	1	3	....	100	15,000
4843	Erin	Houston High School	——— Bryan	Dept.	2	0	40	35	0	0	0	0	0	0	0	0	....	....	....	....	300	5,000
4844	Eve Mills	Tulogahler College	W. D. Hammontree	Ind.	2	0	4	7	31	15	....	....	....	....	....	....	....	....	....	....	.....	.....
4845	Fallbranch	Graded School	John F. Vines	Dept.	1	1	20	5	60	55	1	0	4	0	2	0	....	....	2	....	.....	2,000
4846	Flagpond	Seminary	Frank E. Lindsley, LL. D.	Ind.	1	0	5	3	89	98	....	....	....	....	0	0	....	....	6	....	.....	.....
4847	Flynnslick	High School	Prof. W. L. Dixon	Dept.	1	1	20	19	45	51	8	5	10	11	....	....	....	....	2	....	.....	2,100
4848	Germantown	....do	Wm. F. Mackey	Ind.	1	0	14	12	34	36	1	0	....	....	....	....	....	....	4	....	100	3,500
4849	Gillenwater	Alum Well Academy*	J. W. Hamilton	Ind.	1	1	11	15	70	61	....	....	9	4	....	....	....	....	....	....	.....	3,000
4850	Glass	High School*	W. R. Moore	Dept.	1	0	25	15	50	40	1	0	0	0	1	0	1	0	4	....	15	2,000
4851	Gordonsville	....do	Ewell Anderson	Dept.	1	1	16	14	15	20	1	1	0	0	0	0	0	0	....	....	.....	2,000
4852	Granville	....do.*	H. L. Craddock	Ind.	1	1	15	12	67	16	0	0	0	0	0	0	....	....	....	....	.....	1,000
4853	Greeneville	....do	W. W. Matney	Dept.	2	0	18	46	0	0	10	8	2	4	4	5	4	4	3	....	100	16,000
4854	Harriman	....do	J. T. Mallicoat	Dept.	1	1	24	26	0	0	....	....	....	....	0	0	....	....	3	....	200	6,000
4855	Hartsville	Masonic Institute	J. T. C. Noe	Ind.	2	1	17	20	35	36	....	....	5	4	1	3	1	2	4	....	100	10,000
4856	Hendersons Cross-roads.	Fall Creek High School*.	M. M. Summar	Dept.	1	0	5	1	45	39	....	....	....	....	0	0	....	....	....	....	.....	1,000
4857	Hill City	High School	U. G. Caulk	Dept.	1	0	10	10	0	0	....	....	....	....	....	....	....	....	2	....	25	1,000
4858	Humboldt	....do	E. L. Mendenhall	Dept.	2	1	17	22	0	0	....	....	2	3	3	7	2	3	3	....	250	15,000
4859	Jockey	Clear Spring Academy	J. H. Harmon	Dept.	2	0	27	9	40	46	4	2	3	0	....	....	....	....	....	....	.....	1,100
4860	Johnson City	High School	S. C. Brown	Dept.	2	2	25	50	0	0	....	....	....	....	5	10	....	....	3	....	200	50,000
4861	Jonesboro	....do	S. W. Sherrill, A. M	Dept.	3	0	16	26	0	0	16	26	....	....	6	2	6	2	3	....	850	4,000

*Statistics of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–1899*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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—cont'd.																					
4862	Kenton	Institute	G. O. Van Meter	Dept.	1	1	18	22	23	37	....	....	3	4	5	12	5	12	2	....	26	$6,000
4863	Knoxville	Austin High School (colored).	J. W. Manning	Dept.	2	1	17	22	0	0	....	....	....	....	4	6	....	....	3	....	624	1,950
4864	.....do	Girls' High School	W. T. White	Dept.	1	5	70	135	0	0	....	....	....	....	12	22	....	....	3	....	250	40,000
4865	.....do	Highland Avenue High School.	W. M. Rogers	Dept.	1	1	1	11	0	0	1	5	0	2	....	....	....	....	3	....	300	.....
4866	.....do	North Knoxville High School.	J. R. Lowry	Dept.	1	2	14	38	0	0	....	....	....	....	2	9	....	....	3	....	450	2,240
4867	Laneview	Male and Female Academy.	J. W. Meadows	Ind.	1	2	32	27	46	40	10	5	....	....	5	5	3	2	3	....	.....	2,500
4868	Lascassas	High School	W. M. Spann	Ind.	1	1	17	24	31	12	....	....	....	....	....	....	....	....	4	....	.....	1,750
4869	Lenoir City	.....do	J. N. Crowder	Dept.	1	0	7	8	60	37	2	3	3	0	2	1	2	1	5	....	.....	2,500
4870	Lewisburg	Graded School	Geo. B. Henegar	Dept.	1	1	20	30	0	0	....	....	....	....	1	5	1	4	3	....	200	.....
4871	Limestone	High School	J. L. Hilbert	Dept.	1	0	27	33	33	32	7	11	....	....	3	4	3	4	5	....	0	1,000
4872	McMinnville	.....do.*	Robt. W. Smartt	Dept.	3	0	50	75	0	0	21	3	2	1	7	12	....	....	3	....	0	3,000
4873	Mason Hall	.....do.*	J. R. Edmonston	Dept.	1	2	12	14	0	0	....	....	....	....	....	....	....	....	....	....	24	3,500
4874	Memphis	Kartrecht High School (colored).	Green P. Hamilton	Dept.	2	0	10	42	0	0	....	....	....	....	2	8	....	....	4	....	120	.....
4875	.....do	Leath High School	N. M. Williams	Dept.	1	10	124	259	0	0	....	....	....	....	7	35	....	....	4	....	100	80,000
4876	Milan	Graded High School*	J. H. Burress	Dept.	2	1	46	54	0	0	1	12	....	....	3	9	3	9	3	....	500	12,000
4877	Milton	High School	W. H. Martin	Ind.	1	0	3	6	47	29	....	....	....	....	....	....	....	....	....	....	.....	1,500
4878	Morristown	.... do	Chas. Mason	Dept.	1	2	41	56	0	0	....	....	....	....	1	6	1	3	3	....	840	22,560
4879	Mountain City	Masonic Institute	J. G. Johnson	Dept.	1	1	35	25	0	0	3	5	4	6	0	0	....	....	4	....	25	3,000
4880	Mount Horeb	High School*	Miss Ida V. Cline	Dept.	0	1	5	10	30	32	1	2	1	2	1	7	....	....	....	....	.....	1,000

4881	Murfreesboro	Bradley Academy (colored).	F. G. Carney	Dept.	2	2	16	21	0	0	2	0	....	....	2	3	....	....	3	....	.....	2,100
4882	Nashville	Fogg High School	A. D. Wharton	Dept.	8	5	150	425	0	0	3	7	2	10	10	41	....	....	4	....	.....	32,000
4883	.....do	Pearl High School (colored).	F. G. Smith	Dept.	3	2	50	125	0	0	....	....	....	....	6	14	....	....	4	....	20	20,000
4884	.....do	Waverly Place High School.	S. M. Cheek	Dept.	1	0	7	7	0	0	....	....	....	....	1	4	....	....	....	....	.....	.....
4885	Newport	High School*	Chas. S. Stephens	Dept.	1	1	8	4	32	16	....	....	....	....	....	....	....	....	3	....	.....	.....
4886	Pelham	.....do	E. L. Newman	Dept.	1	0	20	15	7	6	....	....	....	....	0	0	0	0	....	....	0	2,000
4887	Pigeonforge	Academy	John J. Massey	Dept.	1	0	10	9	65	71	3	2	....	....	0	0	....	....	4	34	.....	1,000
4888	Pinewood	.....do	S. R. Logue	Dept.	2	0	1	8	42	49	....	....	....	....	0	0	....	....	3	....	200	1,000
4889	Pinson	High School	F. A. Brown	Ind.	1	1	5	14	45	46	....	....	0	1	0	3	....	....	....	....	0	1,200
4890	Pleasantview	Highland Institute	M. E. Moore	Dept.	2	0	25	6	59	50	1	0	1	0	0	0	0	0	3	....	100	2.500
4891	Pulaski	High School*	W. E. Lumley	Dept.	3	1	28	42	0	0	....	....	....	....	1	5	....	....	3	....	150	8,000
4892	Ripley	.....do	G. R. Throop	Dept.	2	1	25	37	0	0	2	1	5	2	3	2	2	1	4	....	100	3,000
4893	Rockwood	.....do	W. C. Lawson, A. M	Dept.	1	0	9	25	0	0	....	....	1	1	2	6	1	1	3	....	.....	8,000
4894	Rucker	Seminary*	J. D. Jacobs	Dept.	1	0	8	13	42	52	3	5	0	4	3	3	1	2	4	....	.....	2,250
4895	Rutherford	Academy	H. H. Ellis	Dept.	1	1	20	20	0	0	....	....	....	....	0	0	0	0	4	....	100	4,000
4896	St. Elmo	High School	B. H. Logan	Dept.	1	0	9	9	0	0	....	....	2	0	0	0	....	....	3	....	376	6,500
4897	Salecreek	Institute	W. T. Davis	Dept.	1	1	4	4	0	0	....	....	....	....	3	2	....	....	....	....	39	1,000
4898	Scotts Hill	College	B. A. Tucker, B. S	Dept.	1	0	20	12	65	60	....	....	....	....	5	1	....	....	3	....	250	1,000
4899	Sharon	Training School	J. W. Douglass	Dept.	1	1	18	8	0	0	6	2	....	....	0	0	....	....	3	....	.....	3,500
4900	Shelbyville	High School*	P. A. Lyon, jr	Dept.	1	1	32	33	0	0	....	....	....	....	0	1	....	....	3	....	0	10,000
4901	Sherman Heights	.....do.*	S. A. Morgan	Dept.	1	0	9	6	0	0	....	....	....	....	1	1	....	....	3	....	95	.....
4902	Shopspring	Academy	J. H. Leming	Ind.	1	0	16	12	80	31	....	....	....	....	....	....	....	....	3	....	.....	1,000
4903	Sneedville	McKinney High School	J. S. Drinnon	Ind.	1	0	4	3	30	40	....	....	....	....	....	....	....	....	....	....	.....	500
4904	Somerville	High School*	W. E. Darby	Dept.	1	1	22	15	0	0	....	....	....	....	3	3	2	2	3	....	400	5,000
4905	Springfield	Collegiate Institute	J. Walton Hucy	Dept.	2	0	30	35	0	0	4	2	1	0	2	4	1	2	3	....	150	15,000
4906	Sunnyside	New Hope Academy	Floyd Barker	Ind.	1	1	14	10	42	36	....	....	....	....	....	....	....	....	....	....	.....	2,000
4907	Temperance Hall	Earl College*	T. F. Driver	Ind.	2	0	36	42	51	51	....	....	....	....	....	....	....	....	....	....	.....	1,000
4908	Tiptonville	Male and Female Academy.*	D. W. Hobbs	Dept.	1	1	32	26	36	17	26	15	....	....	4	8	....	....	4	....	0	1,500
4909	Tracy City	James K. Shook School	W. G. Dillon	Ind.	1	0	1	12	248	306	....	....	....	....	0	4	....	....	2	....	350	45,000
4910	Trenton	Peabody High School	F. L. Dennison, A. B.	Dept.	1	2	22	40	0	0	10	2	8	1	2	5	2	2	4	....	0	10
4911	Tullahoma	Graded School	S. G. Farris	Dept.	1	1	25	30	0	0	3	5	10	2	3	5	....	....	3	....	235	15,000
4912	Uriel	Uriel and Campground High School.	W. O. Mangum	Dept.	2	0	24	21	24	21	....	....	....	....	0	0	0	0	3	....	.....	2,000
4913	Verona	Academy*	Geo. C. Appleby	Dept.	1	1	8	7	44	47	0	0	0	0	0	0	....	....	2	....	0	800
4914	.....do	High School	W. Lee Harris	Dept.	1	1	24	27	0	0	....	....	....	....	....	....	....	....	2	....	.....	2,500
4915	Wartrace	Brandon Training School*	A. J. Brandon	Dept.	2	1	60	40	0	0	....	....	....	....	1	2	0	2	4	....	.....	4,000
4916	Watertown	High School	J. W. Patton, A. M	Dept.	2	0	18	14	0	0	2	0	0	2	0	0	....	....	3	....	150	2,100
4917	Wellspring	Powells Valley Seminary.	M. H. Monroe, B. D	Ind.	2	0	12	9	90	59	....	....	5	0	....	....	....	....	4	....	200	400
4918	Williston	Academy	P. H. Eley	Ind.	1	0	11	11	9	14	....	....	....	....	3	0	....	....	3	....	.....	500
	TEXAS.																					
4919	Abilene	High School	E. Graham	Dept.	2	1	50	96	0	0	....	....	4	8	1	11	....	....	4	....	250	25,000
4920	Albany	.....do	Frank B. St. John	Dept.	2	0	20	22	0	0	3	6	0	0	1	4	1	4	4	....	0	200
4921	Alto	.....do	E. G. Musgrove	Ind.	1	0	6	5	40	43	....	....	....	....	....	....	....	....	5	....	.....	1,000
4922	Alvin	.....do	M. Z. Spahr	Dept.	1	1	20	30	0	0	....	....	....	....	2	9	....	....	3	....	75	4,500
4923	Alvord	.....do	J. T. Matthews	Ind.	0	2	16	17	0	0	2	2	2	2	....	....	....	....	1	....	0	2,000

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
4924	Archer City	High School	L. T. Litsey	Dept.	1	0	7	7	47	62	0	0	0	0	0	0	0	0	4	....	0	$2,000
4925	Arlington	....do	W. W. Witt	Dept.	1	0	12	10	58	70	2	0	1	0	0	0	0	0	4	....	100	2,000
4926	Atlanta	....do	G. W. Florence	Dept.	1	1	40	26	0	0	4	1	....	....	....	....	....	....	3	....	0	7,000
4927	Austin	....do	J. E. Pearce	Dept.	4	4	91	156	0	0	....	....	....	....	6	20	....	....	3	....	600	30,000
4928	Baird	....do	W. D. Rust	Dept.	2	0	10	22	0	0	0	1	1	1	1	4	1	2	3	....	0	4,000
4929	Beaumont	....do.*	P. S. Halleck	Dept.	2	0	20	40	0	0	....	....	....	....	0	0	....	....	4	....	140	15,000
4930	Belcherville	....do	H. B. Oates	Dept.	1	0	14	16	0	0	....	....	....	....	....	....	....	....	....	....	86	6,000
4931	Bellville	....do	C. W. Feuge, Ph. B	Dept.	1	2	39	42	0	0	....	....	2	1	4	3	2	1	3	....	.....	2,500
4932	Belton	....do .*	D. S. Furman	Dept.	2	1	32	89	0	0	1	12	0	0	1	12	1	12	3	....	200	14,000
4933	Ben Wheeler	Alamo Institute*	Davidson and Dean	Dept.	1	0	4	1	62	55	....	....	....	....	0	0	0	0	3	....	250	3,800
4934	Blanco	High School	T. M. Mood	Dept.	2	1	25	26	0	0	....	....	....	....	....	....	....	....	2	....	100	12,000
4935	Blue Ridge	....do	W. H. Emert	Dept.	2	0	13	6	0	0	4	2	2	0	....	....	....	....	4	....	.....	3,000
4936	Bonham	....do	H. G. Reed (supt.)	Dept.	4	1	60	50	0	0	....	....	....	....	4	7	....	....	4	....	400	40,000
4937	Boonsville	....do	J. C. Woody	Dept.	2	1	9	11	50	50	3	2	1	0	3	2	3	2	....	....	0	3,500
4938	Brackettville	....do.*	Herman W. Goodwin	Dept.	1	0	2	11	0	0	0	2	....	....	1	5	0	2	3	....	250	3,000
4939	Brady	Graded School*	W. N. Ellis	Ind	1	1	18	20	0	0	2	3	3	5	2	2	....	....	5	....	0	.....
4940	Brandon	Institute	W. F. Doughty	Ind	1	0	7	15	73	81	1	1	....	....	0	3	0	1	3	....	1	5,000
4941	Bremond	High School	J. W. De Shazo	Dept.	1	0	9	10	60	60	....	....	3	6	0	2	0	1	3	....	50	3,625
4942	Brenham	Central High School*	Miss Mary Rial	Dept.	1	4	39	66	0	0	....	....	....	....	11	17	5	6	3	....	350	12,000
4943	....do	East End High School (colored).	P. E. Bledsoe	Dept.	1	0	6	14	0	0	0	0	0	0	2	4	0	0	3	....	6	3,000
4944	Brock	Olive Branch Academy	F. W. Wilson	Dept.	1	0	24	13	44	44	....	....	4	2	....	....	....	....	....	....	.....	3,000
4945	Brownsville	High School	Thomas P. Barbour	Dept.	1	3	12	18	0	0	....	....	....	....	1	2	0	0	3	....	400	22,000
4946	Brownwood	....do.*	Thos. G. Adams	Dept.	2	2	60	90	0	0	....	....	....	....	0	10	....	....	3	....	.....	20,000
4947	Brushycreek	High School	W. A. Matthews	Ind	1	1	20	21	30	25	5	6	8	2	0	0	0	0	4	....	.....	1,000

4948	Bryan	do	S. H. Hickman	Dept.	3	1	14	41	0	0	4	12	6	0	0	7	....	....	3	....	550	20,000
4949	do	High School (colored)*	Arthur H. Colwell	Dept.	2	0	7	14	0	0	0	0	0	0	....	....	....	....	4	....	150	.....
4950	Burnet	High School	R. J. Richey	Dept.	1	1	16	19	0	0	....	....	....	....	3	1	....	....	3	....	360	16,400
4951	Caddo Mills	do	C. C. Pyle	Dept.	1	2	25	19	0	0	....	....	....	....	1	0	....	....	....	....	.....	.....
4952	Caldwell	do	C. James	Dept.	1	1	36	38	0	0	....	....	....	....	5	7	....	....	4	....	200	8,000
4953	Calvert	do	D. F. Eagleton	Dept.	1	2	24	52	0	0	1	5	1	0	2	8	2	6	3	....	400	16,600
4954	Cameron	do	Jno. F. O'Shea	Dept.	4	0	23	41	0	0	....	....	....	....	3	2	....	....	4	....	70	.....
4955	Canton	do.*	O. Riee	Dept.	1	3	46	28	0	0	....	....	....	....	....	....	....	....	4	....	30	2,000
4956	Cedarhill	Institute	J. D. Merriman	Dept.	1	0	8	13	0	0	....	....	....	....	0	0	....	....	4	....	300	2,000
4957	Center	High School	W. H. Lee	Dept.	2	0	29	28	0	0	....	....	....	....	....	....	....	....	....	....	.....	1,500
4958	Chieo	Male and Female Institute	G. H. Carpenter	Dept.	2	3	30	40	0	0	....	....	....	....	2	7	....	....	2	....	.....	.....
4959	Chisholm	Berry Creek High School.	Enoeh Diekson	Dept.	1	0	14	13	0	0	....	....	....	....	0	2	....	....	3	....	200	2,500
4960	Cisco	High Sehool	R. E. L. Henry	Dept.	3	0	41	61	0	0	....	....	....	....	3	7	2	4	3	....	40	6,000
4961	Clarendon	Graded Sehool	W. R. Silvey	Dept.	2	0	23	31	0	0	....	....	....	....	3	4	....	....	3	....	0	4,000
4962	Clarksville	High Sehool	W. C. James	Dept.	1	1	6	19	0	0	1	1	....	....	3	2	1	1	4	....	500	25,000
4963	Cleburne	do	Robt. G. Hall	Dept.	4	0	26	65	0	0	....	....	....	....	1	6	1	5	4	....	1,000	25,000
4964	Coldspring	do	Geo. W. Davis	Dept.	1	1	12	20	39	34	5	3	1	0	0	0	....	....	2	....	0	15,000
4965	Coleman	do	J. S. MeGee	Dept.	2	1	32	51	0	0	....	....	....	....	2	2	2	0	....	....	200	8,000
4966	Colorado	do	I. P. Skinner	Dept.	1	2	21	35	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
4967	Comanehe	do	A. W. Evans	Dept.	3	2	91	95	0	0	19	27	13	11	6	9	3	4	4	....	573	18,000
4968	Commeree	do	S. E. Watson	Dept.	1	0	20	25	0	0	....	....	....	....	....	....	....	....	3	....	.....	11,000
4969	Corpus Christi	do	M. Menger	Dept.	2	2	21	34	0	0	....	....	10	15	2	3	1	2	3	....	500	.....
4970	Corsieana	do	J. P. Stephenson	Dept.	2	3	75	100	0	0	....	....	....	....	6	13	4	5	4	....	1,000	12,000
4971	Cottongin	do.*	L. T. Frizzelle	Ind...	1	0	15	12	30	40	....	....	....	....	....	....	....	....	4	....	.....	1,000
4972	Crawford	do	R. C. Clark	Dept.	2	0	18	22	0	0	....	....	5	4	0	0	....	....	3	....	0	1,500
4973	Croekett	do.*	Walker King	Dept.	1	1	25	49	0	0	0	0	0	0	0	0	0	0	4	....	400	20,000
4974	Cuero	High School (colored)	C. H. Griggs	Dept.	2	0	4	6	3	9	....	....	....	....	0	2	0	2	3	....	10	1,000
4975	do	John C. Freneh High Sehool.	L. G. Covey	Dept.	2	0	11	28	0	0	....	....	....	....	....	....	....	....	3	....	.....	20,000
4976	Cumby	High Sehool	G. T. Bludworth	Dept.	1	1	40	37	0	0	1	2	3	1	1	2	1	2	2	....	0	600
4977	Cundiff	do	E. Keathley	Ind...	1	1	12	15	52	44	0	0	0	0	0	0	0	0	....	....	20	750
4978	Dallas	do	William Lipseomb	Dept.	5	3	100	215	0	0	....	....	....	....	6	23	....	....	4	....	600	63,500
4979	do	High Sehool (Central) *	J. W. P. Massey	Dept.	3	1	43	63	0	0	....	....	....	....	2	1	....	....	4	....	.....	35,000
4980	do	High Sehool (eolored)	H. S. Thompson	Dept.	2	1	14	40	0	0	....	....	....	....	4	0	....	....	4	....	350	20,500
4981	Delrio	High Sehool	A. H. Horn	Dept.	1	0	6	8	0	0	3	4	2	3	1	2	....	....	3	....	200	12,000
4982	Denison	do	M. M. Marsh	Dept.	1	4	44	112	0	0	....	....	....	....	4	13	3	7	4	....	.....	.....
4983	do	High Sehool (eolored)	W. R. Wims	Dept.	1	0	2	6	0	0	0	0	0	0	1	5	....	....	2	....	128	.....
4984	Denton	High Sehool	E. C. Snow	Dept.	4	0	25	50	0	0	....	....	....	....	....	....	....	....	3	....	200	.....
4985	Dodd City	do	J. N. Christensen	Dept.	1	0	7	8	56	69	4	5	1	2	0	0	0	0	3	....	.....	1,000
4986	Dublin	do	W. J. Clay	Dept.	2	1	35	55	0	0	....	....	....	....	4	5	2	3	3	....	400	6,000
4987	Eagle Pass	do	W. B. Hawkins	Dept.	1	0	6	8	0	0	....	....	....	....	....	....	....	....	3	....	50	5,000
4988	Eddy	do	H. M. Evans	Dept.	1	1	26	16	28	26	3	4	....	....	4	4	4	4	3	....	20	5,000
4989	Elkhart	do	J. G. H. Buek	Ind...	1	0	8	8	31	32	0	0	1	0	0	0	....	....	....	....	0	250
4990	Ennis	do	S. A. Horton	Dept.	2	1	45	59	0	0	4	6	4	2	5	10	2	4	4	....	1,800	.....
4991	Farmer	do	Gus Hardgrave	Dept.	1	1	7	10	17	19	....	....	....	....	0	0	....	....	4	....	0	1,500
4992	Farmersville	Graded Sehool*	John P. Jacobs (supt.)	Dept.	3	0	35	45	0	0	....	....	7	5	1	0	1	0	3	....	150	10,000
4993	Fate	High Sehool*	Dr. Peak	Dept.	1	0	7	8	0	0	0	0	0	0	0	0	0	0	2	....	0	800
4994	Flatonia	do.*	S. H. Hunter	Dept.	2	0	16	24	0	0	....	....	2	2	....	....	....	....	4	....	0	3,000
4995	Fort Worth	do	Walter D. Williams	Dept.	6	4	150	300	0	0	3	1	2	1	12	21	5	2	4	....	700	100,000
4996	Franklin	High School	A. W. Hall	Dept.	2	0	22	20	0	0	1	2	0	0	5	6	1	2	3	....	192	.....
4997	Frost	do.*	W. T. McGee	Dept.	2	0	47	41	0	0	6	4	4	5	0	0	0	0	3	....	0	2,000

* Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898-99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
4998	Gainesville	High School	Jno. P. Glasgow	Dept.	3	4	63	156	16	20	....	....	....	....	7	17	....	....	4	....	425	$34,008
4999	Galveston	Ball High School	H. H. Ransom	Dept.	1	5	85	148	0	0	8	10	25	35	4	23	4	3	4	....	1,200	220,000
5000	.....do	Central High School (colored).	John R. Gibson	Dept.	2	1	24	33	0	0	5	4	2	2	2	5	....	....	4	....	50	20,000
5001	Garrett	High School	W. T. McGee	Dept.	1	2	35	40	0	0	4	3	....	....	7	7	0	0	4	....	.....	5,000
5002	Gibtown	Academy	D. H. Aston	Dept.	2	0	31	27	0	0	8	2	2	0	0	0	0	0	3	....	60	1,000
5003	Goldthwaite	High School	L. F. Cowan	Dept.	1	1	25	35	0	0	....	....	....	....	0	0	....	....	4	....	204	9,000
5004	Gonzales	.....do	T. L. Toland	Dept.	2	1	22	28	0	0	6	4	....	....	2	7	1	2	3	....	1,500	30,000
5005	Graham	.....do	J. N. Johnston	Dept.	1	2	48	64	0	0	12	6	4	2	12	16	....	....	4	....	160	12,000
5006	Granbury	.....do	M. Templeton	Dept.	1	1	24	24	0	0	10	7	4	0	0	0	0	0	....	....	100	12,000
5007	Groesbeck	.....do	A. W. Flaniken	Dept.	2	0	25	35	0	0	3	5	....	....	....	....	....	....	4	....	250	10,000
5008	Hallettsville	Graded School	C. A. Peterson	Dept.	1	0	24	16	0	0	1	0	3	1	0	0	....	....	3	....	0	2,000
5009	Hearne	High School	J. B. Wolfe	Dept.	1	1	8	36	0	0	....	....	....	....	0	4	....	....	3	....	200	7,200
5010	Hempstead	.....do	C. A. Neville	Dept.	3	0	25	45	0	0	....	....	....	....	8	8	....	....	2	....	150	15,000
5011	Hillsboro	.....do	T. S. Cox	Dept.	1	2	32	40	0	0	2	3	0	0	0	0	....	....	3	....	454	10,000
5012	Holland	.....do	S. B. Maddox	Ind.	1	1	8	17	0	0	....	....	....	....	1	9	....	....	....	....	.....	4,500
5013	Honeygrove	.....do	W. A. Stuckey	Dept.	2	0	25	40	0	0	....	....	....	....	0	3	0	3	4	....	1,500	35,000
5014	Houston	.....do	S. D. Magers	Dept.	7	4	101	306	0	0	....	....	15	15	7	29	....	....	4	....	2,100	1,650
5015	.....do	High School (colored)	Charles Atherton	Dept.	3	0	25	66	0	0	0	0	0	0	3	6	....	....	4	....	502	30,500
5016	Hubbard	High School	Geo. A. Newton	Dept.	2	0	20	35	0	0	10	15	....	....	0	0	0	0	3	....	100	10,000
5017	Hughes Springs	.....do.*	E. E. Brougher	Dept.	1	0	16	28	0	0	....	....	0	8	....	....	....	....	3	....	200	2,500
5018	Huntsville	.....do	John W. Clark	Dept.	1	1	21	32	0	0	....	....	....	....	0	2	....	....	4	....	500	15,003
5019	Hutto	.....do	Miss Dora E. Gibson	Dept.	0	1	9	20	0	0	2	0	....	....	2	0	....	....	3	....	100	4,000
5020	Jefferson	Graded School	Sam F. Howard, Ph. D.	Dept.	1	0	12	11	0	0	....	....	....	....	1	1	....	....	2	....	.....	.....
5021	Junction	High School*	D. C. Broyles	Dept.	1	0	4	9	0	0	....	....	....	....	....	....	....	....	....	....	160	1,250

5022	Kaufman	....do	C. J. Maxwell	Dept..	3	0	27	51	0	0	4	6	....	....	1	11	1	4	4	....	400	16,000
5023	Kerens	Academy	T. M. Smith	Dept..	2	0	27	22	0	0	....	....	....	....	....	....	....	....	4	....	.....	.....
5024	Kerrville	Troy High School	J. G. Toland	Dept..	1	2	16	12	0	0	....	....	..	....	0	2	....	....	3	....	280	8,000
5025	Kingston	Calhoun College	E. E. Matthews	Dept..	2	2	48	60	0	0	3	2	1	3	1	2	0	0	2	....	1,000	4,000
5026	Kosse	High School	S. S. Munroe	Dept..	2	0	18	16	0	0	2	3	1	1	1	4	1	2	3	....	100	3,000
5027	Lagrange	....do	Chas. H. Schroeder	Dept..	2	0	22	23	0	0	....	....	....	....	1	0	1	0	3	....	0	10,000
5028	Laneville	Aeademy	——— Hayes	Dept..	1	0	5	5	60	65	....	....	....	....	0	0	0	0	3	....	.....	1,500
5029	Laredo	High School	Miss Katherine F. Tarver.	Dept..	1	3	10	29	0	0	....	....	....	....	1	0	....	....	4	....	15	3,000
5030	Leesburg	Academic Institute	W. L. Turner	Ind...	1	1	10	12	25	28	1	1	....	....	2	1	2	1	2	....	0	500
5031	Leonard	High School	C. F. Trotter	Dept..	2	0	30	30	0	0	2	2	....	....	2	0	2	0	4	....	500	3,500
5032	Lexington	....do	H. F. Schlosshan	Dept..	2	0	4	17	6	0	2	4	0	0	0	1	0	1	4	....	40	1,665
5033	Livingston	Graded School	J. E. Cook	Ind...	1	1	14	24	61	64	....	....	....	....	....	....	....	....	....	....	.....	1,000
5034	Llano	High School	G. C. Woodston	Dept..	1	1	25	30	0	0	....	....	....	....	....	....	....	....	4	....	25	20,000
5035	Longview	....do	E. F. Clanton	Dept..	2	0	18	25	0	0	....	....	....	....	0	2	....	....	4	....	100	20,000
5036	Lufkin	East Texas College	J. V. Curlin	Ind...	1	0	14	20	116	160	....	....	....	....	0	0	....	....	3	....	0	.....
5037	Luling	High School	Wm. M. Schofield	Dept..	2	0	30	32	0	0	10	8	14	0	8	7	4	3	3	....	150	15,000
5038	McGregor	....do	R. L. Abbott	Dept..	3	1	45	55	0	0	2	4	8	10	2	10	1	6	5	....	311	13,400
5039	McKinney	....do	S. H. Home	Dept..	2	2	39	52	0	0	....	....	....	....	10	13	10	13	3	....	220	30,000
5040	Manor	....do	Jno. McKion	Dept..	1	0	13	9	0	0	6	3	....	....	....	....	....	....	....	....	.....	.....
5041	Marble Falls	Aeademy	Joseph B. Rogers	Dept..	1	1	26	41	0	0	7	10	2	3	3	9	2	5	4	....	1,200	16,000
5042	Marfa	High School	H. B. Griffin	Dept..	1	0	4	5	47	45	2	0	1	0	0	0	0	0	4	....	250	10,000
5043	Marlin	....do	E. I. Hall (supt.)	Dept..	2	2	34	54	0	0	....	....	....	....	0	10	0	4	3	....	500	15,000
5044	Marshall	....do	Miss Fannie Lively	Dept..	0	2	34	28	0	0	2	1	....	....	1	2	1	1	3	....	287	18,000
5045	Meridian	....do	Wm. Baldridge	Dept..	2	0	20	24	0	0	....	....	....	....	2	3	2	3	3	....	95	10,000
5046	Merit	....do	E. P. Thomas	Ind...	1	1	9	10	61	50	....	....	....	....	....	....	....	....	4	....	.....	1,200
5047	Mexia	....do	W. D. Butler	Dept..	2	1	50	64	0	0	10	12	....	....	3	4	2	0	4	....	1,200	16,000
5048	Midland	....do	R. E. Rankin	Dept..	2	0	12	23	0	0	0	7	0	0	0	7	0	7	3	....	300	15,000
5049	Milford	Institute	W. F. Hollamon	Dept..	1	1	30	35	0	0	12	14	....	....	0	0	....	....	3	....	200	9,000
5050	Montague	High School	T. A. Taggart	Dept..	1	0	7	11	0	0	1	3	....	....	....	....	....	....	4	....	.....	5,000
5051	Moody	....do	C. G. Cates	Ind...	1	0	20	11	40	45	....	....	....	....	....	....	....	....	....	....	.....	3,000
5052	Mount Vernon	Franklin Institute *	John S. Bagwell	Dept..	1	2	50	60	0	0	10	11	4	0	....	....	....	....	3	....	.....	.....
5053	Navasota	High School *	T. E. Humphrey	Dept..	1	1	24	58	0	0	1	1	....	....	1	6	1	1	4	....	260	.....
5054	.....do	High School (colored)	T. M. Fairchild	Dept..	1	0	5	5	0	0	....	....	....	....	0	1	0	1	3	....	.....	.....
5055	New Birmingham	High School *	Mrs. Ela B. Moore	Ind...	0	1	0	7	20	17	1	2	....	....	0	0	0	0	2	....	0	5,000
5056	Norfolk	London High School *	L. K. Smith	Ind...	1	0	18	20	30	47	....	....	....	....	....	....	....	....	5	....	.....	3,000
5057	Olney	High School	W. D. Bolding	Dept..	1	1	10	10	25	23	....	....	....	....	....	....	....	....	4	....	.....	625
5058	Overton	Hubbard College	J. N. Huff	Dept..	1	1	14	12	35	35	....	....	....	....	0	0	....	....	....	....	300	600
5059	Ovilla	High School	T. N. Elliott	Dept..	1	1	15	15	0	0	....	....	....	....	....	....	....	....	....	....	20	4,000
5060	Paintroek	....do.*	O. W. Willcox	Dept..	1	0	10	18	28	23	....	....	1	0	1	0	1	0	3	....	800	.....
5061	Palestine	....do	R. A. Hall	Dept	2	1	17	40	0	0	10	25	....	....	9	8	5	5	3	....	200	26,000
5062	.....do	Lincoln High School (colored).*	J. W. Holloway	Dept..	1	0	3	4	14	19	....	....	2	0	....	....	....	....	2	....	4,000	.....
5063	Paradise	Training School	Dave Simpson	Dept..	1	1	25	18	0	0	....	....	1	0	....	....	....	....	....	....	.....	1,200
5064	Paris	High School	E. L. Dohoney, jr	Dept..	1	5	40	140	0	0	10	10	2	8	12	28	2	0	3	....	1,000	20,000
5065	.....do	High School (colored)	I. F. Seott	Dept..	1	1	8	17	0	0	....	....	....	....	1	3	....	....	3	....	150	4,000
5066	Peaster	College *	S. Taylor	Ind...	1	1	15	20	68	80	....	....	....	....	....	....	....	....	4	....	0	2,000
5067	Piekton	High School *	W. R. Shook	Dept..	1	1	15	16	0	0	....	....	....	....	0	0	....	....	4	....	0	700
5068	Pittsburg	Jeff Davis College	W. T. Burks, A. B	Dept..	2	2	55	77	0	0	6	2	8	1	0	0	....	....	4	....	.....	1,250
5069	Plainview	Llano Estacado Institute	A. Ernsberger	Dept..	1	2	24	30	0	0	....	....	....	....	2	2	2	2	3	....	70	4,000
5070	Pleasantgrove	Ivanhoe High School	C. M. Nix	Dept..	2	0	18	8	0	0	1	1	1	0	3	2	1	0	4	....	100	1,500

* Statisties of 1897–98.

TABLE NO. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
5071	Port Lavaca	High School*	W. T. Smith	Dept..	2	0	4	19	0	0	2	10	0	2	....	....	....	....	3	....	50	$7,000
5072	Quinban	....do	J. D. Warren	Dept..	1	1	18	22	0	0	6	4	7	0	0	0	0	0	3	....	100	2,500
5073	Rancho	....do.*	F. V. Garrison	Dept..	1	1	15	22	0	0	1	3	..	....	1	0	....	....	4	....	183	2,250
5074	Randolph	....do.*	J. I. Moreland	Dept..	1	1	10	15	43	48	....	....	....	....	....	....	....	....	....	....	....	.....
5075	Ranger	....do	T. D. Evans	Dept..	2	0	50	60	0	0	1	1	15	10	0	0	0	0	4	....	15	3,000
5076	Ravenna	....do	B. W. Miller	Dept..	1	0	18	23	42	50	....	....	....	....	3	1	....	....	4	....	200	1,200
5077	Richland Springs	....do	J. T. Hamilton	Dept..	1	1	16	16	0	0	....	....	....	....	....	....	....	....	4	....	30	1,500
5078	Roby	....do	A. P. A. Straiho	Ind...	1	3	49	51	51	24	....	....	....	....	10	9	....	....	....	....	....	5,000
5079	Rockport	....do	G. D. Beason	Dept..	2	0	15	16	0	0	4	2	3	4	....	....	....	....	3	....	.....	12,600
5080	Rockwall	....do	C. L. Stafford	Dept..	1	0	13	10	0	0	....	....	....	....	....	....	....	....	3	....	.....	4,000
5081	Round Mountain	....do	A. F. Hickson	Dept..	1	0	8	9	28	30	....	....	....	....	0	0	0	0	4	....	.....	1,700
5082	Roundrock	Institute*	J. M. Hale	Dept..	1	0	14	16	0	0	0	0	14	13	0	0	....	....	3	....	.....	.....
5083	Runge	High School	F. Z. T. Jackson	Dept..	1	1	16	24	0	0	....	....	....	....	2	5	....	....	3	....	500	5,950
5084	San Antonio	....do	A. E. Kilpatrick	Dept..	7	2	53	129	0	0	....	....	....	....	3	25	1	9	3	....	566	57,000
5085	San Diego	....do.*	C. H. Hufford	Dept..	1	1	16	17	0	0	2	2	....	....	4	3	0	2	3	....	0	5,000
5086	San Saba	....do	G. H. Hagan	Dept..	2	0	24	38	0	0	3	7	....	....	2	1	2	0	3	....	30	2,900
5087	Sealy	....do	C. C. Glenn	Dept..	1	1	35	42	0	0	....	....	....	....	....	....	....	....	4	....	100	2,500
5088	Seguin	....do	J. J. Kilpatrick	Dept..	2	1	16	25	12	14	....	....	....	....	4	3	....	....	3	....	20	15,000
5089	Seymour	....do	E. O. McNew, supt	Dept..	2	3	25	42	0	0	....	....	....	....	0	0	0	0	4	....	250	5,000
5090	Shelbyville	....do	J. J. Cahoon	Dept..	1	1	12	28	40	50	....	....	....	....	....	....	....	....	....	....	.....	800
5091	Sherman	....do	B. W. Glasgow	Dept..	1	2	43	100	0	0	....	....	....	....	5	6	2	2	3	....	.....	25,000
5092	Smiley	Glover Institute	T. A. Partlow	Dept..	1	0	4	6	55	51	....	....	....	....	....	....	....	....	3	....	.....	3,000
5093	Sulphur Bluff	High School	O. L. Guy	Ind...	1	1	24	26	46	64	....	....	....	....	0	0	0	0	....	....	.....	1,000
5094	Swan	Oakland High School	T. J. McBride	Ind...	1	1	25	35	20	20	....	....	....	....	....	....	....	....	4	....	.....	1,500
5095	Taylor	High School*	C. C. Foster	Dept..	1	2	20	40	0	0	....	....	....	....	7	8	....	....	3	....	100	45,000

5096	Temple	do	J. F. Kimball	Dept..	3	1	44	94	0	0	....	....	....	....	3	8	2	5	4	....	1,520	27,000
5097	Tenoha	do	M. B. Brown	Dept..	1	2	7	25	62	51	....	....	....	....	0	0	0	0	5	....	0	400
5098	Terrell	do	S. D. Irvine	Dept..	2	3	21	45	0	0	....	....	....	....	2	7	2	7	3	....	721	21,000
5099	Texarkana	do	W. S. Staley	Dept..	1	0	14	39	0	0	0	0	0	0	2	7	0	0	3	....	200	12,500
5100	Thornton	do	J. H. Davis	Ind...	1	1	25	20	55	40	2	1	0	0	....	....	....	....	....	....	0	1,500
5101	Timpson	do.*	J. B. Ramsey	Dept..	1	1	45	55	0	0	....	....	....	....	0	0	0	0	3	....	75	3,000
5102	Trenton	Graded School	J. W. Parker	Dept..	1	1	15	15	0	0	0	0	0	0	0	0	0	0	3	....	0	3,000
5103	Tyler	High School	J. L. Henderson	Dept..	3	1	60	104	0	0	....	....	....	....	10	7	4	3	3	....	200	.....
5104	Uvalde	do	J. R. Witty	Dept..	2	0	14	13	0	0	....	....	....	....	0	0	0	0	3	....	700	10,000
5105	Velasco	do	Jas. K. Barry	Ind...	1	0	8	17	36	38	....	....	....	....	0	0	....	....	4	....	0	132
5106	Waco	Central High School	Jas. F. Lipscomb	Dept..	5	6	196	342	0	0	10	25	1	0	14	27	0	0	4	....	700	65,000
5107	Waxahachie	High School	C. T. Taylor	Dept..	4	0	41	84	0	0	....	....	....	....	4	6	....	....	4	....	2,600	20,000
5108	Weatherford	do	T. W. Stanley	Dept..	3	1	10	40	0	0	2	4	3	10	1	0	1	0	3	....	500	.....
5109	do	Mount Pleasant High School (colored).*	G. P. Lewis	Dept..	1	0	5	9	0	0	....	....	....	....	1	2	....	....	2	....	40	1,000
5110	West	High School*	J. E. Murray	Dept..	2	0	15	20	0	0	....	....	....	....	1	3	0	1	4	....	40	4,500
5111	Wheelock	do.*	J. E. Cook	Ind...	1	1	10	25	30	25	....	....	....	....	0	0	....	....	3	....	0	800
5112	Whitesboro	do.*	Geo. W. Acton	Dept..	2	0	20	30	30	10	....	....	....	....	3	3	....	....	2	....	0	15,000
5113	Whitt	Seminary	Amos Bennett	Dept..	2	0	10	8	0	0	3	4	....	....	0	0	0	0	3	....	.....	1,500
5114	Wichita Falls	High school	W. J. Sowder	Dept..	3	0	30	32	0	0	1	2	4	5	1	2	1	2	4	....	330	35,000
5115	Winsboro	Texas Collegiate Institute	Z. C. Alvis	Dept..	1	2	40	50	0	0	10	15	20	40	10	20	....	....	4	....	256	10,000
5116	Wolfe City	High School	J. M. Burton	Dept..	1	3	40	45	0	0	....	....	....	....	....	....	....	....	3	....	200	10,000
5117	Wortham	do	J. B. Jones	Dept..	1	1	36	29	0	0	....	....	1	2	1	3	1	3	3	....	4	2,870
5118	Yoakum	do	J. H. Swann	Dept..	2	1	29	31	0	0	0	1	....	....	0	6	0	1	3	....	175	8,000
5119	Yorktown	Normal School	J. L. Boal	Dept..	2	0	15	12	0	0	....	....	....	....	0	0	0	0	3	....	25	2,500
	UTAH.																					
5120	Ogden	High School	T. B. Lewis	Dept..	6	3	96	142	0	0	3	2	2	0	17	18	5	2	4	....	400	25,000
5121	Park City	do	F. A. Swanger	Dept..	2	0	16	15	0	0	....	....	....	....	....	....	....	....	4	....	250	.....
5122	Richfield	do.*	D. A. Nelson	Ind...	2	0	4	18	18	0	....	....	....	....	....	....	....	....	3	....	124	2,500
5123	Salt Lake City	do	A. O. Clark	Dept..	9	12	250	400	0	0	35	45	40	15	17	43	10	15	4	....	300	5,000
	VERMONT.																					
5124	Barre	Spaulding High School	O. D. Mathewson	Dept..	2	2	35	47	0	0	1	0	....	....	3	7	2	2	4	30	600	45,000
5125	Barton	Academy	H. J. Stannard	Dept..	1	2	51	43	0	0	3	0	7	4	9	5	5	2	4	....	200	10,000
5126	Barton Landing	High School	H. W. Blake, A. B	Dept..	1	0	10	20	0	0	0	0	0	0	0	0	0	0	4	....	200	3,000
5127	Bennington	do	Arthur R. Webster	Dept..	1	2	36	48	0	0	1	4	2	0	7	9	5	4	4	28	300	10,000
5128	Bethel	Whitcomb High School*.	Frank P. Davison	Dept..	1	1	23	27	0	0	1	0	1	3	4	6	2	3	4	....	200	.....
5129	Brandon	High School	M. D. Chittenden	Dept..	1	1	13	24	0	0	5	4	0	0	1	2	1	2	4	....	241	13,000
5130	Bristol	Graded School	Chas. S. Paige	Dept..	1	1	33	39	0	0	2	0	7	0	6	10	0	0	4	....	200	10,000
5131	Burlington	High School	Isaac Thomas	Dept..	2	7	149	181	0	0	30	24	26	0	18	24	13	7	4	....	50	30,000
5132	Chester	Central High School*	Ernest W. Gibson	Dept..	1	2	32	28	0	0	....	....	5	7	2	4	2	3	4	36	200	400
5133	Enosburg Falls	High School	James N. Greene	Dept..	1	2	33	27	0	0	0	0	3	1	7	4	7	4	4	....	125	5,000
5132	Essex Junction	do	Edwin H. Johnson	Dept..	1	1	6	15	0	0	....	....	....	....	0	0	....	....	3	....	83	.....
5135	Fairhaven	do	F. A. Wheeler	Dept..	1	1	12	27	0	0	0	0	0	0	0	5	0	0	4	....	50	.....
5136	Franklin	Central High School	Clarence E. Noyes, Ph.B.	Dept..	1	1	25	22	0	0	0	1	2	0	2	2	2	0	4	....	30	5,000
5137	Georgia	Academy*	Miss Lottie Atwell	Dept..	0	1	7	6	9	7	....	....	....	....	....	....	....	....	....	....	.....	.....
5138	Hardwick	do	W. M. Thomas	Dept..	2	1	40	59	0	0	1	0	1	0	2	3	2	0	4	....	100	15,000
5139	Hinesburg	High School	A. M. Jones	Dept..	1	1	24	37	6	2	1	1	....	....	0	4	0	0	4	....	60	1,000

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Prineipal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Seeondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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—cont'd.																					
5140	Hydepark	LamoilleCentralAcademy	E. L. Ingalls	Dept..	1	1	28	22	0	0	1	0	....	....	2	5	0	1	4	....	79	$10,000
5141	Johnson	Graded School	Miss Eliza Allen	Dept..	1	0	10	10	60	60	0	0	0	0	2	3	0	0	1	....	50	9,000
5142	Ludlow	Blaek River Aeademy	F. L. Bugbee	Ind...	1	3	45	48	6	13	3	4	7	5	4	7	2	4	4	....	1,200	21,000
5143	Lyndon	Aeademy and Graded School.	Brainard A. Rowe	Dept..	1	0	11	13	4	1	....	....	1	1	1	4	....	....	4	....	172	8,000
5144	Middlebury	High Sehool	Alfred F. Howes	Dept..	1	2	38	39	0	0	8	10	2	1	3	7	3	2	4	....	200	.....
5145	Middletown Spgs.	....do *	Charles Tracy	Dept..	2	0	15	17	45	49	....	....	2	2	0	0	....	....	3	....	.....	1,400
5146	Milton	....do	J. V. Sturtevant	Dept..	1	1	8	22	10	10	....	....	1	0	1	1	1	0	3	....	300	7,500
5147	Morrisville	People's Aeademy	W. A. Beebe	Dept..	1	3	48	56	0	0	7	3	6	4	2	4	1	3	4	....	500	15,000
5148	Newport	High School	J. E. Colburn	Dept..	1	2	21	49	0	0	2	0	....	....	2	10	2	10	4	....	.....	5,000
5149	North Bennington	.....do	Frank P. Davison	Dept..	1	1	20	32	0	0	1	0	1	1	4	5	1	0	4	....	15	20,000
5150	Northfield	.....do	Chas. A. Plumley, A. M.	Dept..	1	4	45	52	0	0	3	4	10	8	1	9	1	3	4	45	500	.....
5151	North Troy	.....do.*	N. D. Blake	Dept..	1	1	21	27	0	0	0	0	1	1	0	0	0	0	4	....	110	5,800
5152	Norwieh	.....do	George S. Bliss	Dept..	1	0	9	10	24	37	....	....	1	2	0	0	0	0	3	....	54	8,000
5153	Pittsford	Central High Sehool	Miss Clara M. Gilbert	Dept..	0	2	5	22	12	9	....	....	....	....	0	4	0	0	3	....	.....	.....
5154	Poultney	Graded School	Wm. F. Long	Dept..	1	0	8	20	0	0	0	0	0	0	1	6	0	0	3	....	40	12,000
5155	Proetor	High School	W. P. Abbott, A. M	Dept..	1	2	28	16	0	0	....	....	1	3	1	5	0	0	4	....	150	.....
5156	Quechee	.....do. *	Miss Julia B. Jackman	Dept..	0	1	3	5	25	25	....	....	....	....	....	....	....	....	2	....	25	.....
5157	Randolph	.....do	Ira D. Shaw	Dept..	1	3	49	55	0	0	4	6	8	7	4	9	3	8	4	25	400	39,000
5158	Riehford	.....do	E. F. Greene	Dept..	1	1	10	24	0	0	1	0	0	0	0	6	....	....	4	....	225	.....
5159	Riehmond	.....do	Miss M. B. Russell	Dept..	0	1	13	17	28	43	....	....	....	....	....	....	....	....	....	....	.....	2,500
5160	Rochester	.....do	F. H. Larabee	Dept..	1	0	4	15	50	54	2	0	0	0	0	2	0	0	4	....	33	3,000
5161	Rutland	.....do	S. H. Erskine	Dept..	2	4	45	110	0	0	8	12	7	5	6	23	6	3	4	....	1,200	37,000
5162	St. Albans	.....do	Francis A. Bagnall	Dept..	1	6	52	78	0	0	8	6	12	16	6	15	5	7	4	....	600	20,000
5163	Shelburne	.....do	Miss Ruth Ida Norton	Dept..	0	2	26	24	0	0	0	0	3	4	1	1	1	1	4	....	200	.....

5164	Shoreham	do.*	J. P. Halnon	Dept..	1	0	7	10	31	24	....	....	....	....	....	....	....	....	....	....	.....	5,000
5165	South Royalton	do	Frank K. Graves	Dept..	1	0	14	20	0	0	4	0	2	4	2	5	2	5	4	....	.....	6,900
5166	Springfield	do	H. Dressel, jr	Dept..	1	3	50	60	0	0	8	12	14	5	6	4	2	0	4	....	300	60,000
5167	Stowe	do	G. H. Dalrymple, A. M.	Dept..	1	0	23	19	0	0	....	....	2	0	0	0	0	0	4	....	105	.....
5168	Swanton	High and Normal School.	W. E. Thomas	Dept..	1	2	28	38	0	0	7	0	2	0	4	5	4	0	4	....	500	10,000
5169	Vergennes	Graded School	Ernest G. Ham	Dept..	1	2	31	24	0	0	8	2	5	3	3	7	1	1	4	....	100	18,000
5170	Wallingford	High School	W. H. Botsford, A. B	Dept..	1	0	12	18	48	67	....	....	....	....	1	4	1	2	4	....	.....	.....
5171	Waterbury	do	S. C. Hutchinson	Dept..	1	1	20	32	0	0	1	0	0	0	0	3	0	0	4	....	200	25,000
5172	Wells River	do	H. S. Richardson	Dept..	1	0	7	10	61	66	1	1	....	....	2	0	....	....	4	....	.....	.....
5173	West Rutland	do	Wm. E. Freeman	Dept..	1	1	8	12	0	0	2	1	....	....	0	0	0	0	4	....	30	20,000
5174	White River Junction.	do	C. C. Davis	Dept..	2	1	25	40	0	0	....	....	....	....	....	....	....	....	4	....	200	30,000
5175	Wilmington	do	G. H. Hinekley	Dept..	1	0	7	12	0	0	1	2	....	....	....	....	....	....	3	....	.....	.....
5176	Winooski	do	Henry Conlin	Dept..	1	1	4	15	0	0	0	1	0	0	0	0	0	0	4	....	90	2,000
5177	Woodstock	do.*	Edwin H. Whitehill	Dept..	2	2	40	59	13	6	2	2	....	....	3	5	0	2	4	....	309	10,000
	VIRGINIA.																					
5178	Abingdon	Cave City High School	J. T. Colly	Dept..	1	0	10	8	0	0	....	....	....	....	....	....	....	....	....	....	.....	14,000
5179	Adriance	Guinea High School	Mrs. C. W. Cranby	Dept..	0	2	4	8	15	20	2	3	0	0	0	0	....	....	3	....	.....	200
5180	Alexandria	Washington School	Theodore H. Fieklin	Dept..	3	0	150	0	0	0	0	0	0	0	0	0	....	....	3	....	.....	.....
5181	Ashland	High School	Thos. W. Daniel	Dept..	1	1	12	12	62	54	....	....	....	....	0	0	....	....	3	....	0	.....
5182	Beaverdam	Graded School	Miss Virginia Campbell	Dept..	0	1	5	7	35	23	2	2	....	....	2	2	2	2	3	....	.....	500
5183	Bedford Springs	New London Academy	W. G. Stephenson	Ind...	1	1	17	49	48	43	7	3	1	1	....	....	....	....	4	....	50	4,500
5184	Berryville	High School	C. N. Lynch	Dept..	1	0	6	1	93	77	....	....	....	....	....	....	....	....	3	....	0	6,500
5185	Bigstone Gap	do	W. H. Jones	Dept..	1	0	10	20	0	0	5	10	3	0	3	3	3	3	2	....	350	1,800
5186	Bowling Green	Graded School	Miss L. B. Glassell	Dept..	0	2	4	5	31	35	....	....	....	....	0	0	....	....	....	....	.....	.....
5187	Boydton	High School*	R. W. Williams	Ind...	1	1	14	15	25	25	2	1	....	....	....	....	....	....	3	....	.....	500
5188	Boykins	Graded School	Miss Josie E. Weston	Ind...	1	1	2	5	18	25	....	....	....	....	0	0	0	0	4	....	.....	300
5189	Bridgewater	do	John D. Miller	Dept..	1	0	3	3	9	19	0	0	0	0	0	0	0	0	3	....	.....	2,500
5190	Bristol	High School	E. H. Russell	Dept..	1	1	15	16	0	0	....	....	....	....	3	1	3	1	3	....	400	28,000
5191	Broadway	do	E. W. McMullen. A. M.	Dept..	1	2	14	9	0	0	....	....	....	....	0	0	0	0	4	....	500	1,200
5192	Buenavista	do	J. P. McCluer	Dept..	1	0	11	28	0	0	....	....	....	....	....	....	....	....	3	....	.....	7,945
5193	Cedarbluff	do	P. R. Allen	Ind...	1	0	7	10	55	65	....	....	1	1	0	0	....	....	4	....	.....	3,300
5194	Charlottesville	Midway High School	James W. Lane	Dept..	2	2	43	65	0	0	....	....	....	....	1	5	....	....	4	....	.....	.....
5195	Chatham	High School	T. A. Watkins	Dept..	1	1	11	10	46	44	....	....	....	....	1	1	1	1	4	....	.....	2,000
5196	Chilhowie	Liberty Academy	W. L. Umbarger, B. S.	Dept..	1	1	11	13	40	38	....	....	....	....	....	....	....	....	1	....	0	2,000
5197	Cliftonforge	Graded School	Miss Mamie L. Bryant.	Dept..	0	1	4	11	0	0	3	4	0	0	2	3	2	3	....	....	.....	10,000
5198	Danville	Graded School (colored)	W. F. Grasty	Dept..	1	0	5	15	0	0	3	5	....	....	....	....	....	....	2	....	0	4,000
5199	do	High School No. 1	Thos. Williamson	Dept..	1	1	9	54	0	0	....	....	....	....	4	10	2	0	3	....	30	.....
5200	do	High School No. 2	F. H. Wheatley	Dept..	1	1	3	25	0	0	2	4	....	....	1	4	1	1	3	....	.....	17,000
5201	East Radford	Belle Heth Academy	W. P. Gunn	Dept..	1	1	20	24	0	0	6	4	2	0	2	4	2	4	3	....	.....	10,000
5202	Elamsville	Normal School*	C. K. Nolen	Dept..	1	1	10	14	21	27	....	....	....	....	....	....	....	....	....	....	.....	.....
5203	Emporia	High School*	Rev. Vernon P'Anson	Dept..	1	2	9	20	36	40	4	9	6	3	....	....	....	....	3	....	.....	2,000
5204	Fox	Institute	I. C. Hash	Dept..	1	0	6	4	30	35	....	....	....	....	0	0	....	....	2	....	.....	500
5205	Front Royal	Graded School	T. J. O'Neill	Dept..	1	0	22	20	0	0	0	0	2	0	2	1	2	0	4	....	.....	3,000
5206	Fugates Hill	Collingwood Academy*	C. H. Richardson	Ind...	1	1	20	18	40	32	8	7	....	....	0	0	....	....	4	....	.....	2,000
5207	Harrisonburg	High School	W. H. Keister	Dept..	2	1	25	25	0	0	11	9	5	0	3	6	2	3	4	....	500	8,000
5208	Houston	do	C. B. Bowry	Dept..	1	0	6	20	0	0	3	1	....	....	0	0	....	....	3	....	.....	1,000
5209	Lawrenceville	Graded School	Miss Maud D. Hobbs	Dept..	1	1	22	10	43	22	....	....	....	....	0	0	0	0	....	....	0	1,125
5210	Leesburg	Academy	J. S. Simpson	Dept..	2	2	35	28	0	0	....	....	....	....	1	1	1	1	1	....	60	16,000

*Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898-99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
5211	Lynchburg	High School	Thos. C. Miller	Dept.	5	3	89	161	0	0	....	....	....	....	9	15	....	....	3	....	350	$15,000
5212	.....do	High School (colored)	Jacob E. Yoder	Dept.	2	2	15	39	32	59	....	....	....	....	0	5	0	0	4	....	250	5,000
5213	McGaheysville	Oak Hill Academy	R. B. Hamrick	Dept.	1	0	19	17	0	0	0	0	0	0	0	0	0	0	3	....	300	1,500
5214	Manchester	High School	A. H. Fitzgerald	Dept.	2	1	10	32	0	0	....	....	....	....	0	6	0	2	3	....	52	14,000
5215	.....do	High School (colored) *	J. H. Blackwell	Dept.	1	2	17	16	0	0	....	....	....	....	4	8	....	....	3	....	46	.....
5216	Marion	High School	V. J. Hill	Dept.	1	1	14	12	51	61	10	6	0	0	0	0	0	0	2	....	0	5,000
5217	Mount Crawford	Academy	W. A. Blase	Ind.	1	1	6	10	34	45	....	....	....	....	0	0	0	0	4	....	.....	.....
5218	Newmarket	Graded School	E. A. Luster	Ind.	1	0	3	15	37	45	....	....	....	....	0	2	0	2	4	....	0	.....
5219	Newport News	High School	Horace H. Epes	Dept.	2	2	25	59	0	0	2	20	1	0	0	6	0	6	3	....	50	40,000
5220	Norfolk	.....do	Geo. McK. Bain	Dept.	2	6	88	149	0	0	....	....	....	....	2	13	....	....	4	....	.....	.....
5221	Palmyra	Edgewood High School	Miss Eliza A. George	Dept.	0	1	5	10	6	8	3	5	....	....	2	2	2	2	4	....	.....	300
5222	Pearisburg	Academy *	James A. Livesay	Dept.	1	2	20	30	0	0	10	12	....	....	0	3	....	....	3	....	60	2,000
5223	Petersburg	High School	Miss A. P. Bolling	Dept.	0	6	73	140	0	0	0	0	0	0	3	11	1	0	4	....	250	5,000
5224	.....do	Peabody High School (colored).	Jas. E. Shields	Dept.	1	1	10	56	0	0	....	....	....	....	2	11	....	....	3	....	.....	.....
5225	Portsmouth	High School	Willis A. Jenkins	Dept.	2	4	30	49	0	0	4	0	0	0	6	6	4	0	3	....	279	30,000
5226	Pulaski City	.....do	C. B. Tate	Dept.	1	1	20	30	0	0	10	10	....	....	....	....	....	....	4	....	300	10,000
5227	Richmond	.....do	Julian P. Thomas	Dept.	2	21	270	552	0	0	....	....	....	....	35	145	....	....	3	....	500	40,000
5228	Roanoke	.....do	J. P. Mauzy	Dept.	3	2	43	84	0	0	1	0	0	0	2	2	1	1	4	....	50	13,000
5229	Rosehill	Cumberland College *	R. D. Wilson	Ind.	1	0	10	10	44	34	4	0	5	5	0	0	0	0	3	....	.....	1,000
5230	Salem	High School *	Miss Mollie J. Lemon	Dept.	0	4	15	39	0	0	....	....	....	....	0	4	0	1	3	....	200	.....
5231	Shenandoah	.....do	J. J. Lincoln	Dept.	1	0	10	15	0	0	....	....	....	....	0	0	....	....	4	....	.....	7,500
5232	South Boston	.....do	A. D. Watkins	Dept.	1	1	22	40	28	40	4	10	4	0	2	4	2	3	5	....	150	2,500
5233	Springvalley	Academy *	Perkins Glover	Ind.	1	0	10	10	40	37	....	....	....	....	0	0	....	....	....	....	0	.....
5234	Staunton	High School	J. R. Weaver	Dept.	3	2	65	86	0	0	2	4	4	4	4	3	4	3	4	....	.....	57,200

5235	.....do.....	High School (colored) ...	O. J. Derritt.....	Dept..	1	0	8	8	0	0	2	1	1	1	4	0	1	0	3	....	121	1,800
5236	Tazewell	High School.....	G. L. Byrom	Dept..	2	2	28	52	0	0	18	30	....	....	0	0	....	....	4	....	100	10,000
5237	Toshes.....	Clifton High School*.....	F. Burke Fitzpatriek ..	Dept..	1	1	16	11	27	24	....	....	....	....	0	0	....	....	....	....	.....	700
5238	Warrenton	High School.....	E. Lovell Johns.....	Dept..	1	1	18	0	32	37	....	....	....	....	....	....	....	....	4	....	.....	3,800
5239	Waterford	.....do	T. R. Torian.....	Dept..	1	2	11	3	40	25	3	1	....	....	....	....	....	....	....	....	.....	.....
5240	Westpoint	.....do	Miss Katharine P. Howerton.	Dept..	0	1	6	11	51	56	0	0	0	0	0	0	0	0	3	....	0	5,000
5241	Williamsburg	Nicholson School.....	John S. Charles.....	Dept..	1	0	10	14	40	47	....	....	....	....	....	....	....	....	....	....	.....	.....
5242	Winchester.....	.....do. *.....	John H. Quiett	Dept..	1	0	5	3	15	13	2	0	0	0	3	2	1	0	4	....	.....	.....
5243	Woodstock	Graded School.....	Plummer F. Jones.....	Dept..	1	0	24	19	0	0	1	2	0	0	0	5	0	2	3	....	0	3,000
5244	Wytheville.....	High School.....	Robert Snavely.....	Dept..	2	0	24	28	0	0	2	3	4	0	4	8	2	3	3	....	175	12,500
	WASHINGTON.																					
5245	Aberdeen	High School.....	R. B. Bryan	Dept..	1	0	12	19	0	0	....	....	....	....	2	5	0	0	2	....	175	.....
5246	Asotin.....	.....do	J. B. Jones	Dept..	1	0	4	10	0	0	0	0	2	0	3	2	....	....	2	....	.....	8,000
5247	Ballard.....	.....do. *.....	E. H. Stafford	Dept..	2	0	5	9	0	0	....	....	....	....	....	....	....	....	2	....	200	18,550
5248	Blaine.....	.....do	E. P. Young.....	Dept..	1	0	1	7	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
5249	Centralia.....	.....do	D. M. Daum.....	Dept..	1	0	15	23	0	0	....	....	....	....	3	0	....	....	3	....	100	.....
5250	Chehalis	.....do	J. T. Forrest.....	Dept..	2	1	29	22	0	0	7	6	....	....	7	6	....	....	3	....	250	30,000
5251	Colfax.....	.....do	Miss Willie Woodward.	Dept..	1	1	9	21	0	0	....	....	4	6	2	7	2	4	2	....	400	.....
5252	Edmonds.....	.....do. *.....	David Davies.....	Dept..	1	0	0	5	80	95	0	3	0	8	....	....	....	....	....	....	0	10,000
5253	Ellensburg	.....do	F. M. McCully	Dept..	2	1	24	36	0	0	....	....	....	....	7	5	2	1	3	....	250	.....
5254	Everett.....	.....do	Miss Emma Yule	Dept..	2	2	18	42	0	0	4	22	6	12	2	4	....	....	4	....	340	1,000
5255	Fairhaven.....	.....do	W. J. Hughes	Dept..	1	1	28	40	0	0	6	14	8	10	5	10	3	6	4	....	175	20,000
5256	Hoquiam.....	.....do	P. A. Williams.....	Dept..	1	0	9	11	0	0	....	....	....	....	1	4	....	....	2	....	150	16,000
5257	Laeonner	.....do. *.....	Miss Margaretta Keyes	Dept..	0	1	13	17	0	0	....	....	....	....	2	6	2	6	2	....	35	8,550
5258	Montesano	.....do	Eldridge Wheeler.....	Dept..	1	0	9	11	0	0	0	0	0	0	3	9	0	0	2	....	0	6,000
5259	Mount Vernon ...	.....do	J. M. Shields.....	Dept..	1	0	1	6	0	0	1	2	....	....	1	2	....	....	2	....	75	.....
5260	New Whatcom ...	.....do	J. A. Lee.....	Dept..	2	2	53	118	0	0	15	18	....	....	5	15	5	8	4	....	210	10,000
5261	North Yakima....	.....do	F. H. Plumb	Dept..	2	1	23	40	0	0	1	1	....	....	0	3	....	....	3	....	300	30,000
5262	Olympia.....	.....do	F. B. Hawes	Dept..	1	2	39	66	0	0	....	....	7	1	10	1	7	1	3	....	330	150
5263	Orting.....	.....do	Miles S. Edgerton	Dept..	1	0	10	8	0	0	....	....	....	....	8	9	....	....	2	....	25	7,130
5264	Palouse.....	.....do	S. M. McCroskey.....	Dept..	1	1	20	36	0	0	....	....	....	....	2	5	2	5	2	....	300	30,000
5265	Pomeroy	.....do	H. C. Benbow.....	Dept..	1	0	20	21	0	0	....	....	1	2	....	....	....	....	4	....	150	3,500
5266	Port Angeles	Central High School.....	L. E. Mahaffy	Dept..	2	0	15	20	0	0	....	....	....	....	0	0	....	....	3	....	200	.....
5267	Port Townsend...	High School.....	James E. Gould.....	Dept..	2	1	26	29	0	0	....	....	....	....	1	1	0	0	4	....	400	75
5268	Puyallup	.....do	Miss Ada A. Dresbaeh.	Dept..	2	0	15	28	0	0	....	....	1	1	0	7	....	....	3	....	150	15,000
5269	Ritzville.....	.....do	C. H. Knapp	Dept..	1	0	6	10	0	0	....	....	1	0	2	6	0	0	1	....	275	9,750
5270	Seattle.....	.....do	Edwin Twitmyer.....	Dept..	9	12	261	421	0	0	35	47	24	18	....	....	....	....	4	48	1,274	.....
5271	Shelton.....	.....do	Franeis N. Smith	Dept..	1	0	1	5	0	0	....	....	....	....	0	0	0	0	1	....	395	.....
5272	Spokane.....	.....do	C. S. Kingston	Dept..	6	7	137	287	0	0	1	3	5	11	7	17	7	17	4	....	800	150,000
5273	Sumner.....	.....do	W. Q. Brown.....	Dept..	1	0	1	10	0	0	....	....	....	....	1	1	....	....	3	....	50	25,000
5274	Tacoma	.....do	H. F. Wegener.....	Dept..	7	9	203	360	0	0	....	....	....	....	21	27	....	....	4	....	700	40,000
5275	Tekoa	.....do	E. R. Jones.....	Dept..	1	0	6	3	19	29	....	....	....	....	....	....	....	....	1	....	125	7,000
5276	Vaneouver	.....do	Horaee W. Arnold	Dept..	2	1	11	24	0	0	2	0	2	0	0	2	0	0	4	....	1,700	.....
5277	Waitsburg.....	.....do	I. O. Jones	Dept..	1	0	13	25	0	0	....	....	....	....	....	....	....	....	3	....	175	20,000
5278	Walla Walla.....	.....do	R. C. Kerr.....	Dept..	2	2	48	65	0	0	12	18	6	10	4	8	2	4	4	64	500	7,000
5279	Waterville.....	.....do	E. F. Elliott.....	Dept..	1	0	23	12	0	0	....	....	....	....	2	2	....	....	2	....	450	8,000
5280	Winloek.....	.....do	George I. Brooks.....	Dept..	1	0	6	7	0	0	....	....	....	....	....	....	....	....	3	....	20	6,000

* Statisties of 1897-98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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
	WEST VIRGINIA.																					
5281	Benwood	Central High School	Chas. E. Carrigan	Dept.	1	1	10	15	0	0	....	....	....	....	1	2	....	....	3	....	200	$10,000
5282	Buckhannon	High School	H. A. Darnall	Dept.	1	1	10	20	0	0	....	....	....	....	2	4	....	....	3	....	400	10,000
5283	Charleston	do	Miss Mary R. McGwigan	Dept.	0	4	34	202	0	0	3	5	....	....	2	10	1	1	4	....	300	.....
5284	Charlestown	do	Wright Denny	Dept.	2	1	40	30	0	0	2	0	....	....	0	1	0	0	3	....	50	8,000
5285	Clarksburg	do	O. McConkey	Dept.	2	1	17	35	0	0	....	....	....	....	0	10	....	....	3	....	600	30,000
5286	do	High School (colored)	S. H. Guss	Dept.	2	1	4	20	0	0	1	3	2	0	0	2	....	....	4	....	800	6,500
5287	Fairmont	High School	Miss Sara Meredith	Dept.	1	2	13	45	24	15	2	0	....	....	4	12	1	0	4	....	.....	40,000
5288	Grafton	do	Hayward Fleming	Dept.	2	1	18	37	0	0	2	0	2	0	4	11	....	....	3	....	.....	.....
5289	Guyandotte	do	L. S. Wigal	Dept.	1	0	7	15	0	0	....	....	3	0	3	1	3	0	2	....	.....	8,000
5290	Huntington	Douglass High School (colored).	C. H. Barnett	Dept.	2	0	5	14	0	0	2	1	2	0	2	3	1	0	4	....	40	10,000
5291	Keyser	High School	R. M. Collins	Dept.	2	0	30	30	0	0	6	4	....	....	3	2	2	0	4	....	300	25,000
5292	Martinsburg	do	C. H. Cole	Dept.	4	1	49	104	0	0	2	2	3	6	0	7	0	1	4	....	.....	40,940
5293	Morgantown	do.*	L. M. Jaco	Dept.	2	1	10	20	10	20	10	15	....	....	1	5	....	....	3	....	.....	10,000
5294	Moundsville	do	D. T. Williams	Dept.	1	2	32	32	0	0	1	1	....	....	2	5	2	1	4	....	100	.....
5295	New Cumberland	do	Miss Margaret C. King	Dept.	1	1	18	15	0	0	....	....	....	....	4	7	....	....	3	....	3	13,000
5296	Newhaven	do	C. N. Wagner	Dept.	1	0	16	24	0	0	2	3	....	....	....	....	....	....	4	....	.....	4,000
5297	New Martinsville	Magnolia High School	B. H. Hall	Dept.	2	1	19	20	0	0	....	....	....	....	6	2	2	0	3	....	761	3,000
5298	Parkersburg	High School	H. T. Upson	Dept.	4	1	41	111	0	0	5	7	....	....	2	13	1	3	3	....	400	80,000
5299	do	Sumner High School (colored).	J. Rupert Jefferson	Dept.	3	0	8	15	0	0	1	2	....	....	1	6	....	....	3	....	100	5,000
5300	Piedmont	Davis High School	Wilson M. Foulk	Dept.	1	1	7	21	0	0	....	....	1	0	2	5	1	2	4	....	50	20,000
5301	Point Pleasant	Graded School	R. A. Riggs, supt	Dept.	2	1	31	45	0	0	2	4	....	....	4	9	2	4	4	....	300	35,000
5302	Ravenswood	High School	W. L. McCowan	Dept.	1	0	9	21	0	0	6	21	....	....	0	0	0	0	4	....	30	16,000
5303	Wellsburg	do	C. E. Githens, Ph. M.	Dept.	2	1	32	41	0	0	....	....	....	....	3	10	2	3	3	....	800	45,000

5304	Weston	do	Buchanan White, supt.	Dept..	2	0	20	35	0	0	....	....	....	....	5	5	....	....	2	....	371	14,600
5305	West Union	Graded School	H. L. Hammond	Dept..	1	0	20	18	0	0	....	....	....	....	....	....	....	....	4	....	120	10,000
5306	Wheeling	High School	H. B. Work	Dept..	2	7	88	202	0	0	....	....	....	....	5	25	1	5	4	....	120	26,000
	WISCONSIN.																					
5307	Algoma	High School	Elbert M. Phillips	Dept..	1	1	24	28	0	0	0	0	0	0	2	6	0	0	4	....	550	5,000
5308	Alma	do	J. H. Bille	Dept..	2	0	34	32	0	0	....	....	....	....	1	2	....	....	4	....	650	20,000
5309	Amery	do	Edw. Vincent	Dept..	1	0	10	24	0	0	....	....	....	....	....	....	....	....	3	....	250	5,000
5310	Amherst	do	Herbert S. Perry	Dept..	1	0	10	12	0	0	....	....	....	....	1	1	....	....	3	....	305	7,000
5311	Antigo	do	C. O. Marsh, A. B.	Dept..	2	2	54	84	0	0	2	3	5	9	5	11	3	4	4	....	626	22,000
5312	Appleton	Ryan High School	R. W. Pringle	Dept..	5	4	72	76	0	0	....	....	....	....	7	5	1	0	4	....	2,000	.....
5313	do	Third Ward High School.	W. F. Winsey	Dept..	3	1	35	30	0	0	11	11	7	11	7	6	4	3	4	....	2,500	30,000
5314	Areadia	High School	G. O. Banting	Dept..	1	1	40	26	0	0	10	2	5	1	11	5	6	1	4	....	1,138	10,000
5315	Argyle	do	R. H. Mueller	Dept..	2	0	20	27	0	0	0	0	0	0	3	5	0	0	4	....	350	.....
5316	Ashland	do	J. T. Hooper	Dept..	2	3	48	85	0	0	5	8	3	4	2	12	2	1	4	....	1,325	20,000
5317	Augusta	do	Albert Hedler	Dept..	1	2	23	29	0	0	....	....	0	1	2	6	0	1	4	....	180	9,000
5318	Bangor	do	M. O. Hill	Dept..	2	1	12	32	0	0	0	0	2	4	2	2	0	0	4	....	400	10,000
5319	Baraboo	do	J. E. Ne Collins	Dept..	2	5	117	125	0	0	....	....	....	....	15	17	....	....	4	....	.....	.....
5320	Barron	do	W. S. Freeman	Dept..	1	1	27	34	0	0	....	....	....	....	1	3	1	0	4	....	100	10,000
5321	Bayfield	do	M. N. McIver	Dept..	1	2	14	17	0	0	....	....	2	0	1	3	0	0	4	....	1,000	36,000
5322	Belleville	do	A. G. Hough	Dept..	1	0	17	22	0	0	0	0	4	6	2	5	1	3	3	....	80	4,600
5323	Beloit	do	F. E. Converse	Dept..	4	4	72	148	0	0	....	....	....	....	8	14	8	8	4	....	500	50,000
5324	Black Earth	do	K. L. Hatch	Dept..	2	0	24	26	0	0	....	....	3	2	1	5	1	2	4	....	500	3,500
5325	Black River Falls.	Union High School	J. H. Derse	Dept..	1	3	40	65	0	0	....	....	5	3	5	7	....	....	4	....	412	15,000
5326	Bloomer	High School	E. C. Roberts	Dept..	1	0	22	33	0	0	0	0	0	0	5	14	0	0	3	....	250	3,000
5327	Bloomington	do	D. F. Lyons	Dept..	1	1	26	34	0	0	0	0	0	0	1	6	....	....	4	....	150	.....
5328	Boscobel	do	G. W. Gehrand	Dept..	1	2	29	37	0	0	4	8	3	2	11	8	10	7	4	....	1,000	25,000
5329	Brandon	do	Charlton T. Beek	Dept..	2	0	24	26	0	0	0	2	3	2	0	4	0	2	4	....	450	14,000
5330	Brillion	do	C. F. Youmans	Dept..	1	0	21	7	0	0	3	0	0	0	3	0	3	0	3	....	212	10,000
5331	Brodhead	do	H. C. Buell	Dept..	1	2	30	56	0	0	1	12	5	10	4	9	4	9	4	....	400	12,000
5332	Burlington	do	J. M. Turner	Dept..	2	2	40	50	0	0	10	18	6	12	4	6	2	3	4	....	500	5,000
5333	Cadott	do	Harry J. Mortensen	Dept..	1	0	12	19	0	0	1	0	....	....	2	3	1	0	3	....	600	6,500
5334	Cambridge	do	John L. Hooper	Dept..	1	1	25	23	0	0	....	....	1	1	2	4	1	1	4	....	300	10,000
5335	Cassville	do	W. P. Colburn	Dept..	1	1	17	31	0	0	0	2	....	....	0	3	0	2	4	....	300	12,000
5336	Centralia	do	F. W. Starr	Dept..	1	2	31	53	0	0	3	2	....	....	4	9	1	1	4	....	540	9,500
5337	Chetek	do	W. N. Mackin	Dept..	1	0	8	26	0	0	0	0	0	0	1	3	0	0	4	....	150	4,000
5338	Chilton	do	Frederic A. Thayer	Dept..	1	1	38	37	32	32	....	....	....	....	9	4	....	....	4	....	468	12,000
5339	Chippewa Falls	do	Robt. L. Barton	Dept..	2	4	55	109	0	0	0	5	....	....	4	11	5	0	4	....	4,911	.....
5340	Clinton	do	R. E. Loveland	Dept..	1	2	18	27	0	0	....	....	....	....	0	6	0	4	4	....	300	.....
5341	Clintonville	do	W. H. Hickok	Dept..	1	1	31	43	0	0	2	4	5	7	4	7	1	3	4	....	567	20,000
5342	Cobb	do	W. R. Peters	Dept..	1	1	27	17	53	50	....	....	....	....	1	6	....	....	4	....	200	8,000
5343	Colby	do	F. M. Jackson	Dept..	2	0	30	43	0	0	....	....	....	....	4	6	....	....	3	....	100	2,500
5344	Cuba	do	Emery Bray	Dept..	1	1	12	24	0	0	1	0	0	4	3	3	....	....	3	....	200	6,000
5345	Cumberland	do	Jay S. Hamilton	Dept..	1	2	28	32	20	25	....	....	0	6	2	4	0	2	4	....	400	.....
5346	Darlington	do	James M. Stevens	Dept..	1	2	44	70	0	0	....	....	....	....	6	14	1	3	4	....	1,500	.....
5347	Deerfield	do	O. S. Rice	Dept..	1	1	15	14	0	0	....	....	1	0	2	1	1	0	4	....	125	3,500
5348	Delevan	do	C. W. Rittenburg	Dept..	1	3	40	53	0	0	....	....	....	....	6	8	4	3	4	....	1,200	40,000
5349	Depere	do	Miss Violet M. Alden	Dept..	1	2	30	34	0	0	0	1	1	0	1	5	....	....	4	....	600	7,500
5350	Dodgeville	do	De Witt Elwood	Dept..	2	2	57	91	0	0	1	1	2	0	4	9	2	4	4	....	350	40,800
5351	Durand	do	D. E. Kiser	Dept..	1	1	25	22	0	0	0	1	1	0	1	5	1	5	4	....	400	10,000

* Statistics of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898-99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.					
											Classical course.		Scientific courses.									
					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.																					
5352	Eagle River	High School *	James A. Walsh	Dept..	1	1	15	15	0	0	----	----	----	----	2	2	----	----	3	----	----------	----------
5353	East Troy	....do	D. R. Jones	Dept..	1	2	40	40	0	0	2	4	3	5	8	5	2	3	4	----	400	----------
5354	Eau Claire	....do	M. S. Frawley	Dept..	3	7	136	216	0	0	28	36	24	16	12	26	6	5	4	----	500	$41,000
5355	Edgerton	....do	C. D. Rosa	Dept..	1	2	27	43	0	0	0	4	3	4	0	11	0	5	4	----	720	25,000
5356	Elkhorn	....do	C. D. Kipp	Dept..	1	3	36	64	0	0	1	3	6	0	7	7	3	1	4	----	800	35,000
5357	Ellsworth	....do.*	C. J. Brewer	Dept..	2	0	37	60	0	0	----	----	----	----	2	8	1	1	4	----	300	15,000
5358	Elroy	....do	W. E. Utendorfer	Dept..	1	1	19	39	0	0	1	1	----	----	2	4	2	4	4	----	715	25,000
5359	Ettrick	Graded School	D. W. Maloney	Dept..	1	0	3	5	0	0	----	----	----	----	----	----	----	----	----	----	----------	1,000
5360	Evansville	High School	H. F. Kling	Dept..	2	2	51	67	0	0	3	7	4	0	9	3	3	2	4	----	1,200	30,000
5361	Fairchild	....do	E. M. Beeman	Dept..	1	0	13	20	0	0	----	----	----	----	2	2	----	----	3	----	722	----------
5362	Florence	....do	W. H. Allen	Dept..	2	1	15	30	0	0	1	0	1	1	2	3	2	3	4	----	2,500	15,000
5363	Fond du Lac	....do	Miss Elizabeth Waters.	Dept..	2	5	113	163	0	0	----	----	----	----	17	19	10	8	4	----	525	----------
5364	Fort Atkinson	....do	A. W. Weber	Dept..	1	3	50	65	0	0	----	----	----	----	10	10	----	----	4	----	1,500	----------
5365	Fox Lake	....do	Frank W. Lucas	Ind...	1	2	26	28	0	0	----	----	1	1	5	2	2	1	4	----	400	10,000
5366	Friendship	....do	Saml. A. Stivers	Dept..	1	0	11	5	33	39	0	0	0	0	0	0	0	0	3	----	60	2,000
5367	Glenbeulah	....do	F. J. Curtiss	Ind...	1	0	31	23	25	35	0	0	0	0	2	1	1	0	3	----	465	3,200
5368	Grand Rapids	Home High School	Geo. T. Blynd	Dept..	3	1	38	42	0	0	----	----	----	----	4	3	----	----	4	----	200	35,000
5369	Green Bay	East Side High School	Wm. O. Brown	Dept..	2	3	64	93	0	0	0	0	12	17	4	11	3	2	4	----	----------	40,000
5370	....do	West Side High School	A. W. Burton	Dept..	2	3	33	94	0	0	0	0	0	0	3	26	2	1	4	----	500	15,000
5371	Greenwood	High School	B. O. Dodge	Dept..	1	1	12	26	8	14	5	4	----	----	0	2	----	----	3	----	350	15,000
5372	Hartford	....do	C. L. Gotham	Dept..	1	1	24	25	0	0	----	----	4	6	5	7	4	3	4	----	500	15,000
5373	Hayward	....do	J. G. Adams	Dept..	1	2	12	23	0	0	0	1	----	----	0	3	0	1	4	----	320	28,000
5374	Hazel Green	....do	C. J. Morris	Dept..	1	0	14	17	13	12	0	0	0	0	1	5	0	0	3	----	200	----------
5375	Highland	....do	W. W. Roberts	Dept..	1	1	25	17	0	0	0	0	0	0	3	2	0	0	4	----	320	6,000
5376	Hillsboro	....do	A. F. Elmegreen	Dept..	1	0	14	16	0	0	----	----	----	----	3	4	2	1	3	----	450	4,500

5377	Horicon	do	E. E. Hemingway	Dept.	1	1	24	36	0	0	0	1	2	0	5	9	2	1	4		300	11,000
5378	Hudson	do	S. B. Tobey	Dept.	1	3	64	78	0	0					7	4			4		1,500	30,000
5379	Humbird	do	W. F. Lusk	Dept.	2	0	11	6	69	36	0	0	1	0	1	2	0	0	3		368	3,000
5380	Janesville	do	D. D. Mayne	Dept.	6	6	155	267	0	0					28	46			4		336	55,000
5381	Jefferson	do	W. J. Hammill	Dept.	1	2	24	40	0	0					3	3			4		2,100	30,000
5382	Juneau	do	A. P. West	Ind.	1	1	21	14	0	0	7	8	5	6	4	4	2	3	4		600	15,000
5383	Kaukauna	do.*	I. M. Allen	Dept.	2	2	57	52	0	0			1	1	2	2			4		458	
5384	Kenosha	do	E. C. Wiswall	Dept.	2	4	77	132	0	0	2	4	6	10	3	17	1	6	4		810	75,000
5385	Kewaunee	do.*	M. McMahon	Ind.	1	2	56	23	0	0	0	0	0	0	7	3	0	0	4		1,485	10,000
5386	Kiel	do	G. M. Morrissey	Dept.	2	0	22	20	0	0					5	2	1	0	3		400	10,000
5387	La Crosse	do	W. R. Hemmenway	Dept.	3	11	138	183	0	0					7	18			4		810	30,000
5388	Lake Geneva	do	A. F. Bartlett	Dept.	1	2	28	39	0	0			1	0	5	7	3	6	4		700	3,500
5389	Lake Mills	do	Allen B. West	Dept.	1	2	38	58	0	0	1	1	1	1	3	4	1	1	4		700	30,000
5390	Lancaster	do	L. L. Clarke	Dept.	1	3	74	87	0	0	0	0	1	1	6	13	1	1	4		500	30,000
5391	Linden	do	S. Miles U. Thomas	Dept.	1	0	10	14	0	0					2	2			3		340	5,500
5392	Madison	do	J. H. Hutchison	Dept.	3	12	262	272	0	0					37	42			4		300	250,000
5393	Manawa	Little Wolf High School	C. B. Stanley	Dept.	2	0	25	22	0	0			5	3	4	0	2	0	4		450	10,000
5394	Manitowoc	High School (dist. No 1)	W. N. Luehr	Dept.	4	0	63	37	0	0			8	3	2	0	2	0	4		500	26,500
5395	Marinette	High School	Chas. J. Barr	Dept.	4	2	82	131	0	0					11	20	8	10	4		1,000	
5396	Marshall	Medina High School	W. H. Kelly	Dept.	1	1	15	28	0	0	2	1			0	4	0	0	4		300	
5397	Marshfield	High School	J. B. Borden	Dept.	2	2	34	68	0	0					7	8	3	1	4		687	25,000
5398	Mauston	do	A. H. Fleteher	Dept.	1	2	33	57	0	0			3	4	4	7	2	2	4		400	33,000
5399	Mayville	do	L. S. Keeley	Dept.	3	1	42	27	0	0			2	1	6	8	2	1	4		496	35,000
5400	Mazomanie	do	William Kittle	Dept.	1	2	30	33	0	0	0	1	1	0	5	4	1	1	4		350	1,200
5401	Medford	do	F. W. Thomas	Dept.	1	2	38	30	0	0					4	7			4		500	15,000
5402	Menasha	do	Wm. C. Hopkins, jr.	Dept.	2	1	15	35	9	17	0	0	0	0	5	7	0	0	4		300	
5403	Menomonie	do	J. E. Hoyt	Dept.	2	1	66	69	0	0					14	7			4		700	
5404	Merrill	do	Miss Anna E. Anderson	Dept.	1	3	67	77	0	0					13	14			4		600	6,000
5405	Merrillan	do	F. F. Wood	Dept.	2	0	18	24	0	0					2	2			3		450	5,250
5406	Middleton	do.*	T. T. Blakely	Dept.	1	0	13	16	0	0					3	6	0	1	3		150	
5407	Milton Junction	do	Jas. T. Healy	Dept.	1	1	16	38	0	0	11	9			3	4	2	2	4		787	12,000
5408	Milwaukee	High School (East Side)	A. J. Rogers	Dept.	9	9	271	301	0	0					21	17			4		3,000	100,000
5409	do	High School (South Side)*	Sanford A. Hooper	Dept.	5	10	189	231	0	0	52	31	10	2	13	12	5	6	4		1,857	75,000
5410	do	High School (West Side)	Chas. E. McLenegan	Dept.	8	16	346	403	0	0					20	35	13	24	4		2,603	150,000
5411	Mineral Point	High School	Albert R. Jolley	Dept.	2	2	49	69	0	0					6	5	2	1	4		500	25,000
5412	Monroe	do	Alvin F. Rote	Dept.	1	3	62	93	0	0	6	6	4	0	9	16	2	2	4		4,000	50,000
5413	Montello	do	Mourits Mortenson	Dept.	1	0	8	32	0	0					1	6	0	1	3		148	11,000
5414	Montfort	do	David James	Dept.	1	1	27	37	0	0					3	7			4		65	8,000
5415	Mount Hope	do	G. J. Zimmerman	Dept.	1	0	6	8	44	42					1	1	0	0	3		150	2,000
5416	Museoda	do	Geo. W. Rankin	Dept.	1	2	10	35	25	55					6	3	1	0	3		600	8,000
5417	Neeedah	do	C. H. Maxson	Dept.	1	1	30	38	0	0	0	0	0	0	5	4	0	0	4		600	20,000
5418	Neenah	do	O. J. Schuster	Dept.	1	3	41	88	0	0	3	11	7	0	6	8	3	2	4		200	40,000
5419	Neillsville	do	L. W. Wood	Dept.	1	3	48	59	0	0					2	3			4		250	16,000
5420	New Lisbon	do	Chas. M. Fox	Dept.	1	1	19	27	0	0					3	6			4		800	
5421	New London	do	Taylor Frye	Dept.	2	1	36	36	0	0	2	0			5	4	2	0	4		200	
5422	New Richmond	do	John Callahan	Dept.	3	1	69	78	0	0	3	4	6	4	10	9	4	1	4		527	29,000
5423	Oakfield	do	A. M. Olson	Ind.	1	0	17	30	0	0					3	11			3		250	5,000
5124	Oakwood	do	M. H. Powell	Dept.	1	1	16	8	0	0	0	0	0	0	4	2	0	0	3		263	4,000
5425	Oconomowoc	do	Chas. R. Cross	Dept.	2	3	55	75	0	0	5	7	6	8	3	9	2	2	4		1,400	25,000
5426	Oconto	do.*	R. L. Cooley	Dept.	2	2	35	40	0	0					6	8			4		800	
5427	Omro	do	E. E. Sheldon	Dept.	1	1	40	38	0	0					9	4	2	2	4		700	15,000

* Statisties of 1897–98.

TABLE No. 42.—*Statistics of public high schools in the United States for the scholastic year 1898–99*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.										College preparatory students in the class that graduated in 1899.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.							
											Classical course.		Scientific courses.									
					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.																					
5428	Onalaska	High School	B. F. Ottman	Dept..	1	1	38	22	0	0	....	....	....	....	6	2	6	2	4	....	500	$20,000
5429	Oregon	....do	Franklin Gould	Dept..	1	1	23	38	0	0	....	....	....	....	6	9	2	0	4	....	485	16,000
5430	Oshkosh	....do	Buel T. Davis	Dept..	4	11	138	182	26	32	1	3	1	0	8	15	2	3	4	....	.....	.....
5431	Pepin	....do	William Darling	Dept..	1	2	17	26	0	0	0	0	0	0	1	5	0	0	3	....	200	.....
5432	Peshtigo	....do	J. M. Bold	Dept..	1	1	12	30	0	0	....	....	....	....	3	6	3	1	3	....	500	10,000
5433	Pewaukee	....do	J. C. McDowell	Dept..	1	1	14	28	0	0	....	....	....	....	2	3	....	....	4	....	283	.....
5434	Phillips	....do	E. C. Gotham	Dept..	1	1	10	15	9	6	....	....	....	....	0	1	....	....	4	....	500	.....
5435	Plainfield	....do	G. E. Dafoe	Dept..	2	0	13	28	0	0	....	....	4	1	4	2	3	1	4	....	510	4,600
5436	Platteville	....do	Chas. W. Macomber	Dept..	2	1	28	42	0	0	0	0	0	0	2	7	0	0	3	....	.....	.....
5437	Plymouth	....do	Otto Gaffron	Dept..	1	2	71	69	0	0	1	3	2	3	9	6	2	2	4	....	550	29,000
5438	Port Washington	....do	Thos. J. Jones	Dept..	1	0	25	8	0	0	....	....	2	0	3	1	2	0	3	....	260	35,000
5439	Potosi	....do	B. L. Bohn	Dept..	1	1	12	19	0	0	1	0	....	....	2	2	1	0	3	....	250	.....
5440	Poynette	....do	Myron E. Baker	Dept..	2	0	27	17	0	0	1	0	2	0	2	3	1	0	4	....	778	2,500
5441	Prairie du Chien	....do	J. A. Pratt	Dept..	2	1	33	50	0	0	2	0	1	0	5	6	2	1	4	....	669	26,652
5442	Prairie du Sac	....do	J. F. Bergen	Dept..	1	1	34	26	0	0	12	14	4	0	7	4	4	2	4	....	341	12,000
5443	Prescott	....do	R. B. MacLean	Dept..	3	0	24	19	0	0	....	....	....	....	1	3	1	1	4	....	1,300	28,000
5444	Racine	....do	A. N. Ozias	Dept..	6	5	132	213	0	0	53	103	56	24	14	27	6	21	4	....	955	65,000
5445	Reedsburg	....do	W. P. Roseman	Dept..	1	2	39	57	0	0	5	8	10	21	6	10	2	0	4	....	400	4,000
5446	Rhinelander	....do	F. S. Hyer	Dept..	2	1	34	40	0	0	2	2	....	....	2	9	2	2	4	....	1,450	.....
5447	Richland Center	....do.*	A. E. Brainerd	Dept..	1	3	67	79	0	0	3	3	1	0	8	6	....	....	4	....	300	14,000
5448	Ripon	....do	A. W. Tressler	Dept..	2	2	35	56	0	0	....	....	....	....	5	7	3	5	4	....	200	42,500
5449	Rosendale	....do	Miss Alice M. Tetherly	Dept..	0	1	17	19	39	47	....	....	....	....	3	6	....	....	3	....	169	5,000
5450	St. Croix Falls	....do	Wm. N. Hedback	Dept..	1	0	12	19	15	25	2	2	....	....	2	3	1	2	3	....	.....	8,500
5451	Sauk City	....do	J. E. Phillips	Dept..	2	1	14	26	50	54	0	0	0	0	2	3	1	0	4	....	1,000	8,000
5452	Sextonville	....do	C. E. Gilmore	Ind...	1	1	36	38	59	45	0	0	0	0	2	2	0	0	3	....	200	5,300

5453	Sharon	do	G. M. Sheldon	Dept..	2	1	15	23	0	0	....	....	....	....	0	4	....	....	4	....	300	12,000
5454	Shawano	do	H. W. Rood	Dept..	2	1	33	51	0	0	0	0	2	7	4	12	....	....	4	....	1,000	10,500
5455	Sheboygan	do	John E. Riordan	Dept..	5	3	86	105	0	0	....	....	....	....	19	20	....	....	4	....	5,747	36,000
5456	Sheboygan Falls	do.*	F. F. Showers	Dept..	2	1	22	35	0	0	....	....	7	5	2	6	2	1	4	....	1,000	.....
5457	Shell Lake	do	John Foster	Dept..	1	1	18	41	0	0	0	0	0	0	2	3	0	0	4	....	700	10,000
5458	Shullsburg	do	Edward L. Hancock	Dept..	1	2	20	40	0	0	1	1	1	2	2	7	2	3	4	....	800	.....
5459	South Milwaukee	do	John E. Roets	Dept..	1	1	21	27	0	0	....	....	....	....	2	6	0	3	3	....	600	18,000
5460	Sparta	do	F. E. Doty	Dept..	3	2	70	112	0	0	....	....	....	....	5	20	4	5	4	....	400	.....
5461	Spring Green	do.*	W. H. Schulz	Dept..	1	1	32	31	0	0	....	....	8	6	6	9	2	1	4	....	480	1,500
5462	Stevens Point	do	H. A. Simonds	Dept..	3	4	68	72	0	0	0	0	1	2	11	7	4	2	4	....	.....	.....
5463	Stoughton	do	A. H. Sholtz	Dept..	2	1	47	43	0	0	....	....	....	....	3	12	....	....	4	....	500	25,000
5464	Sun Prairie	do	James Melville	Dept..	1	1	7	19	16	7	....	....	4	6	4	4	2	1	4	....	537	7,000
5465	Superior	Nelson Deney High School	Chas. R. Frazier	Dept..	3	2	25	35	0	0	....	....	....	....	2	4	2	0	4	24	100	40,000
5466	Thorp	High School	A. C. Finn, B. L	Dept..	1	1	20	25	0	0	....	....	....	....	1	4	....	....	3	....	.....	5,000
5467	Tomah	do	Edwin H. Cassels	Dept..	2	3	50	85	0	0	2	5	10	13	5	10	2	4	4	....	800	25,000
5468	Tomahawk	do	A. D. Prideaux	Dept..	1	2	24	28	0	0	0	0	0	0	0	0	....	....	4	....	200	.....
5469	Two Rivers	do	E. E. Carr	Dept..	1	2	24	29	0	0	....	....	....	....	1	4	1	1	4	....	890	.....
5470	Unity	do	G. A. Rogers	Dept..	1	0	12	12	45	58	....	....	....	....	2	2	....	....	3	....	400	3,500
5471	Waldo	do	John W. Steenis	Dept..	1	0	25	30	0	0	1	0	2	0	3	5	....	....	3	....	109	3,000
5472	Walworth	do	J. W. Blodgett	Dept..	2	0	10	20	36	38	0	0	5	5	0	0	0	0	4	....	.....	2,500
5473	Washburn	Walker High School	O. E. Wells	Ind...	1	2	22	46	0	0	....	....	....	....	....	....	....	....	4	....	300	45,000
5474	Waterloo	High School	G. H. Landgraf	Dept..	1	1	25	37	0	0	3	2	....	....	3	4	2	0	4	....	600	15,000
5475	Watertown	do	Chas. F. Viebahn	Dept..	2	3	50	133	0	0	....	....	4	5	3	13	1	2	4	....	800	30,000
5476	Waukesha	do	H. L. Terry	Dept..	1	5	77	105	0	0	....	....	....	....	8	14	....	....	4	....	2,000	40,000
5477	Waupaca	do.*	J. L. Thatcher	Dept..	1	3	68	54	0	0	....	....	....	....	8	8	4	0	4	....	600	.....
5478	Waupun	North Ward High School	H. C. Curtis	Dept..	1	1	26	24	0	0	1	0	....	....	4	5	4	2	4	....	425	9,150
5479	do	South Ward High School	G. F. Loomis	Dept..	1	2	43	61	0	0	3	5	10	5	5	7	5	7	4	....	350	20,000
5480	Wausau	Washington High School	C. C. Parlin	Dept..	3	5	82	119	0	0	5	5	6	3	9	11	5	1	4	....	430	65,000
5481	Wauwatosa	High School	E. C. Cornelius	Dept..	2	2	39	49	0	0	4	5	12	2	5	10	4	2	4	....	822	25,000
5482	Westbend	do	D. T. Keeley	Dept..	1	2	64	48	0	0	....	....	....	....	20	0	2	0	4	....	1,000	30,000
5483	West Depere	do.*	J. D. Conley	Dept..	1	2	29	38	0	0	0	0	0	0	1	8	0	0	4	....	1,200	.....
5484	Westfield	do.*	Chas. G. Hosmer	Dept..	1	0	12	21	0	0	....	....	....	....	....	....	....	....	3	....	300	9,000
5485	West Superior	Broadway High School	J. S. Griffin	Dept..	5	3	77	112	0	0	....	....	....	....	1	10	....	....	4	....	200	1,000
5486	Weyauwega	High School	J. J. Enright	Dept..	2	0	25	49	0	0	....	....	....	....	1	5	0	2	4	....	275	6,000
5487	Whitewater	do	H. A. Whipple	Dept..	1	5	74	104	0	0	4	4	13	7	14	8	10	7	4	....	1,500	50,000
5488	Winneconne	do	G. R. Frye	Dept..	1	1	17	15	0	0	0	0	0	0	2	2	0	0	4	....	225	6,000
5489	Wonewoc	do	M. H. White	Dept..	1	1	23	20	0	0	0	0	0	0	0	1	0	0	4	....	477	10,500
	WYOMING.																					
5490	Buffalo	High School	R. L. Hoff	Dept..	1	0	12	18	0	0	....	....	....	....	1	2	1	2	2	....	400	25,000
5491	Cheyenne	do	Miss Helen Middlekauff.	Dept..	1	4	71	78	0	0	4	10	....	....	7	11	7	11	4	....	.....	.....
5492	Evanston	do	C. C. Norwood	Dept..	1	2	18	32	0	0	0	4	0	2	4	13	0	6	3	....	500	20,000
5493	Newcastle	do	F. B. Kesling	Dept..	1	0	8	10	63	53	....	....	....	....	....	....	....	....	2	....	50	3,500
5494	Rawlins	do	C. P. Lamar	Dept..	1	1	7	8	0	0	....	....	2	5	0	3	0	3	4	....	1,500	40,000
5495	Sundance	do	A. E. Spencer	Dept..	1	0	2	5	61	60	....	....	1	3	1	4	0	0	1	....	50	.....

* Statistics of 1897–98.

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	ALABAMA.		
1	Ashville	St. Clair College	J. R. Jarrell and L. A. Smith
2	Auburn	Auburn Female Institute	G. W. Duncan
3	Barfield	Mount Pleasant High School	W. A. Speer
4	Bevill	Pelham High School	W. F. Cooper
5	Birmingham	Pollock-Stephens Institute	Mrs. E. T. Taliaferro
6	do	South Highlands Aeadamy*	Joel C. Du Bose
7	do	The Taylor School	William Pirrie Taylor, A. B
8	Birmingham (207 S. 20th st)	Zelosophian Academy	Rev. J. H. B. Hall
9	Carrollton	Carrollton Male and Female Aeademy.	L. V. Rosser
10	Centerville	Centerville Male and Female College.*	J. D. Cooper
11	Clanton	University School	E. Y. MeMorries, Ph. D
12	Crews Depot	Trideka College	J. M. Walton
13	Cullman	Polyteehnie College and Ladies' Institute.	D. V. Smith
14	Danville	North Alabama Collegiate Institute.	Josephus Shackelford, D. D
15	Demopolis	Marengo Military Institute	W. A. MeLeod
16	Elkmont	Elkmont High School	E. I. Luna
17	Enterprise	Enterprise Male and Female High School.*	G. W. Carlisle
18	Fayette	Fayette Aeademy	B. N. Lowery and J. S. Vandiver.
19	Flomaton	Flomaton High School	J. W. Agnew
20	Forney	Cherokee Wesley Institute	Thos. E. Wilkinson
21	Fort Payne	North Alabama College	T. C. Belsher, A. M
22	Gaylesville	Gaylesville High School*	J. A. Lowry, president
23	Greensboro	Greensboro Female College	W. G. Keady, D. D
24	Grovehill	Grove Hill Male and Female Aeademy.	M. B. Du Bose
25	Gurley	Robert Donnell High School	Rev. H. L. Walker, A. B., president.
26	Harpersville	Elm Hill Aeademy*	A. G. Spinks
27	Healing Springs	Industrial Aeademy	Rev. W. J. David
28	Huntsville	Huntsville Aeademy	Frank Puryear, M. A., and John E. Wiatt, M. A.
29	Joppa	Industrial Normal and Collegiate Institute.	Wm. H. Kelly, A. M
30	Keener	Wills Valley Institute	S. C. MeDaniel
31	Lincoln	Lineoln High School	E. D. Aeker, A. B., LL. B
32	Marion	Marion Military Institute	James T. Murfee, LL. D
33	Midway	Midway High School	G. R. Hall
34	Mobile	Academy of the Visitation	Sister M. Ligonri Fox
35	do	Hunter's (Miss) School	Miss Sallie E. Hunter
36	do	St. Mary's Select School	Sister Louise
37	Montgomery	St. Mary's of Loretto Aeademy	Sister Evangeline
38	do	University School (boys)	J. M. Starke
39	Nat	Green Aeademy	Albert D. Luethi, A. M
40	Newton	Haptist Collegiate Institute	A. W. Tate
41	do	Marianna High School	R. J. Holston
42	Opelika	Opelika Baptist High Schoool	Rev. I. T. Simpson and W. D. Slaughter.
43	Pineville	Pineville Aeademy	W. N. Dale
44	Pushmataha	Pushmataha High School*	R. H. Adams
45	Roanoke	Roanoke Normal College	R. M. Crawford, president
46	Springville	Spring Lake College	Griggs and Smith
47	Sulligent	Sulligent Aeademy*	G. W. Tate
48	Talladega	Talladega College	Rev. Geo. W. Andrews, D. D
49	Townereek	Town Creek Normal School*	J. T. Ferguson
50	Trussville	Trussville Aeademy*	P. L. Acton

* Statisties of 1897-98.

and other private secondary schools for the scholastic year 1898–99.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	2	4	40	20	35	30	8	8	6	5	6	3	6	3	4	0	60	$2,000	1
Nonsect ..	1	2	15	25	30	40	10	15	15	0	0	4	0	2	3	0	200	6,000	2
Nonsect ..	1	1	13	19	48	50	3	4	1	2	2	4	2	4	4	....	.....	1,000	3
Nonsect ..	1	0	5	6	10	9	0	0	5	3	0	0	0	0	....	0	.....	1,000	4
Nonsect ..	0	7	0	90	0	95	0	10	0	0	0	12	0	5	5	0	150	20,000	5
Nonsect ..	1	0	18	3	....	....	7	3	6	0	....	....	....	....	5	....	400	3,500	6
Nonsect ..	1	2	21	9	14	10	7	3	8	0	1	1	1	1	4	....	1,500	.....	7
Nonsect ..	1	1	10	12	20	22	....	....	....	....	0	0	0	0	4	0	1,200	1,000	8
Nonsect ..	1	0	7	10	26	25	1	2	5	3	1	2	1	2	3	0	0	2,000	9
Nonsect ..	2	2	50	40	15	15	....	....	....	....	....	....	....	....	4	0	.....	3,500	10
Nonsect ..	1	0	21	11	7	12	7	8	....	....	....	....	....	....	4	0	100	3,000	11
Nonsect ..	1	1	20	14	44	40	20	14	....	....	0	0	....	....	....	0	.....	7,000	12
Nonsect ..	1	1	54	31	20	35	....	....	3	2	8	3	3	2	3	....	1,000	5,000	13
Baptist ...	1	1	10	10	31	30	....	....	....	....	0	0	....	....	2	....	.....	5,000	14
Nonsect ..	2	0	24	0	37	0	13	0	11	0	....	....	....	....	4	24	.....	10,000	15
Nonsect ..	1	1	16	11	51	35	2	2	3	0	....	....	....	....	4	....	0	800	16
Nonsect ..	1	1	21	15	51	43	2	3	3	4	....	....	....	....	4	....	3,645	2,000	17
Nonsect ..	1	1	35	20	40	30	8	12	5	3	2	0	2	0	3	0	250	2,500	18
Nonsect ..	1	1	10	12	8	9	....	....	....	....	0	0	0	0	....	0	.....	.....	19
Nonsect ..	2	1	20	10	50	30	2	4	3	5	0	0	0	0	4	0	100	1,500	20
Nonsect ..	1	2	8	10	32	28	....	....	....	....	....	....	....	....	4	0	.....	1,000	21
Nonsect ..	2	1	40	32	26	30	4	0	10	0	8	9	....	....	3	0	8,000	6,000	22
Nonsect ..	1	2	2	16	11	34	0	2	2	2	0	0	....	....	3	0	200	3,500	23
Nonsect ..	1	1	6	17	25	16	....	....	....	....	....	....	....	....	....	....	.....	.....	24
Cum. Presb	2	3	52	46	29	31	9	1	7	4	0	0	0	0	4	52	25	12,800	25
Nonsect ..	1	0	8	2	12	13	....	....	....	....	....	....	....	....	....	....	.....	500	26
Baptist ...	1	0	4	5	16	14	....	....	....	....	....	....	....	....	....	....	.....	2,000	27
Nonsect ..	2	0	23	7	2	0	....	....	....	....	16	7	3	1	5	0	400	.....	28
Cong	1	1	7	2	45	57	1	0	1	0	0	0	0	0	....	0	200	2,500	29
Nonsect ..	1	1	24	12	21	18	....	....	....	....	0	0	0	0	3	0	.....	1,000	30
Nonsect ..	1	1	12	10	27	22	....	....	3	2	0	0	0	0	3	0	0	1,500	31
Nonsect ..	6	0	92	0	0	0	0	0	92	0	9	0	....	....	....	92	2,000	75,000	32
Baptist ...	1	1	15	10	25	20	4	4	....	....	0	2	0	2	....	....	.....	2,500	33
R. C	0	6	0	23	0	26	....	....	....	....	0	3	....	....	3	....	3,550	.....	34
Nonsect ..	0	1	0	33	0	12	....	....	....	....	0	0	0	0	4	....	.....	.....	35
R. C	0	5	0	70	0	55	....	....	....	....	0	4	....	....	4	....	.....	.....	36
R. C	0	6	0	25	0	24	0	5	0	5	0	1	....	....	4	0	300	.....	37
Nonsect ..	3	0	67	0	0	0	....	....	....	....	....	....	....	....	....	0	.....	5,000	38
Cong	1	1	10	9	31	29	0	0	0	0	0	0	0	0	4	0	650	2,540	39
Miss. Bapt	1	0	26	8	30	33	0	0	4	1	0	0	0	0	4	0	0	1,500	40
M. E. So...	1	2	32	20	20	20	20	17	5	7	0	0	0	0	4	0	.....	2,500	41
Miss. Bapt	1	2	7	12	38	53	2	1	1	2	2	1	2	1	3	0	.....	2,000	42
Nonsect ..	1	0	17	13	8	5	1	3	0	0	0	0	0	0	....	0	0	250	43
Nonsect ..	1	1	18	16	4	2	1	3	0	0	0	0	0	0	....	0	.....	600	44
Nonsect ..	0	6	56	47	100	100	....	....	....	....	....	....	....	....	4	0	400	20,000	45
Nonsect ..	2	2	63	40	27	20	12	7	15	5	0	0	0	0	2	0	100	6,000	46
Nonsect ..	2	1	15	28	20	27	....	....	3	2	....	....	....	....	4	0	.....	5,000	47
Cong	4	2	33	33	219	287	10	2	....	....	7	5	6	1	4	0	600	133,267	48
Nonsect ..	2	1	29	24	45	47	....	....	....	....	....	....	....	....	....	....	.....	.....	49
Nonsect ..	1	0	15	5	20	25	10	5	....	....	0	0	....	....	4	0	.....	1,500	50

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	ALABAMA—continued.		
51	Tuskaloosa	Verner's School	W. H. Verner
52	Tuskegee	Alabama Military Academy*	W. D. Fonville
53	Union Springs	Union Springs Male and Female College.	J. M. Sanders
54	Vernon	Vernon Institute*	C. V. Thompson
55	Walnutgrove	Walnut Grove College*	C. L. Murphee
56	Whiteplains	Talladega District High School	Geo. P. McClurkin
	ARIZONA.		
57	Prescott	St. Joseph's Academy	Sister M. Demetria
	ARKANSAS.		
58	Amity	Amity High School	Samuel M. Samson
59	Barrenfork	Mount Pleasant Academy	J. P. Bingham
60	Belleville	Belleville Normal College	D. F. Montgomery
61	Berryville	Clarke's Academy	Isaac A. Clarke
62	Cauthron	Cauthron Academy*	W. W. Lundy, A. B.
63	Fordyce	Training School for Youths	J. D. Clary
64	Forrest City	Crowley Ridge Institute	J. B. Williams
65	Gully	Philadelphia High School	J. W. C. Gardner
66	Hamburg	Hamburg High School*	J. R. Lin
67	Helena	Sacred Heart Academy	Sister Evangelista
68	Hollysprings	Judson Baptist High School	Prof. D. H. Gill
69	Little Rock	Arkansas Baptist College	Jos. A. Booker, A. M
70	Magnolia	South Western Academy*	Bennett J. Brown
71	Monticello	Hinemon's University School	J. E. Erwin
72	Orchard	Orchard-Hendrix Academy	Rev. James M. Hughey, A. M.
73	Paragould	Thompson's Classical Institute*	R. S. Thompson, president
74	Pearidge	Pea Ridge Normal College	Parish & Caldwell
75	Quitman	Quitman High School*	O. H. Tucker
76	Rogers	Rogers Academy	Morrison Weimer
77	Searcy	Speers-Langford Military Institute	G. T Storey and R. B Willis
78	Sidney	Sidney Collegiate Institute*	Ragan and Grisham
79	Southland	Southland College and Normal Institute.	Duff G. Phillips
80	Spielerville	New Subiaco College	Rev. Ignatius Conrad, O. S. B.
81	Wilmar	Drew Normal Institute	J. L. Spence
	CALIFORNIA.		
82	Alameda	Notre Dame Academy	Sister of Notre Dame
83	....do	University Academy	W. W. Anderson
84	Belmont	Belmont School	W. T. Reid, A. M
85	Berkeley	Boone's University School	Philip R. Boone
86	....do	Head's (Miss) Preparatory School.	Miss Anna Head, A. B.
87	East Oakland	Our Lady of Lourdes Academy	Sister M. Fidelis
88	Grass Valley	Mount St. Mary's Academy	Sister M. Baptist O'Connor
89	Healdsburg	Healdsburg College*	R. S. Owen
90	Irvington	Curtner Seminary*	H. Ingram
91	Lakeport	Lakeport Academy	John Overholser
92	Los Angeles (217 South Broadway).	Collegiate Institute for Boys and Young Men.*	Anselm B. Brown, A. M.
93	Los Angeles	Los Angeles Military Academy	Grenville C. Emery, A. M
94	Los Angeles (865 West 23d st.).	Marlborough School for Girls and Young Ladies.	Mrs. G. A. Caswell
95	Los Angeles	St. Mary's Academy*	Sister Wilhelmina
96	Marysville	College of Notre Dame	Sister Superior Mary Loretto.
97	Menlopark	Hoitt's School for Boys	Ira G. Hoitt
98	Nordhoff	Thacher's School (Casa de Piedra Ranch).	Sherman Day Thacher, A. B., LL. B.

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	2	0	76	0	30	0	40	0	40	0	....	....	....	....	0	....	.....	$10,000	51
Nonsect ..	2	1	20	4	15	3	....	....	15	4	4	0	4	0	....	24	700	15,000	52
Nonsect ..	2	2	40	38	44	68	20	20	19	19	6	5	0	0	4	0	0	5,000	53
Nonsect ..	1	2	20	15	20	20	....	....	3	2	0	0	0	0	....	....	.....	500	54
Nonsect ..	1	1	42	38	36	32	12	7	3	2	5	0	....	....	4	....	1,000	3,000	55
M. E. So...	1	3	23	14	86	64	....	....	....	....	3	2	3	1	4	....	.....	3,000	56
R. C	0	2	0	10	20	40	....	....	....	....	0	0	0	0	....	....	.....	.....	57
Nonsect ..	3	0	30	38	40	46	0	0	2	3	0	0	0	0	4	42	378	8,000	58
Nonsect ..	2	0	38	22	40	27	9	7	3	2	0	0	0	0	3	0	43	3,000	59
Nonsect ..	2	0	37	38	70	65	1	0	4	2	4	0	4	0	4	0	75	3,000	60
Nonsect ..	1	1	25	20	15	15	....	....	....	....	....	....	....	....	....	....	.....	....	61
Nonsect ..	1	0	18	11	27	27	....	....	....	....	2	3	2	3	2	0	.....	.....	62
M. E. So...	2	1	50	45	20	20	35	30	....	....	1	2	1	2	4	0	400	4,000	63
Nonsect ..	1	5	100	110	75	80	2	3	0	5	4	5	1	1	4	0	.....	12,000	64
Nonsect ..	1	0	17	12	32	21	....	....	....	....	....	....	....	....	....	....	.....	.....	65
Nonsect ..	2	1	13	15	25	29	1	4	....	....	0	4	0	4	3	0	.....	4,000	66
R. C	0	1	2	11	32	40	0	0	0	0	0	2	0	0	4	0	700	.....	67
Nonsect ..	1	1	19	20	24	20	2	1	1	0	1	2	1	2	4	0	75	2,500	68
Bapt.....	2	2	23	17	59	46	....	....	....	....	....	....	....	....	....	....	....	.....	69
Bapt.....	1	1	2	40	40	21	1	0	....	....	1	0	1	0	....	0	40	2,000	70
Nonsect ..	1	2	35	22	2	1	12	14	....	....	2	2	2	0	4	0	87	7,000	71
M. E. So...	2	0	13	15	26	30	....	....	....	....	0	0	0	0	4	0	1,400	10,000	72
Nonsect ..	2	1	44	39	5	8	5	4	4	2	1	0	1	0	4	0	500	3,000	73
Nonsect ..	5	2	82	35	111	47	23	13	27	15	5	3	5	3	3	0	200	5,000	74
Nonsect ..	0	3	25	10	15	20	8	3	9	2	0	1	0	1	5	0	600	25,000	75
Cong	4	1	29	33	13	20	6	4	10	22	1	5	....	....	4	....	1,400	15,000	76
Nonsect ..	5	0	55	0	18	17	20	0	....	....	....	....	....	....	....	55	1,500	40,000	77
Nonsect ..	3	0	19	20	60	65	2	3	....	....	....	....	....	....	....	0	100	500	78
Friends...	1	2	29	37	24	45	0	0	2	6	9	4	0	1	4	0	.....	20,000	79
R. C	5	0	22	0	12	0	....	....	0	0	0	0	....	....	4	....	4,000	.....	80
Nonsect ..	4	0	50	65	65	57	6	15	30	35	4	5	4	5	3	30	500	5,000	81
R. C	0	4	0	17	42	90	....	....	....	....	0	1	....	....	3	0	220	.....	82
Nonsect ..	3	0	28	0	19	0	1	0	17	0	8	0	8	0	4	0	500	8,000	83
Cong	7	0	77	0	38	0	12	0	40	0	15	0	15	0	4	93	1,250	150,000	84
Nonsect ..	5	0	45	0	5	0	0	0	45	0	16	0	16	0	4	0	5,000	20,000	85
Epis	1	13	0	48	15	49	0	22	....	....	0	12	0	7	4	0	1,800	35,000	86
R. C	0	5	0	12	30	163	0	0	0	0	0	2	0	1	3	0	250	.....	87
R. C	0	1	0	14	75	101	0	4	....	....	0	4	0	4	3	0	1,000	100,000	88
7 D. Adv..	3	2	42	39	67	74	11	7	....	....	5	2	....	....	....	0	642	42,485	89
Christian .	2	6	0	45	0	40	....	....	....	....	0	3	0	2	....	....	.....	.....	90
Nonsect ..	1	1	18	22	0	0	1	1	4	2	1	1	1	1	4	0	400	5,000	91
Nonsect ..	1	0	10	0	11	0	1	0	1	0	....	....	....	....	....	....	.....	.....	92
Nonsect ..	3	1	15	0	45	0	6	0	6	0	....	....	....	....	4	15	2,000	40,000	93
Nonsect ..	1	5	0	80	0	23	0	5	0	2	0	7	0	6	....	0	.....	15,000	94
R. C	0	3	0	50	75	50	....	....	36	0	0	2	0	2	4	....	100	10,000	95
R. C	0	5	0	25	50	125	....	....	....	....	0	2	....	....	4	....	.....	.....	96
Nonsect ..	3	0	15	0	30	0	0	0	7	0	....	....	....	....	4	0	1,000	.....	97
Nonsect ..	5	0	22	0	11	0	10	0	12	0	0	0	0	0	4	0	300	20,000	98

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	CALIFORNIA—continued.		
99	North Temescal	Sacred Heart School (Girls)*	Sister M. Gabriel
100	Oakland	Convent of Our Lady of the Sacred Heart.	Mother Delphine
101	Oakland (964 18th st.)	Horton's (Miss) School*	Miss Sarah W. Horton
	Ontario	Chaffey College	William T. Randall, dean
102	Palo Alto	"Castilleja Hall," Boarding and Day School for Girls.	Miss Zladie M. Brown
103	....do	"Manzanita Hall," Preparatory School for Boys.	Frank Cramer
104	Pasadena, (49 S. Euclid ave.).	Classical School for Boys	Stephen Cutter Clark, A. B
105	Pasadena, (124 S. Euclid ave.).	English-Classical School for Girls.	Miss Anna B. Orton
106	Petaluma	St. Vincent's Academy	Sister Mary Philippa
107	Redbluff	Academy of Our Lady of Mercy	Sister M. Helena
108	Redwood City	Academy of Notre Dame	Sister Mary Cecelia
109	Riovista	St. Gertrude's Academy	Sister M. C. McGarr
110	Sacramento (12th and K sts.).	Sacramento Institute	Brother Vellesian
111	Sacramento	St. Joseph's Academy	Sisters of Mercy
112	San Diego	Academy of Our Lady of Peace	Sisters of St. Joseph
113	....do	Southwest Institute*	Miss Way and Miss Kinney
114	San Francisco (925 Franklin st.).	Academy of the Sacred Heart	Madame M. Gorman
115	San Francisco (Dolores st., between 16th and 17th sts.).	College of Notre Dame	Sister Julia Theresa
116	San Francisco (1849 Jackson st.).	Hamlin School and Van Ness Seminary.	Miss Sarah D. Hamlin
117	San Francisco (2126 California st.).	Irving Institute	Rev. Edward B. Church, A. M.
118	San Francisco (2234 Pacific ave.).	Murrison's (Miss) School	Miss E. L. Murrison
119	San Francisco (Fremont and Harrison sts.).	Our Lady of Mercy's Academy	Sisters of Mercy
120	San Francisco (1901 Powell st.).	Presentation Convent	Mother Mary Josephine
121	San Francisco (SE. cor. Eddy and Larkin sts.).	Sacred Heart College	Brother Florinus
122	San Francisco	St. Brigid's School	
123	San Francisco (671 Mission st.).	St. Vincent's	Sister Mary Vincent
124	San Francisco (3300 Washington st.).	Trinity School	Rev. E. B. Spalding, L. H. D
125	San Francisco (2124 California st.).	Urban School*	C. Brier
126	San Francisco (2014 Van Ness ave.).	West's (Miss) School for Girls	Miss Caroline Cooke Jackson.
127	San Francisco (1718 Sacramento st.).	Ziska Institute	Madame B. Ziska, M. A
128	San Jose (165 Devine st.)	The Washburn School-University.	Arthur Washburn
129	San Leander	St. Mary's Academy	Sister of St. Dominic
130	San Luis Obispo	Academy of Immaculate Heart of Mary.	Sister Mary Conception Garvie.
131	San Mateo	St. Margaret's School	Rev. George Wallace, A. M
132	....do	St. Mathew's School	Rev. W. A. Brewer
133	San Rafael	Dominican College	Mother Louis
134	....do	The Hitchcock School	Rev. Charles Hitchcock
135	....do	Mount Tamalpais Military Academy.*	Arthur Crosby
136	Santa Barbara	Santa Barbara Collegiate Institute	T. H. McCune, M. A

* Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
R. C	0	2	0	15	0	85	....	....	....	....	....	....	....	....	3	....	400	.....	99
R. C	0	2	0	10	0	58	....	....	0	10	0	4	....	....	3	....	.....	$500,000	100
Nonsect	1	5	2	18	50	73	1	0	....	....	....	....	....	....	4	....	.....	.....	101
M. E	(a)	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	
Nonsect	0	5	0	25	0	0	....	....	0	19	0	8	0	8	3	....	.....	9,000	102
Nonsect	6	0	23	0	0	0	23	0	....	....	10	0	10	0	4	0	.....	15,000	103
Nonsect	4	0	22	0	21	0	7	0	15	0	1	0	1	0	4	0	1,000	.....	104
Nonsect	0	5	0	15	0	65	0	6	....	....	0	1	0	1	4	....	200	.....	105
R. C	0	3	0	24	....	....	....	....	....	....	0	2	....	....	4	....	700	42,000	106
R. C	0	3	0	82	0	8	....	....	....	....	0	2	....	....	3	....	.....	.....	107
R. C	0	2	0	26	37	53	....	....	....	....	0	1	0	1	3	0	.....	.....	108
R. C	0	4	10	30	36	139	0	0	4	3	0	5	0	0	3	0	600	50,000	109
R. C	6	0	60	0	215	0	11	0	6	0	6	0	4	0	3	0	900	12,000	110
R. C	0	4	0	60	0	140	....	....	....	....	....	....	....	....	....	....	100	.....	111
R. C	0	4	0	30	50	100	....	....	....	....	0	3	....	....	4	....	.....	.....	112
Nonsect	0	5	0	24	12	54	0	3	0	6	0	3	0	3	4	0	200	6,000	113
R. C	0	8	0	28	12	50	....	....	....	....	0	5	....	....	4	....	1,500	100,000	114
R. C	0	7	0	30	0	0	0	0	0	25	0	10	0	10	4	0	1,600	50,000	115
Nonsect	0	5	0	61	7	56	0	0	0	17	0	2	0	2	4	0	2,000	8,000	116
P. E	7	9	0	58	15	47	0	6	0	4	0	13	0	0	4	0	1,500	8,000	117
Nonsect	0	7	0	35	0	35	0	0	0	2	0	2	0	0	5	0	500	.....	118
R. C	0	3	0	15	260	260	0	10	0	0	....	....	....	....	3	0	.....	.....	119
R. C	0	3	0	31	312	425	0	0	0	0	0	5	0	0	4	0	.....	.....	120
R. C	3	0	60	0	230	0	40	0	35	0	6	0	6	0	3	0	3,000	40,000	121
R. C	0	4	0	30	180	250	....	....	....	....	0	10	0	5	3	....	.....	.....	122
R. C	0	4	6	70	386	515	0	0	0	0	4	4	0	0	3	0	2,500	56,000	123
Nonsect	8	0	49	0	28	0	8	0	6	0	8	0	6	0	4	0	.....	.....	124
Nonsect	3	2	22	0	40	0	2	0	13	0	2	0	2	0	4	0	100	.....	125
Nonsect	0	8	0	66	17	66	0	4	0	1	0	4	0	4	4	0	500	45,000	126
Nonsect	0	4	0	12	0	28	0	2	0	0	0	3	0	1	3	0	.....	.....	127
Nonsect	2	6	38	27	34	34	38	27	....	....	7	8	7	8	3	0	600	6,500	128
R. C	0	1	0	15	0	111	....	....	....	....	0	7	0	1	3	....	.....	.....	129
R. C	0	2	0	20	40	170	....	....	....	....	0	2	....	....	4	0	150	.....	130
P. E	1	1	4	12	4	18	4	8	....	....	....	....	....	....	4	....	.....	.....	131
Epis	10	0	50	0	80	0	5	0	23	0	9	0	7	0	4	50	.....	.....	132
R. C	0	3	0	65	0	25	0	0	....	....	0	3	0	0	4	0	.....	100,000	133
Nonsect	3	0	22	0	26	0	2	0	22	0	3	0	3	0	5	0	250	22,000	134
Presb	8	2	56	0	29	0	8	0	40	0	11	0	8	0	4	56	2,000	50,000	135
Nonsect	3	1	12	6	10	8	2	0	8	0	2	1	2	1	4	0	320	7,000	136

a See University table for statistics of Chaffey College.

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	CALIFORNIA—continued.		
137	Santa Clara	Notre Dame Academy	Sister Louis de Gonzague
138	Santa Cruz	School of the Holy Cross	Sister Mary Joseph
139	Santa Rosa	Ursuline Academy of the Sacred Heart.	Mother Agatha
140	Shorb	Academy of the Holy Names	Sister Mary, superior
141	Stockton	St. Agnes Academy	Sister M. Rose
142	....do	St. Mary's College	Brother Charles Aul
143	Vallejo	St. Vincent's Convent School	Sister M. Agnes
144	Woodland	Academy of the Holy Rosary	Sister Barbara, superior
	COLORADO.		
145	Boulder	Mount St. Gertrude's Academy	Sister M. Marguerite
146	Canyon City	Mount St. Scholastica's Academy.	Sister M. Callista
147	Del Norte	The Presbyterian College of the Southwest.	Rev. J. E. Weir
148	Denver	Wolfe Hall	Lucia Olcott
149	Leadville	St. Mary's School	Sister M. Evangelist
150	Montclair	Jarvis Hall Military Academy	Rev. H. Kay Coleman, M. A.
	CONNECTICUT.		
151	Baltic	Academy of the Holy Family	Sister M. Carine
152	Black Hall	Black Hall School (Boys)	Charles G. Bartlett
153	Bridgeport (263 Golden Hill)	Courtland School (Girls)	Frances A. Marble, Mary J. Miner.
154	Bridgeport (688 Park ave.)	Park Avenue Institute	Seth B. Jones
155	Bridgeport (416 Fairfield ave.).	The University School	Vincent C. Peck
156	Brookfield Center	Curtis School for Boys	Frederick S. Curtis
157	Cheshire	Episcopal Academy of Connecticut	E. D. Woodbury
158	Clinton	Morgan School	Dwight Holbrook
159	Colchester	Bacon Academy*	James R. Tucker
160	Cornwall	The Cornwall School	F. M. McGraw
161	Easton	Easton Academy	Wm. M. Gallup
162	Fairfield	Fairfield Academy	Francis H. Brewer
163	Farmington	Porter (Miss) and Dow's (Mrs.) School.	Miss Porter and Mrs. Dow
164	Greenwich	Greenwich Academy	J. H. Root
165	Hamden	Hamden Hall	Wm. C. Raymond
166	Hartford	Mount St. Joseph's Seminary	Sister Mary Cecilia
167	Hartford (1204 Asylum ave.)	Woodside Seminary	Sara J. Smith
168	Lakeville	The Hotchkiss School	E. G. Coy
169	....do	The Taconic School for Girls	Eliza Hardy Lord
170	Lyme	The Boxwood School*	Mrs. R. S. Griswold
171	Mystic	Mystic Valley English and Classical Institute.	John Knight Bucklyn, LL. D. T. B. Willson
172	New Haven	Gile Grammar School	
173	New Haven	Hopkins Grammar School	George L. Fox, rector
174	New Haven (97 Whitney ave.).	Johnstone's (Miss) School	Miss Mary Sibyl Johnstone
175	New Haven (57 Elm st.)	Orton and Nichols (Misses) School.	Rebecca Orton and Emily R. Nichols.
176	New Haven (56 Hillhouse ave.).	West End Institute	Mrs. and Miss Cady
177	New Haven (33 Wall st.)	Whedon's (Miss) School for Girls and Boys.	Susan H. Whedon
178	New Haven (96 Mansfield st.).	Willard's (Miss) School	Miss Charlotte A. Willard
179	New London	Bulkeley School	Walter A. Towne

*Statistics of 1897–98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
R. C	0	2	0	16	0	138	....	....	....	....	0	1	....	....	....	....	.....	.....	137
R. C	0	2	0	18	0	182	....	....	0	18	0	2	....	....	4	....	605	$50,000	138
R. C	0	8	0	10	0	16	0	10	....	....	0	2	....	....	4	....	.....	.....	139
R. C	0	7	0	30	7	26	0	4	0	12	0	4	....	....	4	0	600	50,000	140
R. C	0	3	0	30	34	306	0	16	0	4	0	7	....	....	4	....	.....	.....	141
R. C	1	0	20	0	140	0	....	....	....	....	5	0	....	....	3	....	.....	.....	142
R. C	0	4	17	25	198	226	....	....	....	....	2	4	....	....	3	42	.....	.....	143
R. C	0	3	0	19	0	70	0	4	....	....	0	1	....	....	4	....	600	.....	144
R. C	2	2	0	11	50	56	0	0	4	0	5	0	0	0	4	0	.....	60,000	145
R. C	0	3	0	9	0	41	0	5	0	0	0	0	0	0	4	0	400	.....	146
Presb	2	1	20	12	0	0	10	0	....	....	....	....	....	....	....	....	2,700	16,433	147
Epis	2	11	1	32	7	75	....	....	....	....	0	3	0	1	....	0	.....	.....	148
R. C	0	9	14	23	236	303	....	....	....	....	0	1	....	....	4	150	.....	.....	149
Epis	4	1	18	0	19	0	3	0	8	0	2	0	2	0	4	18	250	200,000	150
R. C	0	9	0	38	0	40	0	20	....	....	0	6	....	....	4	....	600	.....	151
Nonsect	5	1	24	0	12	0	14	0	16	0	12	0	10	0	5	0	1,000	.....	152
Nonsect	0	5	0	41	1	51	0	6	0	0	0	1	0	0	5	0	.....	.....	153
Nonsect	2	0	41	0	15	0	16	0	14	0	12	0	9	0	4	0	3,000	35,000	154
Nonsect	6	1	55	0	20	5	22	0	18	0	9	0	8	0	5	0	900	2,000	155
Nonsect	3	0	6	0	14	0	4	0	5	0	....	....	....	....	....	0	300	.....	156
P. E	5	2	35	0	6	0	3	0	16	0	6	0	6	0	4	35	600	80,000	157
Nonsect	3	3	41	45	94	110	5	3	4	0	4	9	....	....	4	0	3,000	70,000	158
Nonsect	1	1	25	30	0	0	5	4	....	....	3	8	3	4	4	0	450	5,000	159
Nonsect	0	1	4	4	6	7	3	6	....	....	....	....	....	....	4	0	2,500	.....	160
Nonsect	1	0	2	8	9	5	1	0	0	0	0	0	0	0	4	0	300	.....	161
Nonsect	1	2	6	3	8	11	....	....	....	....	2	1	2	1	....	0	.....	17,500	162
Nonsect	0	10	0	69	0	41	....	....	....	....	....	....	....	....	....	....	8,000	.....	163
Nonsect	3	2	10	7	28	9	5	3	....	....	1	4	1	1	4	0	.....	.....	164
Epis	2	0	7	5	13	9	0	0	2	0	....	....	....	....	....	0	50	6,000	165
R. C	0	4	0	38	0	48	0	4	0	0	0	5	0	0	4	0	1,087	200,000	166
Epis	2	4	0	19	0	0	....	....	....	....	0	5	....	....	....	....	1,200	.....	167
Nonsect	10	0	132	0	0	0	100	0	28	0	34	0	34	0	4	0	1 200	450,000	168
Nonsect	1	6	0	33	0	0	0	7	0	1	0	3	0	3	4	....	.....	20,000	169
Nonsect	1	6	0	20	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....	170
Nonsect	1	0	9	3	13	11	4	1	1	0	1	0	1	0	4	6	500	10,000	171
Nonsect	1	1	8	1	15	2	1	0	1	0	....	....	....	....	....	....	50	.....	172
Nonsect	3	1	76	0	0	0	33	0	43	0	15	0	15	0	4	0	1,000	.....	173
Nonsect	0	8	0	38	7	36	0	4	0	6	0	6	0	6	4	0	.....	.....	174
Nonsect	0	6	0	16	0	11	....	....	....	....	0	1	0	0	4	....	.....	.....	175
Nonsect	0	7	0	55	0	30	0	8	....	....	0	14	0	7	....	....	.....	.....	176
Nonsect	0	2	8	1	23	0	8	1	....	....	....	....	....	....	4	0	.....	.....	177
Nonsect	0	3	0	15	0	9	0	2	0	0	....	....	....	....	....	....	.....	.....	178
Nonsect	4	0	110	0	0	0	7	0	4	0	20	0	5	0	3	0	500	75,000	179

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	CONNECTICUT—continued.		
180	New London	Williams Memorial Institute	Colin S. Buell
181	New Milford	Ingleside School	Mrs. Wm. D. Black
182	.....do	Rectory School	H. L. Everest
183	New Preston	Upson Seminary	Rev. Henry Upson
184	Newtown	Newtown Academy	H. B. MacFarland, S. B
185	Norfolk	The Robbins School	Howard Willeston Carter
186	North Stonington	The Edgar Wheeler School	Susie M. Lindsey
187	Norwalk	Baird's (Miss) Institute	Miss Cornelius Baird
188	.....do	Norwalk Preparatory School	Carl A. Harstrom
189	.....do	Norwalk University School	W. G. Chase
190	Norwalk Hillside	Young Ladies' Seminary	Mrs. M. E. Mead
191	Norwich (280 Broadway)	Norwich Free Academy	Robert P. Keep, Ph. D
192	Pomfret	Pomfret School	Wm. Beach Olmstead
193	Putnam	Academy of Our Lady of Perpetual Succor.	Sister M. Paula, superior
194	Redding	Hill Academy	Fred J. Perrine
195	Saybrook	Shepard's (Miss) F. C., Private School.	Miss F. C. Shepard
196	Simsburg	McLean Seminary	J. B. McLean
197	Stamford	The Catharine Aiken School	Mrs. Harriet Beecher Scoville Devan.
198	.....do	The King School	Hiram U. King
199	Stamford (5 and 7 Willow st.).	Low's (Miss) Boarding and Day School for Girls.	Miss Low and Miss Haywood.
200	Suffield	Connecticut Literary Institution	Harry L. Thompson
201	Wallingford	Rosemary Hall	Caroline Runtz-Rees
202	Washington	The Gunnery	John C. Brinsmade
203	Waterbury	Academy of the Congregation de Notre Dame.	Sister St. Stanislaus
204	.....do	St. Margaret's Diocesan School	Mary R. Hillard
205	Watertown	Taft's School for Boys	Horace D. Taft
206	Westport	Staples High School	Bessie R. Taylor
207	Wilton	Wilton Educational School	Charles W. Whitlock
208	Woodstock	Woodstock Academy	E. R. Hall
	DELAWARE.		
209	Dover	Wilmington Conference Academy	Vaughan S. Collins
210	Wilmington (4th and West sts.).	Friends School	Enos L. Doan
	DISTRICT OF COLUMBIA.		
211	Georgetown	The Linthicum Institute	R. C. Balinger, curator
212	Washington (cor. Maryland ave. and 8th st. SW.).	Academy Immaculate Heart of Mary.	Sister Mary Wilford, O. S. D
213	Washington	Academy of the Visitation	Mother Mary Agnes Mathaney.
214	Washington (1342 Vermont ave. and Iowa Circle).	Chenoweth Institute	Miss Mary D. Chenoweth
215	Washington (2520-2522 13th st. NW.).	Columbian Seminary	A. T. Ramsey
216	Washington (914 14th st. NW.).	Emerson Institute	Charles Bedford Young
217	Washington (1811 I st. NW.)	Friends Select School	T. W. Sidwell and Mrs. T. W. Sidwell.
218	Washington (1212-1214 14th st. NW.).	Gunston Institute (Girls)	B. R. Mason and Mrs. B. R. Mason.
219	Washington (1312 Massachusetts ave.).	Holy Cross Academy	Sister M. Angelica

* Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	1	8	0	140	6	0	0	10	0	15	0	36	0	11	4	138	850	$125,000	180
Epis	0	7	0	67	0	0	....	....	....	....	0	16	0	0	5	0	.....	100,000	181
Epis	4	0	12	0	0	0	11	0	1	0	0	0	0	0	0	....	600	.....	182
Cong	2	0	10	0	2	0	2	0	2	0	2	1	2	1	....	....	375	.....	183
Epis	1	1	30	25	14	16	2	2	0	0	1	0	1	0	4	0	0	5,000	184
Nonsect ..	2	2	16	9	2	0	3	0	5	0	5	4	4	0	4	0	250	20,000	185
Nonsect ..	0	1	6	12	1	4	1	2	....	....	2	2	....	.....	4	0	280	2,000	186
Epis	0	6	0	28	0	20	....	....	....	....	0	6	....	.....	....	....	.....	.....	187
Epis	2	0	8	0	2	0	2	0	5	0	3	0	3	0	3	0	.....	.....	188
Nonsect ..	4	0	20	0	11	0	8	0	4	0	3	0	3	0	4	0	500	.....	189
Nonsect ..	0	5	0	17	1	16	....	....	0	14	0	3	0	3	4	....	2,200	30,000	190
Nonsect ..	6	7	118	152	0	0	43	23	14	5	12	30	8	6	4	0	11,000	200,000	191
Epis	10	0	85	0	5	0	70	0	15	0	9	0	9	0	....	0	900	75,000	192
R. C	0	4	0	40	0	10	....	....	....	....	0	2	0	2	4	0	300	.....	193
Nonsect ..	1	0	10	3	5	0	....	....	....	....	0	0	0	0	0	0	0	2,000	194
Nonsect ..	0	1	8	10	0	2	0	0	0	0	0	0	0	0	4	0	.....	.....	195
Nonsect ..	2	3	7	25	0	6	0	0	1	4	0	3	....	.....	4	0	1,100	.....	196
Nonsect ..	0	4	0	17	0	43	0	0	0	2	0	3	....	.....	4	....	.....	.....	197
Nonsect ..	3	0	28	0	31	0	9	0	5	0	2	0	1	0	....	0	250	25,000	198
Epis	0	9	0	60	0	10	0	6	....	....	0	4	0	2	....	....	.....	.....	199
Baptist ...	5	0	46	46	6	4	25	20	10	5	5	5	3	2	4	0	3,000	100,000	200
Epis	0	5	0	20	0	5	0	4	....	....	0	2	0	1	4	....	400	15,000	201
Nonsect ..	4	4	39	8	17	2	7	0	23	1	10	0	10	0	0	....	.....	.....	202
R. C	0	5	0	45	12	140	....	....	....	....	0	6	....	.....	4	0	3,000	.....	203
Epis	3	11	0	65	0	65	0	9	....	....	0	21	0	6	5	0	.....	.....	204
Nonsect ..	7	0	62	0	9	0	31	0	31	0	18	0	17	0	4	0	500	35,000	205
Nonsect ..	0	2	14	20	26	12	....	....	....	....	1	5	....	.....	4	....	2,000	.....	206
Nonsect ..	2	1	18	0	22	0	10	0	8	0	10	0	4	0	2	0	500	15,000	207
Nonsect ..	1	3	30	24	8	5	3	2	5	0	2	5	0	1	4	0	2,500	18,000	208
M. Epis ...	4	5	78	68	2	3	5	1	6	4	13	9	4	0	4	0	3,000	90,000	209
Friends...	4	2	41	33	82	62	4	2	8	5	5	8	4	3	4	0	625	35,000	210
Nonsect ..	6	0	40	0	72	0	....	....	....	....	....	....	....	....	....	....	.....	30,000	211
R. C	0	4	0	16	0	52	0	0	0	0	0	1	0	0	4	0	800	50,000	212
R. C	0	6	0	40	0	40	....	....	....	....	0	0	....	.....	....	0	1,200	75,000	213
Nonsect ..	1	5	0	23	0	3	....	....	0	6	0	2	....	.....	5	....	800	20,000	214
Nonsect ..	0	2	0	16	0	11	....	....	....	....	....	....	....	....	....	....	600	.....	215
Nonsect ..	5	0	47	0	23	0	12	0	8	0	9	0	....	.....	4	0	250	.....	216
Nonsect ..	3	9	35	30	92	32	5	4	8	4	4	4	2	3	4	0	600	65,000	217
Nonsect ..	0	4	0	42	0	30	....	....	....	....	0	4	....	.....	....	....	.....	.....	218
R. C	0	3	0	32	28	118	....	....	....	....	0	2	....	.....	4	....	.....	.....	219

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	DISTRICT OF COLUMBIA—continued.		
220	Washington (1305 17th st.)	The McDonald-Ellis School	Rev. Edwin R. Lewis, A. M., and Mrs. Rose Baldwin Lewis, A. B.
221	Washington (1100 M st. NW.)	Mt. Vernon Seminary	Mrs. Elizabeth J. Somers
222	Washington (822 Connecticut ave. NW.)	National Capital University	Warren Waverly Phelan, A. M.
223	Washington	Notre Dame Academy	Sister Mary Euphrasia
224	Washington (1206 Connecticut ave.)	Olney Institute	V. M. Dorsey and L. L. Dorsey.
225	Washington (1409 Corcoran st.)	Putnam's English and Classical School for Boys.	William H. Putnam
226	Washington (601 East Capitol st.)	St. Cecilia's Academy	Mother M. Augusta
227	Washington (1310 18th st. NW.)	The University School (Boys)	Robert L. Preston, A. B.
228	Washington (3d and T sts. NE.)	Washington College for Young Ladies.	Rev. F. Menefee
229	Washington	Wayland Seminary	George Rice Hovey
	FLORIDA.		
230	Gainesville	Tebeau's (Miss) Boarding and Day School.*	Miss Tebeau
231	Jacksonville	Edward-Waters College	A. St. George Richardson
232	....do	St. Joseph's Academy	Sister M. Claverie
233	Key West	Convent of Mary Immaculate	Sister M. Florentine
234	San Antonio	Holy Name Academy*	Mother Bonifacе, O. S. B.
235	Tampa	Convent of the Holy Names	Sister M. Theophile
	GEORGIA.		
236	Arabi	Houston High School*	J. E. Powell
237	Athens (312 Prince ave.)	Home School for Young Ladies	Miss Sosnowski
238	Athens (415 Baxter st.)	Jeruel Academy	J. H. Brown
239	Athens	Knox Institute	L. S. Clark, A. M
240	Atlanta (99 Leonard st.)	Spelman Seminary	Miss Harriet E. Giles
241	Atlanta (363 North ave.)	Washington Seminary	Mrs. W. T. Chandler
242	Auburn	Perry-Rainey College	J. C. Flanigan, A. B., S. B.
243	Augusta	Academy of Richmond County	Charles H. Withrow
244	....do	St. Mary's Academy*	Sister Mary Peter
245	....do	Summerville Academy	Arthur Grabowskie, Ph. D.
246	Birmingham	Birmingham High School*	J. O. Brand
247	Canton	Etowah Institute	W. L. Abbott
248	Carnesville	Carnesville High School*	W. H. Cobb
249	Cartersville	West End Institute	Mrs. Florence C. Harris
250	Cave Spring	Hearn Institute for Boys and Girls.	Hugh H. White
251	Cedartown	The Samuel Benediet Memorial School.	Ernest M. Benedict, president.
252	Cleveland	Cleveland Academy*	A. E. Lashley
253	Columbus	Moore's (Miss) School*	Miss Ruth Moore
254	....do	St. Elmo Institute	James J. Slade
255	....do	St. Joseph's Academy	Sister M. Berchmans
256	....do	Wynnton College	J. E. McRee
257	Crawfordville	Stephen's High School*	Jordan H. Sanford
258	Dalton	McLellan School	J. G. McLellan
259	Decatur	Agnes Scott Institute	F. H. Gaines, D. D
260	....do	Donald Fraser High School (Boys)	G. Holman Gardner, A. B.
261	Everett Springs	Everett Springs Seminary	W. J. Moore
262	Fairburn	Fairburn Institute	John E. Pendergrast
263	Fairmount	Fairmount College	Rev. J. A. Sharp

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	1	10	0	44	0	0	0	2	....	....	0	10	....	.....	....	....	2,000	.....	220
Nonsect ..	0	20	0	124	0	32	....	....	0	16	0	17	....	.....	....	....	2,500	.....	221
Nonsect ..	3	0	30	0	7	0	8	0	12	0	4	0	4	0	0	....	.....	.....	222
R. C	0	4	0	30	0	470	0	38	0	30	0	6	0	6	4	....	4,000	.....	223
Protestant	2	6	0	11	0	25	0	4	....	....	0	0	0	0	3	0	.....	$300	224
Nonsect ..	2	1	14	2	6	0	5	0	....	....	0	0	0	0	4	0	.....	.....	225
R. C	0	4	0	29	30	140	0	7	0	2	0	2	0	2	4	....	1,150	.....	226
Nonsect ..	4	0	19	0	23	0	13	0	16	0	3	0	3	0	....	0	.....	.....	227
Nonsect ..	4	3	0	45	0	20	0	22	....	....	0	11	....	.....	....	....	1,200	140,000	228
Baptist ...	4	2	45	23	47	42	23	6	....	....	16	6	4	0	4	0	2,000	60,000	229
P. E	0	2	0	15	0	40	....	....	....	....	0	1	....	.....	....	....	.....	10,000	230
A. M. E...	1	2	15	12	89	97	10	0	0	0	3	2	3	0	4	0	100	26,000	231
R. C	0	6	0	36	63	92	0	3	0	0	0	0	0	0	4	0	300	30,000	232
R. C	0	3	0	30	97	295	....	....	....	....	0	4	....	.....	4	....	.....	.....	233
R. C	0	5	0	14	8	9	0	2	....	....	....	....	....	.....	0	....	300	10,000	234
R. C	1	3	3	25	....	....	....	....	....	....	0	3	....	.....	4	....	1,000	50,000	235
Bapt.....	1	4	66	44	65	27	5	2	....	....	7	6	7	6	3	0	300	3,000	236
Nonsect ..	0	7	0	35	0	0	0	15	0	15	....	....	....	.....	....	....	.....	.....	237
Bapt.....	1	3	14	19	67	81	2	0	....	....	2	3	2	0	4	0	350	7,000	238
Cong	2	2	13	16	111	161	13	16	....	....	1	0	1	0	3	0	150	5,500	239
Bapt.....	0	19	0	63	0	0	0	6	....	....	0	9	0	5	4	0	3,400	175,000	240
Nonsect ..	2	15	0	132	0	76	0	6	....	....	0	13	0	2	4	0	3,000	20,000	241
Bapt.....	1	1	20	30	25	26	10	20	....	....	....	....	....	.....	4	....	1,000	10,000	242
Nonsect ..	5	0	127	0	0	0	....	....	97	0	5	0	....	.....	4	127	32	50,000	243
R. C	0	4	0	32	0	153	....	....	....	....	0	5	0	3	4	....	.....	.....	244
Nonsect ..	1	2	28	18	45	40	12	5	12	7	4	2	4	2	4	0	1,200	15,000	245
M. E. So...	1	1	17	24	33	30	3	1	....	....	3	1	3	1	....	....	200	2,000	246
Nonsect ..	1	1	17	15	55	53	....	....	....	....	....	....	....	.....	4	....	150	2,000	247
Nonsect ..	1	1	26	18	57	73	4	3	....	....	....	....	....	.....	....	....	.....	1,600	248
Nonsect ..	0	3	10	28	18	17	0	2	2	3	1	3	1	3	4	0	500	6,000	249
Bapt.....	1	0	16	10	30	31	4	0	6	6	0	0	0	6	4	0	50	5,200	250
Bapt.....	3	2	51	30	33	22	1	1	6	2	4	4	4	0	4	0	1,200	700	251
Nonsect ..	1	1	13	20	54	52	3	2	1	0	....	....	....	.....	....	....	.....	.....	252
Nonsect ..	0	1	8	13	13	6	....	....	....	....	0	0	....	.....	....	....	.....	.....	253
Nonsect ..	1	3	0	17	0	10	0	17	....	....	....	....	....	.....	4	0	500	12,000	254
R. C	1	2	0	17	50	18	0	10	0	0	0	0	0	0	....	0	500	4,000	255
Nonsect ..	1	1	15	10	....	....	5	2	5	0	0	2	....	.....	4	0	0	5,000	256
Nonsect ..	1	1	42	14	34	38	42	14	....	....	0	0	0	0	....	0	2,000	.....	257
Nonsect ..	1	0	25	0	5	0	....	....	....	....	0	0	0	0	4	0	125	.....	258
Presb	4	12	0	118	0	125	....	....	....	....	0	6	....	.....	4	0	1,200	125,000	259
Presb	2	1	41	0	50	0	16	0	4	0	1	0	1	0	3	0	600	6,000	260
Nonsect ..	2	0	27	8	....	....	....	....	....	....	4	1	....	.....	3	0	60	1,500	261
Nonsect ..	2	0	20	25	48	57	12	20	0	0	....	....	....	.....	3	0	50	5,000	262
M. E. So...	1	2	70	70	53	47	5	0	0	0	2	2	1	0	4	0	.....	5,000	263

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	GEORGIA—continued.		
264	Forsyth	Banks Stephens Institute	Carle R. Thompson
265	Gillsville	Gillsville High School*	—— Moss
266	Greensboro	Thomas Stock's Institute	F. G. Webb
267	Greenville	Greenville Masonic Institute	W. T. Weaver
268	Hagan	Hagan Academy	Hinton Booth
269	Hamilton	West Georgia Agricultural and Mechanical College.*	J. O. Pettis
270	Hartwell	Hartwell Institute	Geo. C. Looney
271	Hiawassee	Hiawasse High School*	A. B. Greene, A. B
272	Irwinton	Talmage Institute	Marter Smith, president
273	Jackson	Jackson Institute*	H. R. Hunt
274	Jefferson	Martin Institute	Ernest Neal
275	Lagrange	Park High School*	R. E. Park
276	Leo	Mossy Creek Academy*	J. W. Smith
277	Lexington	Meson Academy	N. H. Ballard
278	Lincolnton	Lincolnton High School	Geo. D. Godard
279	Lithonia	DeKalb Seminary	Wilber Colvin
280	McIntosh	Dorchester Academy	Fred W. Foster
281	McRae	South Georgia College	R. J. Strozier, A. M
282	Macon	Ballard Normal and Industrial School.	Geo. C. Burrage
283	.....do	Central City College	Wm. E. Holmes, president
284	.....do	St. Stanislaus Novitiate	Rev. John Brislan, S. J
285	Monroe	Johnston Institute	John Gibson, B. L., A. M
286	Monticello	Monticello Male and Female Academy.	J. E. Hall
287	Mount Zion	Mount Zion Seminary	W. T. Morris
288	Oliver	Oliver High School	Miss Kinman
289	Powder Springs	Powder Springs High School	W. A. Selman
290	Ringgold	Ringgold Literary and Normal Institute.	W. E. Bryan
291	Rockmart	Piedmont Institute	Rev. Oscar L. Kelley
292	Royston	Royston Academy	W. H. Cobb
293	Savannah (512 Harris st.)	Beach Institute	Miss Mertie L. Graham
294	Savannah (334 Bull st.)	Savannah Academy	John Taliaferro
295	Senoia	Excelsior High School*	W. Beauford Davis
296	Shellman	Shellman Institute	C. R. Jenkins
297	Statesboro	Statesboro Institute	J. E. Brannen
298	Swainsboro	Swainsboro High School	S. J. Tyson
299	Sylvania	Sylvania Academy*	S. J. Overstreet
300	Talbotton	Le Vert College	Miss N. L. Forbes
301	Tennille	Tennille Institute*	Z. Whitehurst
302	Thomaston	R. E. Lee Institute	R. G. Smith
303	Thomasville	South Georgia College	A. G. Miller and Miss E. H. Merrill.
304	Washington	St. Joseph's Academy	Mother Clemence
305	Weston	Weston High School*	O. L. Spurlin
306	Whitesburg	Hutcheson Collegiate Institute*	R. F. Hodnett
	IDAHO.		
307	Boise	St. Teresa's Academy	Sister M. Francis Clare
308	Caldwell	College of Idaho	William Judson Boone
309	Lewiston	St. Aloysius College	Rev. M. Meyer, S. J
310	Paris	Bear Lake Stake Academy*	W. W. Billings
311	Preston	Oneida Stake Academy	Josiah E. Hickman, D. B., B. L.
312	Rexburg	Bannock Stake Academy*	Geo. Cole
	ILLINOIS.		
313	Albion	Southern Collegiate Institute*	F. B. Hines
314	Alton (4th st.)	Ursuline Academy of Holy Family	Sister Agatha

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	1	4	55	50	85	65	10	12	....	....	2	5	2	3	5	55	800	$12,000	264
Nonsect ..	1	0	20	17	71	82	....	....	....	....	....	....	....	....	....	....	....	.....	265
Nonsect ..	1	1	17	17	46	41	5	4	0	0	5	0	4	0	3	0	75	3,000	266
Nonsect ..	1	1	20	24	13	27	4	16	....	....	....	....	....	....	....	....	.....	3,000	267
Nonsect ..	1	0	4	7	46	41	4	3	0	0	....	....	....	....	....	....	.....	1,500	268
Nonsect ..	0	1	14	18	9	2	5	4	....	....	....	....	....	....	....	0	.....	8,000	269
Nonsect ..	2	2	79	77	126	131	79	77	....	....	....	....	....	....	4	0	300	1,100	270
Bapt.....	2	2	125	75	....	....	25	5	....	....	0	0	0	0	4	0	200	2,000	271
Nonsect ..	1	1	20	22	29	30	....	....	....	....	5	3	5	3	....	0	.....	.....	272
Nonsect ..	2	2	50	50	70	100	....	....	....	....	....	....	....	....	4	0	.....	6,500	273
Nonsect ..	3	1	50	60	50	56	4	1	....	....	1	3	....	....	3	....	300	16,000	274
Protestant	2	0	50	0	57	0	10	0	5	0	....	....	....	....	3	....	1,200	2,000	275
Meth	1	0	20	10	60	40	8	2	....	....	....	....	....	....	3	....	18	2,500	276
Nonsect ..	1	1	9	10	33	37	4	7	2	0	....	....	....	....	3	....	450	5,000	277
Nonsect ..	0	2	8	8	27	19	4	2	....	....	....	....	....	....	....	0	50	500	278
Nonsect ..	1	2	7	14	19	31	....	....	....	....	0	0	0	0	3	....	.....	.....	279
Cong	1	2	24	15	191	217	3	0	....	....	2	2	2	0	5	0	1,200	12,900	280
M. E. So...	1	4	30	35	120	130	4	1	0	0	1	1	1	1	5	0	700	20,000	281
Cong	1	2	21	53	149	287	1	0	....	....	0	3	....	....	4	0	2,000	40,000	282
Nonsect ..	2	1	21	16	19	21	20	15	1	1	0	0	0	0	4	0	.....	15,000	283
R. C	3	0	23	0	0	0	23	0	23	0	....	....	....	....	....	....	.....	.....	284
Nonsect ..	2	1	64	73	118	124	29	36	18	22	4	6	4	6	4	0	200	4,000	285
Nonsect ..	1	1	16	19	53	61	16	19	....	....	8	7	....	....	3	0	.....	.....	286
M. E.....	1	0	20	15	84	95	10	6	6	2	0	0	0	0	0	0	0	3,500	287
Nonsect ..	1	0	2	6	11	9	0	2	....	....	....	....	....	....	....	....	.....	500	288
Nonsect ..	1	1	10	10	40	40	2	6	0	0	1	3	1	3	....	0	.....	1,000	289
Nonsect ..	1	1	8	8	62	73	1	2	....	....	1	0	1	0	4	0	100	3,000	290
M. E. So...	2	1	28	23	119	131	3	0	....	....	1	5	0	0	4	0	300	10,000	291
Nonsect ..	1	0	24	15	70	85	4	3	4	3	1	1	1	1	4	....	.....	5,000	292
Cong	0	3	13	20	87	110	0	0	11	17	4	7	4	5	2	0	200	.....	293
Nonsect ..	2	0	16	0	20	0	14	0	0	0	1	0	1	0	1	0	500	11,000	294
Bapt	3	0	30	17	57	32	12	7	0	4	....	....	....	....	4	24	.....	3,000	295
Nonsect ..	1	0	20	18	40	30	0	5	....	....	3	7	0	5	4	0	0	1,200	296
Nonsect ..	1	2	33	40	42	69	6	4	2	1	2	3	2	3	4	0	300	3,000	297
Nonsect ..	1	2	21	17	25	27	2	0	1	0	2	1	2	1	....	0	.....	5,000	298
Nonsect ..	0	1	7	7	32	36	2	3	0	0	0	3	3	0	4	....	.....	600	299
Nonsect ..	0	1	17	27	42	53	....	....	....	....	0	0	0	0	....	....	.....	.....	300
Nonsect ..	1	5	13	17	75	80	8	7	2	1	3	7	2	5	3	10	500	15,000	301
Nonsect ..	2	0	30	40	70	80	0	5	....	....	5	0	1	0	4	0	300	18,000	302
Nonsect ..	1	1	53	21	59	32	3	1	....	....	3	0	3	0	5	0	200	20,000	303
R. C	0	2	0	30	0	30	....	....	....	....	0	2	....	....	4	....	1,000	15,000	304
Nonsect ..	1	1	30	15	20	15	3	5	....	....	3	5	3	5	4	0	.....	750	305
Meth	1	1	40	25	100	60	5	2	0	0	0	0	0	0	4	0	315	3,500	306
R. C	0	7	0	20	15	80	....	....	....	....	0	2	....	....	4	....	250	15,000	307
Presb	3	0	20	34	60	6	15	5	....	....	3	5	3	5	4	0	1,500	3,000	308
R. C	4	0	40	0	20	0	4	0	1	0	1	0	1	0	4	0	100	.....	309
L. D. S	1	1	4	2	45	28	....	....	....	....	....	....	....	....	....	0	100	.....	310
L. D. S	4	0	15	10	85	92	....	....	1	1	....	....	....	....	4	....	2,000	30,000	311
L. D. S	2	1	11	14	92	59	6	4	5	10	4	3	....	....	4	....	.....	3,000	312
Cong	2	1	39	23	76	28	4	0	15	5	6	2	6	1	4	0	1,300	13,000	313
R. C	0	4	0	30	0	50	0	6	0	6	0	6	....	....	4	0	400	20,000	314

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	ILLINOIS—continued.		
315	Anna	Union Academy of Southern Illinois.	E. Wevel
316	Aurora	Aurora College	Edwin Maxey, Ph. B., LL. D.
317	....do	Young Woman's School. (Jennings Seminary.)	Charlotte A. Codding, superintendent.
318	Belleville	Academy of the Immaculate Conception.*	Sister M. Magdalen
319	Bourbonnais	Notre Dame Academy	Sister St. Mary of Merey
320	Bunker Hill	Bunker Hill Military Academy	S. L. Stiver
321	Cairo	St. Joseph's Female Academy	Sister Mary Thomas
322	Chicago (95 Throop st.)	Academy of Our Lady of the Sacred Heart.	Sister M. F. Seriphiea
323	Chicago (1844 Briar place)	Anable's (Miss) School for Girls	Miss Sara A. Anable
324	Chicago (4746 Madison ave.)	Ascham Hall	Kate B. Martin
325	Chicago (2141 Calumet ave.)	Dearborn Seminary	Jennie F. Purington
326	Chicago (Wabash ave. and 35th st.).	De La Salle Institute	Rev. Brother Pius
327	Chicago (4670 Lake ave.)	The Harvard School	J. J. Sehobinger and John C. Grant.
328	Chicago (40 East 47th st.)	Kenwood Institute	Anniee Bradford Butts
329	Chicago (40 Scott st.)	Kirkland Sehool	Mrs. Emma S. Adams
330	Chicago (2535 Prairie ave.)	The Loring Sehool	Mrs. Stella Dyer Loring
331	Chicago (2834 Wabash ave.)	St. Franeis Xavier Female Aeademy.	Mother M. Genevieve
332	Chieago	St. Stanislaus College	Rev. J. Kruszynski, C. R
333	Chicago (485 W. Taylor st.)	Seminary of the Sacred Heart	Madame V. Van Dyke
334	Chieago (3912 Vincennes ave.).	Starrett's (Miss) Sehool for Girls	Helen E. Starrett
335	Chieago (60 Bellevue plaee)	University School	Rebecca S. Rice and Mary E. Beedy.
336	Coffeen	Coffeen Normal School and Academy.	Jacob L. Traylor
337	Crab Orchard	Crab Orehard Aeademy	J. C. Blizzard
338	Creal Springs	Creal Springs College	Howard C. Tilton
339	Dakota	College of Northern Illinois	Rev. H. L. Beam, A. M
340	Decatur (430 E. Eldorado st.)	St. Theresa's Aeademy	Rev. J. Murphy
341	Dixon	Steinmann Institute and Business University.	Charles A. Steinmann
342	Elgin	Elgin Aeademy	George Newton Sleight
343	Evanston (1323 Davis st.)	Convent of Visitation	Sisters of the Visitation
344	Fairfield	Hayward College and Commereial Sehool.*	Rev. J. G. Bonnel, D. D
345	Geneseo	Geneseo Collegiate Institute	J. F. Casebeer
346	Godfrey	Monticello Ladies' Seminary	Harriet W. Haskell
347	Joliet	St. Franeis Aeademy	Sister M. Stanislas Droesler
348	....do	St. Mary's Aeademy	Sister M. Canisia
349	Kankakee	St. Joseph's Seminary	Sister St. Zephyrina
350	Kenilworth	Rugby School	W. A. Trowbridge, F. King Cooke.
351	Knoxville	St. Albans Sehool	A. H. Noyes
352	La Harpe	Gittings Seminary	L. B. Hull
353	Longwood	Institute of Our Lady of the Sacred Heart.*	Mother M. F. Seraphica
354	Marissa	Marissa Aeademy	C. J. Williamson
355	Media	Wever-Media Aeademy	H. W. Bowersmith
356	Mendota	Mendota College	M. L. Gordon
357	Morris	St. Angela's Academy	Sister M. Jerome
358	Mount Carroll	Frances Shimer Aeademy of the University of Chieago.	Wm. P. MeKee
359	Mount Morris	Mount Morris College*	J. G. Royer, president
360	Nauvoo	St. Mary's Aeademy	Mother M. Ottilia, O. S. B

*Statisties of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Presb	1	1	13	9	12	3	....	....	7	7	4	1	2	1	4	0	1,000	.....	315
Nonsect	3	0	9	4	22	4	....	....	0	3	....	....	....	....	....	....	1,500	$1,000	316
M. E	0	3	0	12	0	26	....	....	....	....	0	0	0	0	4	0	400	50,000	317
R. C	0	1	0	8	0	8	0	0	0	0	0	4	0	0	3	0	200	.....	318
R. C	0	6	0	10	0	150	....	....	....	....	....	....	....	....	4	....	800	25,000	319
Cong	2	1	10	7	18	3	1	1	1	0	....	....	....	....	1	16	2,000	25,000	320
R. C	0	1	0	9	78	87	....	....	....	....	0	3	....	....	4	0	360	14,000	321
R. C	0	6	0	30	0	90	....	....	0	22	0	3	....	....	4	....	2,000	.....	322
Nonsect	0	3	0	7	18	26	....	....	0	3	0	0	0	0	4	0	500	30,000	323
Nonsect	0	4	0	35	20	30	8	0	....	....	4	0	2	0	4	....	500	2,500	324
Nonsect	0	8	0	48	0	22	0	10	0	5	0	18	0	6	4	0	.....	.....	325
R. C	5	0	75	0	225	0	30	0	20	0	32	0	....	....	4	....	2,500	200,000	326
Nonsect	9	0	75	0	65	0	14	0	15	0	15	0	15	0	4	0	300	1,000	327
Nonsect	0	10	0	98	10	57	0	22	....	....	0	36	0	22	4	0	1,000	.....	328
Nonsect	0	10	0	70	15	55	0	0	0	10	0	11	0	5	5	0	1,200	50,000	329
Nonsect	0	9	0	36	30	40	0	17	....	....	0	10	0	5	4	0	.....	.....	330
R. C	0	10	0	62	0	188	....	....	....	....	0	16	....	....	4	0	7,000	.....	331
R. C	9	0	84	0	0	0	84	0	....	....	....	....	....	....	5	0	.....	.....	332
R. C	0	5	0	25	0	50	....	....	....	....	0	5	....	....	4	....	2,000	300,000	333
Nonsect	1	8	0	35	0	10	....	....	....	....	....	....	....	....	4	0	600	300	334
Nonsect	1	5	0	34	7	30	0	4	0	10	0	7	4	0	5	0	2,700	1,500	335
Nonsect	2	0	28	20	8	11	....	....	....	....	4	10	....	....	4	....	200	3,000	336
Meth	4	1	88	25	0	0	2	2	2	2	2	2	2	2	4	0	25	3,000	337
Bapt	2	2	28	34	9	21	3	1	2	3	0	4	0	0	4	0	300	10,000	338
Reformed	1	1	8	12	0	0	....	....	....	....	2	6	....	....	4	0	500	6,000	339
R. C	0	1	4	16	123	126	....	....	....	....	0	0	....	....	3	0	300	.....	340
Nonsect	7	3	35	15	90	60	4	3	7	5	20	10	5	3	....	0	800	40,000	341
Nonsect	3	2	45	36	61	34	3	1	2	0	6	8	3	1	4	0	100	70,000	342
R. C	0	4	0	22	0	28	....	....	....	....	....	....	....	....	4	0	.....	.....	343
M. E. So	2	1	30	23	38	79	8	6	10	8	8	7	8	7	....	0	300	15,000	344
Presb	2	2	39	45	6	4	1	2	4	8	6	6	2	1	3	0	250	30,000	345
Nonsect	0	8	0	100	0	20	....	....	....	....	0	12	....	....	....	....	.....	500,000	346
R. C	0	1	0	43	0	16	0	0	0	0	0	0	0	0	4	0	.....	.....	347
R. C	0	4	0	40	0	120	....	....	....	....	0	8	....	....	4	0	500	.....	348
R. C	0	5	0	23	0	281	....	....	....	....	0	1	....	....	4	0	700	40,280	349
Nonsect	5	0	28	0	6	0	5	0	11	0	3	0	2	0	5	0	500	12,000	350
Epis	7	0	32	0	10	0	1	0	11	0	7	0	3	0	4	32	1,000	60,000	351
Meth. Prot	1	3	10	30	10	15	1	2	3	3	5	7	4	4	4	0	300	24,025	352
R. C	0	4	0	28	0	44	0	6	....	....	0	5	....	....	4	....	3,000	.....	353
Presb. U	1	0	14	12	0	0	2	5	7	6	1	3	....	....	3	0	.....	2,500	354
Nonsect	3	1	23	20	5	38	4	6	3	8	0	0	0	0	4	0	200	6,000	355
Adv. Chris.	3	1	21	8	0	0	3	0	2	0	6	0	6	0	3	0	2,000	7,200	356
R. C	0	5	0	25	0	66	0	25	....	....	0	2	....	....	4	....	100	35,000	357
Bapt	1	6	4	55	2	3	0	0	0	7	0	8	0	5	4	0	1,000	.....	358
Ger. Bapt	11	4	140	80	20	10	30	22	43	35	11	7	11	7	....	0	20,000	60,000	359
R. C	0	4	0	40	0	85	....	....	0	2	0	6	0	1	4	....	.....	.....	360

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	ILLINOIS—continued.		
361	Onarga	Grand Prairie Seminary*	Samuel Van Pelt, A. M
362	Ottawa	Pleasant View Luther College	L. A. Vigness
363	do	St. Francis Xavier's Academy	Sisters of Mercy
364	Paxton	Rice Collegiate Institute	G. A. Elliot
365	Peoria (cor. Madison ave. and Eaton st.).	Academy of Our Lady of the Sacred Heart.	Sister Alexandrine
366	Port Byron	Port Byron Academy	Henry A. Ruger
367	Princeville	Princeville Academy	Royal B. Cushing
368	Quincy	St. Mary's Institute	Mother M. Bonifaee
369	Springfield	Academy of Our Lady of the Sacred Heart.	Mother M. Agnes
370	Springfield (cor. 4th and Jackson sts.).	Bettie Stuart Institute	Mrs. A. M. Brooks
371	Springfield	Concordia Seminary	Rev. Reinhold Pieper, A. B
372	Sycamore	Waterman Hall	Rev. B. F. Fleetwood, D. D
373	Toulon	Toulon Academy	Lewis A. Morrow
374	Upper Alton	Western Military Academy	A. M. Jackson
375	Vermilion Grove	Vermilion Academy	Geo. H. Moore
376	Warren	Warren Academy	Elmer C. Griffith
377	Waynesville Academy	Waynesville Academy	W. H. Smith
378	Bloomingdale	Friends' Bloomingdale Academy	Irving King, A. B.
379	Borden	Borden Institute	H. A. Buerk
380	Bourbon	Bourbon College	J. E. Marshall
381	Collegeville	St. Joseph's College	Aug. Seifert
382	Culver	Culver Military Academy	Col. A. F. Fleet
383	Elkhart	Elkhart Institute	N. E. Byers
384	Fairmount	Fairmount Academy and Normal School.	Elam Henderson
385	Ferdinand	Academy of the Immaculate Conception.	Benedictine Sisters
386	Fort Wayne	St. Augustine's Academy	Sister St. Louise
387	Indianapolis (633 N. Penn st.).	Classical School for Girls	May Wright Sewall
388	Indianapolis	Kniekerbocker Hall	Mary Helen Yerkes, Susan Hill Yerkes.
389	Indianapolis (1350 N. Meridian st.).	St. Agnes' Academy	Sister Mary Raphael
390	Lafayette (229 Columbia st.).	St. Ignatius' Academy	Sister Superior
391	Laporte (1011 Ridge st.)	St. Rose's Academy	Sisters of the Holy Cross
392	Lima	Howe School	Rev. John H. McKenzie
393	Michigan City	St. Mary's Academy	Sister M. Aquinata
394	New Albany (622 E. Market st.).	Holy Trinity Academy*	Sister Mary Emerita
395	Notre Dame	St. Mary's Academy	Mother M. Pauline
396	Oakland City	Oakland City College	W. P. Dearing
397	Oldenburg	Immaculate Conception Academy	Sister M. Veronica
398	Plainfield	Central Academy	J. Freeman Cox
399	do	Sugar Grove Academy	William H. Pollard
400	St. Marys	St. Mary's Academic Institute	Sister Mary Alma
401	South Bend	St. Joseph's Academy	Sister M. Ambrose
402	Spiceland	Spiceland Academy	Murray S. Wildman
403	Vincennes	St. Rose's Academy	Sister St. Cyrilla
404	Vincennes (234 S. 4th st.)	Vincennes University*	Alber H. Yoder
405	Westfield	Union High School	Murray N. Hadley
	INDIAN TERRITORY.		
406	Ardmore	Hargrove College	J. T. Johnson
407	Atoka	Baptist Academy	E. H. Rishel
408	Cameron	Cameron Presbyterian Institute*	Rev. T. B. Lunsford
409	Chelsea	Chelsea Academy	Thomas L. Bates

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
M. E	6	5	145	140	0	0	....	....	12	10	8	9	....	....	4	....	1,000	$45,000	361
Lutheran	3	0	22	12	87	31	....	....	....	....	....	....	....	....	3	0	200	30,000	362
R. C	0	4	0	36	0	100	....	....	....	....	0	6	....	....	3	....	500	.....	363
Cong	2	3	12	18	25	16	6	7	3	0	12	10	4	3	3	....	200	15,000	364
R. C	0	2	0	40	0	25	0	0	0	0	0	6	0	0	4	0	.....	150,000	365
Cong	4	4	25	32	16	3	5	5	6	8	1	2	1	2	3	0	.....	.....	366
Nonsect	1	3	20	19	10	3	3	4	....	....	4	1	2	1	4	25	200	2,500	367
R. C	0	4	0	36	0	150	....	....	....	....	0	4	....	....	4	....	500	120,000	368
R. C	0	5	0	30	0	30	0	7	....	....	0	0	....	....	4	0	.....	.....	369
Nonsect	2	4	0	55	0	45	0	5	0	4	0	5	....	....	4	0	1,800	20,000	370
Ev. Luth	3	0	161	0	0	0	57	0	....	....	33	0	18	0	2	0	2,500	135,000	371
P. E	0	10	0	65	0	33	0	10	....	....	0	8	....	....	4	....	2,500	75,000	372
Nonsect	1	3	23	35	0	0	4	4	2	6	1	8	1	4	4	0	200	20,000	373
Nonsect	8	0	85	0	10	0	1	0	3	0	19	0	6	0	4	85	1,000	100,000	374
Friends	1	0	20	28	12	18	....	....	....	....	5	4	2	3	3	0	400	5,000	375
Nonsect	2	2	55	62	8	2	4	0	5	8	10	12	9	8	....	0	.....	10,000	376
Presb	2	0	17	12	8	3	4	0	1	0	1	2	0	0	4	20	50	5,000	377
Friends	1	1	45	28	16	17	....	....	3	8	5	5	0	1	3	0	700	10,000	378
Nonsect	5	1	80	70	0	0	8	2	1	0	15	6	4	2	3	0	4,000	25,000	379
Nonsect	3	3	90	83	20	12	10	10	10	10	0	0	0	0	4	0	175	10,000	380
R. C	3	0	94	0	46	0	35	0	....	....	12	0	....	....	2	39	.....	.....	381
Nonsect	11	0	82	0	88	0	14	0	60	0	9	0	8	0	4	82	600	150,000	382
Mennonite	6	2	100	75	0	0	....	....	10	0	....	....	....	....	4	....	400	9,000	383
Friends	4	2	58	77	0	0	12	4	....	....	8	13	3	1	3	0	250	25,000	384
R. C	0	3	0	10	0	5	....	....	....	....	....	....	....	....	....	....	.....	.....	385
R. C	0	4	0	65	0	300	0	19	0	20	0	11	....	....	4	....	200	.....	386
Nonsect	0	12	0	60	7	53	....	....	....	....	0	10	....	....	5	....	.....	.....	387
P. E	0	6	0	25	6	45	0	10	....	....	0	1	0	0	5	....	1,500	35,000	388
R. C	0	2	1	14	74	88	1	0	....	....	0	3	....	....	4	0	100	45,000	389
R. C	0	1	0	24	135	106	6	0	0	0	0	3	....	....	4	0	150	25,000	390
R. C	0	3	15	8	6	36	....	....	....	....	....	....	....	....	4	0	1,000	.....	391
P. E	7	0	43	0	21	0	3	0	11	0	4	0	3	0	4	43	2,000	100,000	392
R. C	0	4	25	10	155	160	5	0	....	....	0	0	....	....	4	0	400	12,000	393
R. C	0	1	0	15	130	125	....	....	....	....	0	1	....	....	4	....	310	.....	394
R. C	0	4	0	72	0	104	....	....	....	....	0	11	....	....	4	0	4,700	.....	395
Ger. Bapt.	4	2	40	30	80	46	15	10	....	....	1	2	....	....	3	70	4,000	10,000	396
R. C	0	8	0	50	0	45	0	20	0	14	0	8	0	8	3	....	2,100	.....	397
Friends	2	1	41	49	48	57	14	11	5	0	12	12	6	7	4	0	.....	5,000	398
Friends	0	1	5	9	6	12	0	0	0	6	0	0	0	0	....	0	60	.....	399
R. C	0	16	0	165	0	10	....	....	....	....	0	12	0	12	4	....	3,000	150,000	400
R. C	0	2	0	50	0	50	....	....	....	....	0	0	....	....	....	0	200	.....	401
Friends	3	1	58	66	12	14	....	....	....	....	2	4	2	3	3	0	2,300	10,000	402
R. C	0	4	0	34	0	141	....	....	....	....	0	3	0	2	4	....	.....	.....	403
Nonsect	10	4	134	103	0	0	....	....	....	....	2	4	2	4	6	102	6,805	30,000	404
Friends	1	1	11	20	7	10	6	1	....	....	4	1	4	1	4	0	1,000	10,000	405
M. E. So	2	2	32	28	96	90	2	1	3	6	0	2	0	2	3	0	150	15,000	406
Bapt	1	0	18	24	65	84	....	....	18	24	....	....	....	....	....	....	300	8,000	407
Presb	1	2	11	14	52	61	3	1	....	....	....	....	....	....	4	0	200	1,800	408
Cum. Presb	1	1	10	15	55	55	....	....	10	15	....	....	....	....	3	0	.....	4,000	409

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	INDIAN TERRITORY—cont'd.		
410	McAlester	McAlester Academy	James A. Linn
411	Pryorcreek	Pryor Creek Collegiate Institute	H. S. Bruce
412	Ryan	Ryan Educational Institute	S. W. Hayes
413	Vinita	Willie-Halsell College	B. R. Morrison
414	.....do	Worcester Academy	W. A. Caldwell, A. M
415	Wagoner	Central College	Mrs. Phœbe Lincoln
	IOWA.		
416	Ackworth	Ackworth Academy	Wm. J. Symons
417	Bode	Lutheran High School	L. O. Lillegaard
418	Boone	Sacred Heart School	Sister Superior
419	Burlington	Burlington Institute-College*	H. L. Atkinson, A. M
420	Cedar Rapids	St. Joseph's Academy	Sister M. Agatha
421	Centerdale	Scattergood Seminary	
422	Charles City	Academy of the Immaculate Conception.*	Sister M. Josephine
423	Clinton	Mount St. Clare's Academy	Rev. Mother Agnes
424	.....do	St. Mary's School	Sister Mary Emerita
425	Corning	Corning Academy	Rev. T. D. Ewing, D. D
426	Council Bluffs	St. Francis Academy	Sister Mary Chionia
427	Davenport	Immaculate Conception Academy.*	Sister Mary Editha
428	.....do	St. Ambrose College	J. T. A. Flannagan
429	Decorah	Decorah Institute	John Breckenridge
430	Denmark	Denmark Academy	D. O. Clark
431	Des Moines (566 15th st.)	Clarke's (Miss) School	Rachael C. Clarke, A. M
432	Dubuque (13th and Main sts.)	Convent of the Visitation	Sister M. Alphonsa Montague.
433	Dubuque	St. Joseph's Academy *	Sister Mary Marcelliana
434	Earlham	Earlham Academy*	H. E. McGrew and R. B. Pemberton.
435	Epworth	Epworth Seminary	Frank G. Barnes
436	Fort Dodge	Tobin College *	T. Tobin
437	Hull	Hull Educational Institute	Rev. James B. Chase
438	Iowa City (308 Church st.)	Iowa City Academy	W. A. Willis
439	Jewell	Jewell Lutheran College	V. H. Hegstrom, Ph. D., president.
440	Legrand	Friends Academy	G. M. Dimmitt, B. S
441	New Providence	New Providence Academy	Albert F. Styles
442	Orange City	Northwestern Classical Academy	Rev. Matthew Kolyn, A. M
443	Osage	Cedar Valley Seminary	Alonzo Abernethy, A. M., Ph. D.
444	Oskaloosa	Oskaloosa College *	John M. Stoke
445	Pleasantplain	Pleasant Plain Academy	J. E. Roberts
446	St. Ansgar	St. Ansgar Seminary and Institute.	Sigurd Olsen
447	Salem	Whittier College	W. N. Halsey
448	Washington	Washington Academy *	W. C. Allen
449	Waukon	Sacred Heart School	Sister M. Agatha
450	Wilton Junction	Wilton German-English College	Prof. J. F. Grove
	KANSAS.		
451	Atchison	Mount St. Scholastica's Academy.	Mother Aloysia, O. S. B
452	Concordia	Nazareth Academy	Mother Antoinette
453	Eureka	Southern Kansas Academy	J. W. Scroggs
454	Haviland	Haviland Academy	E. E. Hadley
455	Hesper	Hesper Academy	Henry H. Townshend, B. S
456	Hiawatha	Hiawatha Academy	L. E. Tupper, A. M
457	Leavenworth	St. Mary's Academy	Mother M. Regis
458	McPherson	McPherson College	C. E. Arnold
459	Newton	Bethel College	Rev. C. H. Wedel

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Presb	1	1	10	14	50	58	0	0	0	0	0	0	0	0	....	0	40	$2,000	410
Nonsect	1	0	20	20	45	40	1	2	0	0	0	0	....	.....	4	0	150	2,000	411
Cum. Presb	1	1	32	27	39	41	2	2	2	2	2	2	1	1	3	0	0	4,000	412
M. E. So	2	2	35	37	66	80	....	....	....	....	0	0	0	0	4	0	100	50,000	413
Nonsect	1	1	30	33	91	130	....	....	3	2	0	0	0	0	3	0	250	12,000	414
Nonsect	1	2	9	14	78	69	....	....	....	....	0	0	0	0	3	23	.....	30,000	415
Friends	2	1	0	35	0	0	....	....	....	....	1	2	1	2	3	0	.....	.....	416
Luth	1	1	16	8	....	....	....	....	....	....	....	....	....	.....	....	....	20	3,000	417
R. C	0	2	5	14	55	86	....	....	5	14	1	0	....	.....	4	0	300	.....	418
Bapt	0	3	12	48	0	0	12	0	13	0	1	4	....	.....	4	0	5,000	25,000	419
R. C	0	5	21	32	51	78	0	2	2	0	1	1	1	0	4	0	700	12,000	420
Friends	1	1	11	12	0	0	....	....	....	....	0	0	0	0	3	0	500	10,000	421
R. C	1	2	12	27	52	63	0	6	0	8	0	1	....	.....	4	0	.....	10,000	422
R. C	0	5	0	15	6	30	....	....	....	....	0	7	....	.....	4	0	500	25,000	423
R. C	0	1	0	10	110	130	....	....	....	....	0	5	....	.....	4	0	400	.....	424
Presb	3	4	54	84	0	0	22	8	20	15	9	3	9	3	4	0	450	25,000	425
R. C	0	6	0	40	0	140	0	4	....	....	0	4	0	2	4	....	2,500	.....	426
R. C	0	4	0	34	0	131	....	....	....	....	0	8	....	.....	4	....	.....	.....	427
R. C	5	0	84	0	11	0	40	0	....	....	17	0	....	.....	4	0	4,000	.....	428
Nonsect	1	2	35	15	165	97	....	....	....	....	3	1	3	1	....	....	600	5,000	429
Cong	1	2	28	31	0	0	3	4	2	2	2	4	2	2	4	0	1,800	17,000	430
Nonsect	0	3	2	8	1	6	....	....	....	....	0	1	0	1	4	0	.....	.....	431
R. C	0	5	0	30	0	100	0	30	....	....	0	1	....	.....	4	0	1,000	.....	432
R. C	0	3	0	25	0	175	....	....	....	....	0	1	....	.....	4	....	600	30,000	433
Friends	2	2	13	12	11	14	3	1	1	0	2	0	2	0	4	0	400	10,500	434
M. E	2	3	71	71	58	30	15	8	13	21	6	12	....	.....	4	0	1,800	50,000	435
Nonsect	4	1	30	25	75	20	15	7	3	2	....	....	....	.....	3	....	450	3,000	436
Cong	3	2	26	32	4	2	1	0	3	1	3	2	2	1	3	12	2,540	16,000	437
Nonsect	3	3	64	58	28	23	0	3	42	29	28	22	17	11	3	0	200	500	438
Luth	2	1	26	30	32	30	....	....	....	....	2	3	0	0	4	0	350	25,000	439
Friends	2	3	15	15	4	1	2	1	2	0	2	1	2	1	2	0	500	5,000	440
Friends	1	2	23	27	5	5	....	....	....	....	3	3	....	.....	3	0	300	7,100	441
Reformed	3	1	40	21	0	0	15	0	....	....	7	3	....	.....	4	0	3,000	30,000	442
Bapt	5	5	86	67	50	47	....	....	....	....	17	17	10	12	4	....	2,000	28,000	443
Christian	1	2	8	3	9	7	....	....	3	2	0	0	....	.....	3	0	3,000	15,000	444
Friends	2	2	26	29	20	23	2	2	2	1	2	1	1	0	....	....	300	2,000	445
Nonsect	2	3	75	15	0	0	13	4	....	....	9	2	2	1	3	0	100	10,000	446
Nonsect	1	2	32	24	0	0	....	....	1	0	1	0	1	0	4	0	600	.....	447
Nonsect	1	2	32	48	0	0	....	....	....	....	8	10	....	.....	4	0	.....	5,000	448
R. C	0	2	14	13	54	69	....	....	....	....	1	2	0	2	4	0	92	15,000	449
Cong	5	3	47	32	17	27	....	....	....	....	6	6	....	.....	4	26	1,400	27,000	450
R. C	0	5	0	40	0	75	....	....	....	....	0	1	....	.....	4	....	360	.....	451
R. C	0	5	0	18	0	17	0	2	0	2	0	3	0	3	4	0	500	30,000	452
Cong	3	3	49	36	0	0	8	5	2	0	....	....	....	.....	4	0	1,200	20,000	453
Friends	1	1	13	14	12	13	1	6	1	0	0	4	0	3	3	0	400	1,800	454
Friends	1	2	24	20	0	0	....	....	24	20	1	1	1	1	4	0	600	3,500	455
Nonsect	4	2	38	37	33	70	12	10	8	0	7	1	6	2	4	0	500	30,000	456
R. C	0	4	0	20	0	39	....	....	....	....	0	3	....	.....	4	0	2,000	.....	457
Ger. Bapt	6	2	63	40	162	111	8	0	32	0	21	13	....	.....	3	0	2,000	50,000	458
Mennonite	7	2	64	29	19	0	....	....	....	....	6	2	....	.....	3	0	1,100	55,000	459

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	KANSAS—continued.		
460	Northbranch	North Branch Academy	A. H. Symons
461	Salina	St. John's School	C. E. Barber
462	Tonganoxie	Tonganoxie Academy	Alfred E. Jones
463	Washington	Friends' Academy	A. W. Jones, A. M
464	Wichita	All Hallows' Academy	
465	Wichita (213 3d st.)	Lewis Academy	J. M. Naylor, Ph. D
	KENTUCKY.		
466	Anchorage	Bellewood Female Seminary	W. G. Lord
467	Ashland	Ashland School for Girls*	Agnes Louise Goddard
468	Auburn	Auburn Seminary	O. O. Russell
469	Beattyville	Episcopal High School	Mrs. L. W. James
470	Beechmont	Louisville Training School for Boys.	H. K. Taylor
471	Bowling Green	St. Columbia's Convent and Academy*	Sister Mary Victor
472	Bremen	Bremen College and Perryman Institute.*	Peter Shaver
473	Buffalo	East Lynn College	J. C. Hoskinson
474	Burkesville	Alexander College	Rev. James McDonald
475	Cadiz	Ewell Merrill Carroll College	E. McCulley, A. M
476	Campbellsburg	Campbellsburg School	J. W. Pearcy
477	Campbellsville	High School	William M. Jackson
478	Carrollton	St. John's Select School	J. M. Ahmann
479	Clinton	Marvin College	M. H. Arnold
480	Covington	Notre Dame Academy	Sister Mary Armello
481	Covington (15 E. 12th st.)	Rugby School	K. J. Morris
482	Cynthiana	Smith's Classical School	N. F. Smith
483	Danville	Hogsett Military Academy	Chas. M. Neel
484	Elizabethtown	Hardin Collegiate Institute	Rice Miller, A.B
485	Elkton	Vanderbilt Training School	Joshua H. Harrison
486	Ensor	Stamford Academy	W. J. Craig
487	Frankfort	St. Joseph's Academy	Sister Innocentia
488	Gethsemane	Gethsemane College	Rev. B. M. Cyprian
489	Glendale	Lynnland Male and Female Institute.	W. B. Gwynn
490	Halfway	Douglass Academy*	W. E. Taylor
491	Harrodsburg	Harrodsburg Academy*	Boyer and Hill
492	Hartford	Hartford College*	T. J. Morton
493	Hazelgreen	Hazel Green Academy	Wm. Henry Cord
494	Henderson	Henderson Female Seminary	Miss Mary L. McCullagh
495	.....do	Home School for Girls*	Miss Mary Stewart Bunch
496	Hindman	Hindman School	George Clarke
497	Hodgensville	Kenyon College	John C. Pirtle
498	Hopkinsville	Hopkinsville High School	James O. Farrell
499	Hustonville	Christian College	B. J. Pinkerton
500	Hyden	Hyden Academy	James M. Walton
501	Independence	Independence High School*	G. W. Dunlap
502	Jackson	S. P. Lee's Collegiate Institute	J. M. Moore
503	Lagrange	Funk Seminary	John W. Selph
504	Lebanon	St. Augustine's Academy	Sister M. Kevin (Coffey)
505	Lexington	St. Catherine's Academy*	Sister Ligouri
506	London	Sue Bennett Memorial School	J. C. Lewis
507	Loretto	Loretto Literary and Benevolent Institute.	
508	Louisville (1071 3d ave.)	Allmond's University School	Mareus Blakey Allmont
509	Louisville	Cedar Grove Academy	Sister M. Evangelista
510	.....do	Flexner's School (Boys)	Abraham Flexner
511	.....do	Hampton College	L. D. Hampton Cowling

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Friends...	2	2	11	14	10	10	1	1	....	....	2	2	1	1	3	0	200	$2,000	460
Epis.....	5	1	41	0	10	0	....	....	....	....	4	0	....	.....	4	41	.....	100,000	461
Nonsect ..	1	1	19	13	....	....	....	....	....	....	1	1	1	1	4	0	400	.....	462
Friends...	4	0	18	13	50	25	3	1	....	....	0	0	....	.....	3	0	300	2,000	463
R. C	0	4	0	20	0	45	....	....	....	....	....	....	....	.....	4	....	800	.....	464
Presb.....	4	3	83	90	50	58	10	2	18	22	7	10	7	2	4	0	300	70,000	465
Nonsect ..	0	2	4	33	21	15	3	0	0	0	0	2	0	0	4	0	600	10,000	466
Epis.....	0	3	0	38	4	3	0	5	....	....	0	2	0	2	4	0	.....	.....	467
Cum. Presb	1	1	20	33	9	13	....	....	....	....	0	0	0	0	4	0	0	10,000	468
Epis.....	0	1	4	2	25	23	1	0	1	0	0	0	0	0	....	0	400	.....	469
Nonsect ..	2	2	53	10	10	6	5	0	10	2	3	0	3	0	4	....	1,200	13,500	470
R. C	0	1	3	16	57	74	....	....	....	....	0	1	....	.....	3	0	.....	.....	471
M. E.....	2	1	14	11	30	21	2	0	....	....	....	....	....	.....	....	....	.....	.....	472
Nonsect ..	5	1	65	56	100	80	16	8	12	7	5	1	....	.....	4	0	200	4,000	473
Presb.....	2	0	2	10	19	21	....	....	....	....	0	0	0	0	....	....	.....	.....	474
Nonsect ..	2	0	13	8	12	7	16	4	....	....	....	....	....	.....	3	0	850	4,000	475
Nonsect ..	1	2	16	11	32	32	1	0	0	0	1	0	1	0	3	0	75	4.000	476
Presb.....	3	0	35	35	28	20	5	4	....	....	6	4	2	2	....	0	.....	4,500	477
R. C	1	3	33	35	4	8	....	....	....	....	0	0	....	.....	3	0	.....	.....	478
M. E. So...	4	2	50	42	0	0	3	2	....	....	1	0	1	0	4	0	600	15,000	479
R. C	0	7	0	25	58	67	1	0	1	0	0	2	....	.....	4	....	.....	.....	480
Nonsect ..	1	2	30	8	9	4	1	0	6	1	2	2	1	1	5	38	0	.....	481
Nonsect ..	0	1	25	15	22	8	25	15	....	....	0	0	0	0	....	0	1,000	2,500	482
Nonsect ..	5	0	25	0	15	0	7	0	15	0	5	0	5	0	4	25	1,000	3,000	483
Presb.....	2	2	12	12	4	6	2	1	1	0	2	1	2	1	4	0	100	20,000	484
M. E. So...	3	0	44	8	0	0	....	....	....	....	3	0	2	0	4	0	1,500	30,000	485
Nonsect ..	1	0	32	0	8	0	16	0	....	....	0	0	0	0	3	....	.....	2,000	486
R. C	0	2	0	23	0	52	....	....	....	....	....	....	....	.....	4	....	.....	.....	487
R. C	4	0	39	0	40	0	10	0	....	....	2	0	....	.....	4	....	.....	.....	488
Bapt.....	2	2	20	30	11	21	4	2	3	1	2	5	2	5	4	0	1,000	1,000	489
Nonseet ..	1	1	26	11	10	7	4	3	3	2	....	....	....	.....	....	....	.....	1,000	490
Nonsect ..	2	3	30	18	40	13	8	0	7	2	0	0	0	0	4	....	.....	.....	491
Nonsect ..	0	2	15	17	75	66	....	....	....	....	0	2	....	.....	4	0	300	10,000	492
Christian.	2	3	70	20	40	30	1	0	0	0	4	3	1	0	3	0	400	8,000	493
Nonsect ..	0	2	0	25	0	20	....	....	....	....	0	1	....	.....	4	0	.....	5,000	494
Nonsect ..	0	4	1	21	4	14	....	....	1	0	0	6	....	.....	4	....	.....	.....	495
Nonsect ..	1	0	17	6	148	76	....	....	....	....	8	1	....	.....	....	0	75	2,800	496
Nonsect ..	5	2	46	28	190	119	4	0	14	9	10	4	10	4	4	0	1,000	12,000	497
Nonsect ..	1	0	40	0	0	0	0	0	0	0	....	....	....	.....	....	....	.....	.....	498
Disciples of Christ.	1	1	10	12	25	3	....	....	....	....	0	1	....	.....	....	....	.....	10,000	499
Presb.....	1	1	27	8	40	50	5	2	....	....	....	....	....	.....	4	....	160	2,500	500
Nonsect ..	1	2	20	10	30	28	1	0	0	0	3	5	1	0	4	0	800	2,000	501
Presb.....	5	1	39	43	53	59	....	....	....	....	1	1	1	0	2	0	500	25,000	502
Nonsect ..	0	3	32	37	31	44	4	3	9	2	0	0	0	0	4	0	200	8,000	503
R. C	1	2	22	12	44	68	6	12	....	....	....	....	....	.....	3	....	100	.....	504
R. C	0	4	0	20	20	58	....	....	....	....	....	....	....	.....	4	....	500	.....	505
M. E. So...	2	2	29	11	100	76	....	....	....	....	....	....	....	.....	4	0	200	30,000	506
R. C	0	1	0	25	0	15	....	....	0	7	....	....	....	.....	....	....	.....	.....	507
Nonseet ..	2	2	18	3	0	0	16	1	....	....	4	1	....	.....	4	0	.....	.....	508
R. C	0	3	0	9	13	48	....	....	....	....	0	2	0	2	4	0	700	.....	509
Nonsect ..	1	1	16	2	9	3	10	1	2	0	6	1	5	1	....	....	.....	.....	510
Nonsect ..	0	11	0	50	10	50	0	10	0	12	0	7	0	2	4	0	5,000	60,000	511

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	KENTUCKY—continued.		
512	Louisville	Kentucky Home School (Girls)	Miss Belle S. Peers
513	Louisville (cor. 4th and Breckinridge sts.).	Presentation Academy	Sister Eutropia
514	Louisville	St. Xavier's College	Brother Lawrence
515	Louisville (1225–7 4th ave.).	Semple Collegiate School	Patty B. Semple
516	Louisville	State University	Kev. C. L. Purce, D.D
517	Lyndon	Kentucky Military Institute	Col. Charles Wesley Fowler
518	Magnolia	Classical and Normal College*	S. A. Beauchamp
519	Maysville (8 4th st.)	Hayswood Female Seminary	Miss Fannie L. Hays
520	Maysville	St. Frances De Sales Academy*	Mother Francis Borgia
521	Middlesboro	Middlesboro University School	J. R. Sterrett
522	Millersburg	Millersburg Training School for Boys and Young Men.	C. M. Best, C. E
523	Millerstown	Millerstown Seminary	W. F. Nichols
524	Morganfield	St. Vincent's Academy	Sister Mary David
525	Morgantown	Morgantown Seminary	J. Elmer Turner
526	Mount Sterling	Goodwin's High School	M. J. Goodwin
527	Mount Vernon	Mount Vernon Collegiate Institute.	Rev. L. M. Scroggs
528	Nazareth	Nazareth Literary and Benevolent Institution.	Mother M. Cleophas Mills
529	Newport	Mount St. Martin's Seminary	Mother Maria
530	do	University High School	T. J. Dodd, G. H. Van Buren
531	North Middletown	Kentucky Classical and Business College.	M. G. Thomson
532	Owenton	Owenton High School	Miss Martha Holbrook
533	Owingsville	Owingsville High School*	C. V. Liming, A. M
534	Paris	Yerke's (W. L.) Private School	W. L. Yerkes
535	Pikeville	Pikeville Collegiate Institute	Rev. Thos. M. Cornelison
536	Princeton	Princeton Collegiate Institute	Rev. John M. Richmond, D.D.
537	Providence	Providence Male and Female Academy.	J. Y. Brown
538	St. Joseph	Mount St. Joseph Academy	Sister M. Augustine
539	St. Vincent	St. Vincent's Academy	Sister Mary David
540	Scottsville	Scottsville Seminary	J. Virgil Chapman
541	Sharpsburg	Sharpsburg Male and Female College	Mrs. Fannie B. Talbot
542	Shelbyville	Science Hill School	Mrs. W. T. Poynter
543	Slaughtersville	Van Horn Institute*	J. L. Tait
544	Stanford	Stanford Male Academy*	Hardin Craig
545	Taylorsville	Spencer Institute	Rev. Geo. C. Overstreet
546	Vanceburg	Riverside Seminary	Lawrence Rolfe
547	Williamsburg	Williamsburg Academy	Charles M. Stevens
	LOUISIANA.		
548	Arcadia	E. A. Seminary*	R. A. Smith
549	Baldwin	Gilbert Academy	Rev. A. E. P. Albert, A.M., D.D.
550	Crowley	Acadia College	J. F. Barrett
551	do	Beach's (Miss) School	Ellen P. Beach
552	Donaldsonville	St. Vincents' Institute	Sister M. Clotilda
553	Franklinton	Franklinton Central Institute	George D. Free
554	Gibsland	Gibsland Institute*	J. A. Robinson, M. A
555	Grand Coteau	Sacred Heart Convent	Madam H. Sarens
556	Houma	Houma Academy*	D. F. Ross, A. M
557	Jackson	Feliciana Female Collegiate Institute.	Rev. D. O. Byers, A. M
558	Jackson	Millwood Female Institute	Miss A. M. C. Pearce
559	Marksville	Marksville High School	V. L. Roy, B. S
560	Monroe	St. Hyacinth's Boarding and Day School.	Sister St. Ignatius

*Statistics of 1897–98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Epis	0	5	0	25	3	42	0	3	....	....	0	2	....	.....	4	....	.....	.....	512
R. C	0	5	0	14	40	82	....	....	....	....	0	5	....	.....	4	....	.....	.....	513
R. C	6	0	85	0	75	0	11	0	....	....	11	0	....	.....	4	0	2,150	.....	514
Nonsect	0	8	0	70	0	35	0	15	....	....	0	9	0	6	4	....	200	$500	515
Bapt	2	2	60	15	66	28	40	5	....	....	12	3	6	2	4	0	500	35,000	516
Nonsect	6	0	50	0	3	0	....	....	....	....	7	0	....	.....	....	50	4,000	17,000	517
Nonsect	1	1	7	12	....	....	....	....	....	....	0	0	....	.....	....	....	.....	.....	518
Nonsect	0	6	0	22	6	18	....	....	....	....	0	0	0	0	4	0	200	10,000	519
R. C	0	6	0	40	0	60	0	20	....	....	0	2	0	2	4	0	1,000	40,000	520
Presb	1	1	20	30	25	25	10	2	10	3	1	1	1	1	4	35	300	.....	521
M. E. So	2	1	49	0	0	0	5	0	25	0	1	0	....	.....	....	....	.....	.....	522
Nonsect	0	1	16	15	11	5	....	....	....	....	....	....	....	.....	....	....	.....	300	523
R. C	0	2	0	30	0	70	0	0	0	1	0	4	0	3	4	0	1,060	.....	524
Nonsect	0	1	15	10	69	63	....	....	8	2	....	....	....	.....	....	....	.....	2,500	525
Nonsect	1	0	28	0	0	0	16	0	6	0	4	0	4	0	4	0	340	4,000	526
Presb	1	1	14	3	....	....	3	0	....	....	0	0	0	0	....	0	.....	800	527
R. C	0	10	0	60	0	38	0	2	....	....	0	3	0	1	4	0	5,000	.....	528
R. C	0	6	0	37	0	23	0	10	0	8	0	5	0	5	5	....	775	50,000	529
Nonsect	1	0	11	0	0	0	2	0	1	0	2	0	2	0	3	0	.....	.....	530
Nonsect	1	1	11	16	21	42	4	2	0	14	....	....	....	.....	....	0	900	10,000	531
Nonsect	1	1	8	10	2	2	....	....	3	2	0	0	0	0	4	....	.....	3,000	532
Nonsect	1	1	8	5	62	70	2	0	3	2	....	....	....	.....	....	0	.....	.....	533
Nonsect	1	0	18	9	4	1	....	....	....	....	....	....	....	.....	0	....	.....	2,400	534
Presb	0	3	10	10	40	55	....	....	....	....	....	....	....	.....	3	0	200	6,500	535
Presb	4	3	17	16	17	29	3	0	....	....	2	1	2	1	4	0	1,500	43,750	536
Nonsect	1	0	10	20	....	....	....	....	....	....	0	0	0	0	....	0	375	3,500	537
R. C	0	4	0	25	0	20	....	....	....	....	0	4	0	4	....	....	2,500	.....	538
R. C.	0	2	0	25	0	75	0	0	0	0	0	4	....	.....	4	....	1,000	.....	539
Nonsect	2	0	27	20	15	16	3	4	....	....	0	0	0	0	4	0	.....	3,000	540
Nonsect	1	1	10	10	50	48	3	6	2	4	1	1	1	1	4	0	200	.....	541
Nonsect	0	9	0	59	0	43	0	11	....	....	0	2	....	.....	4	....	2,000	25,000	542
Nonsect	1	1	15	14	27	61	....	....	1	7	....	....	....	.....	3	0	30	3,000	543
Nonsect	1	1	37	0	0	0	10	0	2	0	17	0	3	0	3	0	.....	5,000	544
Nonsect	1	2	16	16	21	8	1	0	8	0	0	0	....	.....	4	....	0	6,000	545
Nonsect	1	1	10	6	35	23	....	....	....	....	0	0	0	0	0	....	.....	3,000	546
Miss. Ass	2	3	16	19	122	105	6	10	....	....	2	2	....	.....	4	35	1,500	10,000	547
Nonsect	2	1	13	15	14	23	5	8	8	7	0	0	0	0	4	0	300	1,800	548
Meth. Epis	4	4	34	28	106	108	18	6	....	....	1	3	1	3	4	....	2,000	60,000	549
Nonsect	1	3	45	50	105	78	5	0	....	....	3	5	....	.....	4	0	400	35,000	550
Nonsect	0	1	5	5	11	9	0	1	1	0	....	....	....	.....	....	....	.....	.....	551
R. C	0	4	0	40	0	62	....	....	....	....	0	2	0	2	4	....	1,000	.....	552
Nonsect	1	2	40	18	44	57	1	3	19	8	5	5	5	4	2	0	200	3,000	553
Christian	3	1	30	38	54	30	....	....	....	....	3	2	3	2	4	0	64	3,000	554
R. C	0	10	0	52	35	45	....	....	....	....	0	0	....	.....	....	....	.....	.....	555
Bapt	1	2	40	30	80	100	3	1	2	0	3	0	....	.....	4	....	100	5,000	556
Presb	1	3	4	30	12	11	2	3	....	....	0	1	0	1	4	0	1,000	4,000	557
M. E. So	0	2	0	10	0	19	....	....	....	....	0	1	0	1	....	....	.....	5,000	558
Nonsect	2	1	29	12	69	38	....	....	....	....	0	0	0	0	3	0	341	3,500	559
R. C	0	3	0	10	38	55	....	....	....	....	0	0	0	0	4	0	.....	8,000	560

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	LOUISIANA—continued.		
561	Mount Lebanon	Mount Lebanon College	J. Wolfe Carter
562	Mount Zion	Mount Zion Academy	J. E. Sutton
563	New Iberia	Fasnacht's (Mrs.) Graded School	Miss Marie Louise Fasnacht
564	New Orleans (St. Charles ave. near Napoleon av.).	Academy of the Sacred Heart	Madam E. Deighton
565	New Orleans (1727 Carondelet st.).	Dyker's Institute	Miss Harriet V. Dykers
566	New Orleans (cor. Peters and Reynes sts.).	Holy Cross College*	Rev. Daniel J. Spellard
567	New Orleans (1456 Camp st.)	Home Institute	Sophie B. Wright
568	New Orleans (2308 Esplanade st.).	Matthey-Pickard Institute	Mrs. E. H. Matthey
569	New Orleans (cor. Rampart and Esplanade sts.).	St. Aloysius Commercial Institute.	Brother Charles
570	New Orleans	St. Joseph's Academy	Brother Athanasius, F. S. C
571	.....do	St. Simeon's School	Sister Adelaide
572	New Orleans (2618 Coliseum st.).	Southern Academic Institute	Mrs. Kate C. Seaman
573	New Orleans (1973 Coliseum st.).	University School	T. W. Dyer
574	New Orleans	Ursuline Academy	Mother St. Stanislaus
575	New Roads	Poydras Academy	Leo M. Favrot
576	Opelousas	Academy of the Immaculate Conception.*	Geo. W. Mason
577	Spearsville	Everett Institute	Chas. A. Mathews
578	Sylvania	Sylvania Institute	S. J. Overstreet
	MAINE.		
579	Athens	Somerset Academy	L. C. Williams
580	Augusta	St. Catharines Hall	Clare E. Von Weltberg
581	Bangor	English and Classical School	Miss Helen L. Newman
582	Bethel	Gould's Academy	Frank E. Hanscom
583	Bluehill	Bluehill-George Stevens Academy	Charles W. Cutts
584	Bucksport	East Maine Conference Seminary*	Rev. J. F. Haley, A. M
585	Charleston	Higgins Classical Institute	H. Warren Foss
586	Cherryfield	Cherryfield Academy	Herbert L. Whitman
587	Cumberland Center	Greely Institute	P. F. Williams
588	Dresden Mills	Bridge Academy	Francis A. Hamlin
589	East Machias	Washington Academy	Fred Ossian Small
590	Farmington	Abbott Family School, Little Blue.	Geddes G. Abbott
591	Foxcroft	Foxcroft Academy	Lyman K. Lee, A. B
592	Gray	Pennell Institute	Clarence W. Pierce
593	Hampden	Hampden Academy	George C. Webber, A. B
594	Hebron	Hebron Academy*	W. E. Sargent
595	Houlton	Ricker Classical Institute	Arthur M. Thomas
596	Limerick	Phillips Limerick Academy	Willis B. Moore, A. B
597	Limington	Limington Academy	C. Cogswell Smith
598	Litchfield Corners	Litchfield Academy	Messrs. T. C. Tooker and W. Butterfield.
599	Newcastle	Lincoln Academy	G. H. Larrabee, A. M
600	New Gloucester	The Stevens School	M. B. and S. P. Stevens
601	North Anson	Anson Academy	Albert B. Hoag
602	North Bridgton	Bridgton Academy	C. C. Spratt
603	North Parsonfield	Parsonfield Seminary	Isaiah Trufant
604	Paris	Paris Hill Academy	O. H. Toothaker
605	Pittsfield	Maine Central Institute	O. H. Drake
606	Portland	St. Elizabeth's Catholic High School.	Mother M. Teresa
607	Saco	Thornton Academy	Edwin Prescott Sampson
608	Sebago	Potter Academy	Charles T. Stone

*Statistics of 1897–98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1889.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Bapt.....	2	3	40	20	60	60	10	8	3	2	10	8	10	8	....	....	500	$50,000	561
Nonsect ..	1	0	18	17	18	17	0	0	8	10	1	0	0	0	3	0	.....	1,000	562
Nonsect ..	0	1	3	7	9	16	2	0	....	....	....	....	....	....	3	....	.....	.....	563
R. C	0	6	0	34	15	44	0	0	0	0	0	1	0	0	4	....	.....	.....	564
Christian .	0	2	5	16	5	6	0	0	....	....	....	....	....	....	3	....	388	.....	565
R. C	5	0	50	0	20	0	5	0	3	0	3	0	3	0	....	....	.....	500,000	566
Nonsect ..	2	6	0	60	20	120	0	20	0	10	10	17	0	10	3	0	876	20,000	567
Nonsect ..	0	5	0	20	30	60	0	0	....	....	0	8	....	....	2	....	.....	15,000	568
R. C	4	0	52	0	127	0	....	....	....	....	5	0	....	....	4	0	450	30,000	569
R. C	2	0	45	0	275	0	12	0	3	0	3	0	3	0	4	0	500	35,000	570
R. C	0	5	9	47	46	98	....	....	....	....	0	8	0	8	5	....	.....	.....	571
Nonsect ..	0	1	0	15	....	....	....	....	....	....	....	....	....	....	3	....	.....	.....	572
Nonsect ..	2	1	34	0	66	0	1	0	22	0	6	0	....	....	3	34	1,000	20,000	573
R. C	0	16	0	66	0	6	....	....	....	....	....	....	....	....	3	....	4,500	.....	574
Nonsect ..	1	1	13	15	....	....	1	1	....	....	1	1	1	1	3	0	200	5,000	575
Miss. Bapt	1	1	12	13	18	22	2	3	2	3	1	3	1	1	4	0	40	2,000	576
Miss. Bapt	1	2	8	9	19	26	4	2	0	0	0	0	0	0	3	....	35	3,200	577
Nonsect ..	1	0	2	2	47	45	2	2	....	....	....	....	....	....	4	0	.....	500	578
Nonsect ..	1	1	20	22	4	4	1	5	0	0	3	0	....	....	4	0	20	3,000	579
P. E.....	1	5	0	15	3	12	0	0	0	0	....	....	....	....	4	0	.....	.....	580
Nonsect ..	0	2	4	4	11	24	2	2	....	....	0	0	....	....	4	0	.....	.....	581
Nonsect ..	3	2	62	49	0	0	18	14	6	4	3	9	2	5	4	0	490	10,000	582
Nonsect ..	2	1	37	30	12	13	5	3	3	0	0	0	0	0	4	0	0	7,000	583
Meth. Epis	3	4	74	70	0	0	15	6	10	4	13	12	5	0	....	144	6,000	35,000	584
Bapt.....	3	2	60	40	0	0	18	7	2	0	3	1	1	0	4	0	1,300	8,000	585
Nonsect ..	2	1	27	29	27	38	2	6	....	....	3	7	0	1	4	0	200	8,000	586
Nonsect ..	1	4	20	35	12	5	3	5	3	0	1	5	0	0	4	0	900	10,000	587
Nonsect ..	0	1	14	16	3	2	1	0	0	2	2	5	0	2	4	....	.....	20,000	588
Nonsect ..	1	2	30	40	0	0	6	7	7	0	9	8	6	1	4	0	500	1,200	589
Nonsect ..	1	0	18	0	7	0	....	....	4	0	....	....	....	....	....	0	3,000	30,000	590
Nonsect ..	1	3	31	31	0	0	5	2	2	6	5	0	3	0	4	0	500	4,200	591
Nonsect ..	1	1	28	35	7	5	7	20	1	0	2	8	2	4	4	0	800	16,500	592
Nonsect ..	1	1	14	17	0	0	4	3	....	....	2	1	2	0	4	0	700	.....	593
Nonsect ..	3	4	93	68	2	2	27	6	2	0	28	21	12	1	4	0	1,300	60,000	594
Bapt.....	2	4	88	137	6	5	....	....	....	....	3	20	1	3	....	0	1,200	75,500	595
Cong	1	1	23	15	0	0	3	2	....	....	0	0	0	0	4	0	30	2,000	596
Nonsect ..	1	1	25	20	....	....	....	....	....	....	1	2	....	....	4	0	.....	.....	597
Nonsect ..	1	1	11	25	0	0	1	4	0	0	2	4	1	4	4	0	.....	2,000	598
Nonsect ..	1	3	40	54	0	0	4	6	....	....	3	7	1	2	4	0	350	12,000	599
Nonsect ..	0	4	3	13	3	0	0	1	0	1	0	0	0	0	4	0	.....	.....	600
Nonsect ..	1	1	35	31	35	31	8	4	2	0	7	3	2	1	4	0	1,000	.....	601
Nonsect ..	2	2	52	33	0	0	10	3	16	8	12	8	....	....	4	0	1,100	35,650	602
Nonsect ..	1	2	32	20	0	0	16	10	16	10	8	7	4	3	4	0	.....	15,000	603
Nonsect ..	1	1	11	14	14	6	4	2	....	....	2	1	2	1	4	0	400	2,500	604
Free Bapt.	2	4	50	70	0	0	20	6	1	0	15	19	10	6	4	0	700	30,000	605
R. C	0	7	0	80	....	....	....	....	....	....	0	16	0	5	4	....	500	.....	606
Nonsect ..	3	6	69	104	0	0	17	20	10	0	15	21	5	6	4	0	2,749	36,360	607
Nonsect ..	1	2	7	14	4	5	4	0	....	....	3	6	2	0	4	0	.....	6,000	608

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	MAINE—continued.		
609	South Berwick	Berwick Academy*	Edw. D. Merriman
610	South China	Erskine Academy	W. J. Thompson
611	Vassalboro	Oak Grove Seminary	Freeman Sanborn
612	Waterford	Douglass Seminary	Miss H. E. Douglass
613	Waterville	Coburn Classical Institute	Franklin W. Johnson, A. M
614	Wilton	Wilton Academy	Drew T. Harthorn, A. M
615	Yarmouth	North Yarmouth Academy	Rev. B. P. Snow, A. M
	MARYLAND.		
616	Baltimore	Academy of the Visitation	Mother Mary Leonard Neale
617	....do....	The Boys' Latin School	James A. Dunham, A. B
618	Baltimore (Cathedral and Mulberry sts.).	Calvert Hall College	Brother Denis
619	Baltimore (Charles st. extended).	The Country School for Boys of Baltimore City.	Frederick Winsor
620	Baltimore (847–851 N. Howard st.).	Deichmann's College Preparatory School.	Edward Deichmann, Ph. D
621	Baltimore (Walbrook, Station F).	Epiphany Apostolic College	Rev. J. A. St. Laureat
622	Baltimore (St. Paul and 24th sts.).	Girls' Latin School	W. H. Shelley
623	Baltimore (853–855, cor. Hollins and Parkins sts.).	Knapp's (F.) Institute	Wm. A. Knapp
624	Baltimore (310 West Hoffman).	Milton Academy	John F. Springer
625	Baltimore (Station D)	Mount St. Joseph's College	Brother Joseph
626	Baltimore (1405 Park ave	The Randolph-Harrison School	Mrs. Jane R. H. Randall
627	Baltimore (Chase and Forrest Place).	St. Frances Academy	Sister M. Magdalen, O. P
628	Baltimore (915–917 N. Charles st.).	Southern Home School	Mrs. and Miss Cary
629	Baltimore (710–712 Madison ave.).	University School for Boys	Wm. S. Marston
630	Baltimore (909 Cathedral st.).	Wilford Home School	Mrs. Waller R. Bullock
631	Brookeville	Brookeville Academy	H. S. Housekeeper
632	Brunswick	Brunswick Seminary	J. J. Shenk
633	Catonsville	Mount De Sales Academy	Mother Superior
634	Colora	West Nottingham Academy	John G. Conner, A. M
635	Darnestown	Andrew Small Academy	Wm. Nelson
636	Emmitsburg	St. Joseph's Academy	Sister Henrietta
637	Forest Glen	National Park Seminary	John A. Cassedy
638	Frederick	Frederick College	E. E. Cates
639	Hagerstown	Bacon's (Miss) Home and Day School for Girls.	L. Josephine Bacon
640	Hyattsville	Melrose Institute	Misses Lewin
641	Leonardtown	St. Mary's Academy	Sister of Charity
642	McDonogh	McDonogh Institute	Sidney E. Moreland
643	Millersville	Anne Arundel County Academy	Wm. H. Thompson
644	Mount Washington	Mount St. Agnes' College	Sister Mary Paul Connel
645	Port Deposit	The Jacob Tome Institute	H. H. Howe
646	Reisterstown	The Hannah More Academy	Rev. Joseph Fletcher
647	Risingsun	Friends' School	Miss May Rodney
648	Rockville	Rockville Academy	W. Pinckney Mason
649	St. George	St. George's Hall for Boys	James C. Kinear, A. M
650	St. Marys City	St. Mary's Female Seminary	L. B. Langley
651	Sandyspring	Sherwood Friends' School	Elizabeth P. M. Thom
652	Sykesville	Warfield College School	C. W. Stryker

*Statistics of 1897–98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	2	1	23	39	4	1	3	2	1	0	2	3	2	2	4	0	3,900	$80,000	609
Nonsect ..	1	3	20	23	17	18	....	....	4	0	2	3	....	.....	4	0	350	3,000	610
Friends...	2	2	34	34	6	6	4	2	1	0	12	11	....	.....	4	0	1,000	40,000	611
Cong	0	2	4	13	0	0	....	....	....	....	....	....	....	.....	....	....	.....	.....	612
Bapt.....	4	6	86	69	0	0	59	30	8	0	20	19	18	11	4	0	2,100	60,000	613
Nonsect ..	2	2	40	43	0	0	10	12	3	0	7	7	3	5	4	0	800	15,000	614
Nonsect ..	1	2	8	36	2	4	2	5	1	0	1	6	1	3	3	0	2,000	17,000	615
R.C	0	12	0	90	0	40	....	....	....	....	0	10	....	.....	....	....	.....	.....	616
Nonsect ..	6	0	42	0	40	0	40	0	2	0	5	0	5	0	4	0	60	25,000	617
R.C	7	0	102	0	120	0	....	....	....	....	2	0	....	.....	....	....	4,960	175,000	618
Nonsect ..	2	0	16	0	49	0	....	....	....	....	....	....	....	.....	6	0	.....	.....	619
Nonsect ..	7	0	80	0	0	0	50	0	20	0	20	0	15	0	4	0	.....	15,000	620
R.C	6	0	41	0	15	0	41	0	....	....	13	0	....	.....	5	0	.....	100	621
Meth. Epis	1	12	0	219	0	0	....	....	....	....	0	16	0	16	4	....	2,226	175,000	622
Nonsect ..	1	1	30	25	90	91	5	2	....	....	7	3	7	3	....	0	2,850	50,000	623
Nonsect ..	4	0	38	0	0	0	8	0	3	0	5	0	5	0	....	0	0	.....	624
R.C	8	0	38	0	58	0	....	....	....	....	9	0	....	.....	4	0	6,000	100,000	625
Nonsect ..	0	6	0	46	0	56	0	40	0	0	0	0	0	0	4	0	.....	.....	626
R.C	0	2	0	26	0	23	....	....	....	....	....	....	....	.....	....	....	.....	.....	627
Nonsect ..	2	11	0	93	0	28	....	....	....	....	0	13	....	.....	4	....	.....	.....	628
Nonsect ..	10	0	190	0	25	0	....	....	....	....	28	0	26	0	....	....	210	60,000	629
Nonsect ..	1	6	0	30	12	18	0	0	0	9	0	0	....	.....	5	....	500	.....	630
Nonsect ..	1	1	14	6	2	3	1	1	2	0	0	0	....	.....	4	0	.....	6,000	631
Nonsect ..	2	0	21	39	20	17	....	....	....	....	0	0	0	0	....	0	500	4,500	632
R.C	0	5	0	51	0	27	....	....	....	....	0	10	....	.....	....	....	2,000	.....	633
Nonsect ..	2	0	28	12	2	4	5	4	4	0	2	2	2	0	4	0	200	10,000	634
Nonsect ..	1	1	10	6	32	16	0	0	0	0	2	2	....	.....	2	16	0	15,000	635
R.C	0	11	0	60	0	12	....	....	....	....	0	9	0	9	4	....	3,000	.....	636
Nonsect ..	6	13	0	146	0	10	0	5	....	....	0	14	0	1	5	....	600	100,000	637
Nonsect ..	3	1	24	0	0	0	7	0	0	0	1	0	1	0	4	23	5,000	15,000	638
Nonsect ..	0	4	0	19	0	14	....	....	....	....	....	....	....	.....	4	....	.....	.....	639
Nonsect ..	0	3	0	24	7	14	....	....	....	....	0	2	....	.....	4	....	500	10,000	640
R.C	0	3	11	16	4	34	2	0	0	0	....	....	....	.....	5	0	500	6,000	641
Nonsect ..	5	0	50	0	107	0	0	0	0	0	0	0	0	0	4	50	.....	350,000	642
Nonsect ..	1	0	13	5	3	3	1	2	....	....	....	....	....	.....	4	0	.....	.....	643
R.C	0	6	0	20	0	80	....	....	....	....	0	2	....	.....	4	0	1,500	.....	644
Nonsect ..	5	8	49	58	221	236	....	....	....	....	10	9	....	.....	4	....	4,600	101,388	645
P.E.....	0	4	0	38	0	35	0	4	0	0	0	5	....	.....	....	....	500	50,000	646
Friends...	1	2	9	10	3	6	3	6	....	....	0	0	0	0	3	....	35	1,000	647
Nonsect ..	2	1	32	15	6	2	0	0	0	0	....	....	....	.....	4	0	350	.....	648
Epis	1	0	10	0	10	0	1	0	2	0	0	0	0	0	....	0	1,000	12,500	649
Nonsect ..	0	3	0	38	0	11	0	0	0	0	0	0	0	0	3	0	500	.....	650
Friends ..	0	3	11	9	19	23	....	....	....	....	....	....	....	.....	....	0	50	.....	651
P.E	3	0	15	0	5	0	5	0	....	....	2	0	2	0	4	....	.....	.....	652

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	MASSACHUSETTS.		
653	Amherst	Mount Pleasant Institute	Wm. K. Nash, A. M
654	do	Oak Grove Home School for Girls*	Miss Vryling W. Buffum
655	Andover	Abbot Academy	Miss Emily A. Means
656	do	Phillips Academy	Cecil F. P. Bancroft, LL. D
657	do	Punchard Free School	Frank O. Baldwin
658	Ashburnham	Cushing Academy	Hervey S. Cowell, A. M
659	Billerica	Howe School	Earl C. Darris
660	do	Mitchell's Boys' School*	M. C. Mitchell
661	Boston	Academy of Notre Dame	Sister Frances of the Sacred Heart.
662	Boston (253 Commonwealth ave.).	Chamberlayne's (Miss) School for Girls.	Catharine J. Chamberlayne
663	Boston (458 Boylston st.)	Chauncey Hall Private School	Messrs. Taylor, De Meritte, and Hagar.
664	Boston (97 Beacon st.)	Classical School	G. W. C. Noble and James J. Greenough.
665	Boston (324 Commonwealth ave.).	The Commonwealth Avenue School.	Hannah E. Gilman, Julia R. Gilman.
666	Boston (91 Newbury st.)	Curtis's (Miss) Private School	Miss Elizabeth Curtis
667	Boston	Female Academy of the Sacred Heart.	Madame F. Malloy, superior
668	Boston (319 Marlboro st.)	Flint's (Miss) and Bonney's (Miss) School.	Mary L. Flint and Kate T. Bonney.
669	Boston (19 Chestnut st.)	Folsom's (Miss) School for Girls	Miss Ellen M. Folsom
670	Boston (434 Massachusetts ave.).	The Frye Private School for Boys and Girls.	Ellen C. Frye
671	Boston (25 Chestnut st.)	Hersey's (Miss) School for Girls	Miss Heloise Hersey
672	Boston (401 Beacon st.)	Home and Day School for Young Ladies.*	Miss Frances V. Emerson
673	Boston	Hopkinson School	J. P. Hopkinson
674	Boston (252 Marlboro st.)	Private Home School for Girls	Miss Caroline Naomi Bynner.
675	Boston (231 Marlboro st.)	School for Girls	Miss Weeks and Miss Lougee.
676	Boston (98 Beacon st.)	Winsor's (Miss) School	Mary Pickard Winsor
677	Bradford	Bradford Academy	Ida C. Allen
678	Bradford (142 Main st.)	Carleton School for Young Men and Boys.	Isaac N. Carleton, Ph. D
679	Brighton	Mount St. Joseph's Academy and Boarding School.	Sister Cecelia Agnes
680	Cambridge (7 Garden st.)	Browne and Nichol's School for Boys.	Geo. H. Browne, A. M., Edgar H. Nichols, A. B.
681	Cambridge (34 and 36 Concord ave.).	The Cambridge School for Girls	Arthur Gilman, A. M
682	Cambridge (13 Appian way)	Day and Family School for Boys	Joshua Kendall
683	Cambridge (9 Channing st.)	The Lee School	Mary L. Kelly
684	Cambridge (13 Buckingham st.).	Private School for Boys and Girls.	Miss K. V. Smith
685	Canton	Sherman Hall School	Miss Sarah W. Ames
686	Concord (Wood st)	Concord Home School	James S. Garland
687	Danvers (cor. Maple and Poplar sts.).	The Willard Hall School (Girls)	Mrs. Sarah M. Merrill
688	Deerfield	Deerfield Academy and Dickinson High School.	David F. Carpenter
689	Dorchester (23 Allston st.)	Shawmut School	Miss Ella G. Ives
690	Dudley	Nichols Academy	Alfred G. Collins
691	Duxbury	The Alden School for Girls	Mary T. Jenkins
692	do	Partridge Academy	Herbert E. Walker
693	do	Powder Point School	F. B. Knapp
694	Easthampton	Williston Seminary	Rev. Joseph H. Sawyer, M. A.
695	East Northfield	Northfield Seminary	Miss Evelyn S. Hall, B. A
696	Everett	Home School	Mrs. A. P. Potter

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	2	0	10	0	1	0	3	0	....	....	10	0	0	0	4	0	500	$10,000	653
Nonsect ..	0	2	0	9	0	1	0	3	....	....	0	2	0	2	4	....	600	.....	654
Nonsect ..	0	13	0	111	0	0	0	8	0	12	....	22	0	8	5	....	4,500	140,000	655
Nonsect ..	22	0	414	0	0	0	140	0	85	0	94	0	93	0	4	0	.....	.....	656
Nonsect ..	2	2	41	58	0	0	1	6	3	0	4	16	2	2	4	0	500	45,000	657
Nonsect ..	4	5	88	78	13	13	9	10	3	0	11	19	9	10	4	0	1,200	171,725	658
Nonsect ..	1	1	28	16	....	....	2	3	4	2	2	8	4	1	4	0	100	8,000	659
Nonsect ..	4	0	20	0	20	0	5	0	5	0	1	0	....	.....	4	20	200	50,000	660
R. C	0	4	0	50	0	70	0	0	0	0	0	10	....	.....	4	0	5,000	.....	661
Nonsect ..	0	1	0	21	0	4	0	1	....	....	....	....	....	.....	....	....	3,000	.....	662
Nonsect ..	5	6	56	28	33	15	14	10	17	0	33	14	11	9	3	0	500	1,800	663
Nonsect ..	6	0	145	0	19	0	143	0	2	0	26	0	26	0	4	0	300	.....	664
Nonsect ..	0	3	0	30	0	10	0	6	....	....	0	1	0	1	4	0	.....	.....	665
Nonsect ..	0	7	0	50	30	30	0	10	....	....	0	3	0	3	....	....	.....	.....	666
R. C	0	12	0	55	0	0	....	....	....	....	....	....	....	.....	....	0	1,250	65,000	667
Nonsect ..	0	6	6	18	0	0	6	0	....	....	....	....	....	.....	....	0	500	.....	668
Nonsect ..	3	8	0	58	0	0	0	4	0	8	0	13	0	6	4	0	800	.....	669
Nonsect ..	4	1	36	14	1	4	7	2	3	0	19	2	19	2	4	0	100	500	670
Epis	0	15	0	90	0	0	....	....	....	....	0	17	0	3	....	....	.....	.....	671
Nonsect ..	1	8	0	35	0	0	....	....	....	....	....	....	....	.....	....	....	.....	.....	672
Nonsect ..	7	0	110	0	0	0	98	0	12	0	35	0	34	0	4	0	.....	75,000	673
Nonsect ..	0	6	0	26	0	8	0	5	....	....	0	10	....	.....	4	....	.....	40,000	674
Nonsect ..	0	8	0	40	0	5	0	0	....	....	0	2	0	1	4	0	500	300	675
Nonsect ..	0	12	0	76	0	18	0	22	0	0	0	12	0	8	5	0	.....	.....	676
Nonsect ..	0	6	0	40	0	71	0	4	....	....	0	14	0	0	4	....	5,000	150,500	677
Nonsect ..	1	1	7	0	0	0	2	0	1	0	1	0	....	.....	....	0	500	16,000	678
R. C	0	5	0	26	0	43	0	0	0	0	0	6	0	0	4	....	1,580	130,000	679
Nonsect ..	6	0	48	0	27	0	40	0	4	0	9	0	9	0	5	0	300	4,000	680
Nonsect ..	2	13	0	74	0	0	0	11	0	0	....	....	....	.....	....	0	.....	.....	681
Nonsect ..	1	1	5	0	0	0	4	0	1	0	....	....	....	.....	....	0	.....	2,500	682
Epis	1	0	0	6	0	0	0	2	....	....	....	....	....	.....	....	....	.....	15,000	683
Nonsect ..	0	3	5	5	2	2	3	2	2	0	2	1	2	1	4	0	.....	.....	684
Nonsect ..	0	5	3	12	3	5	0	2	....	....	....	....	....	.....	4	....	.....	.....	685
Nonsect ..	3	0	15	0	6	0	....	....	8	0	4	0	4	0	4	0	2,000	25,000	686
Cong	0	5	0	10	0	0	....	....	0	3	0	0	0	0	4	....	.....	18,000	687
Nonsect ..	1	1	9	8	0	0	....	....	0	0	0	0	0	0	4	....	.....	18,000	688
Nonsect ..	0	6	0	18	0	2	....	....	0	8	0	3	0	3	4	....	.....	.....	689
Nonsect ..	2	2	30	20	0	0	10	6	12	8	2	2	2	2	4	0	3,200	60,000	690
Nonsect ..	0	1	0	8	3	1	0	2	0	0	0	0	0	1	....	....	.....	.....	691
Nonsect ..	1	1	14	25	7	8	0	1	1	0	2	3	0	0	3	0	.....	7,000	692
Nonsect ..	4	0	27	0	8	0	10	0	12	0	5	0	4	0	....	0	.....	.....	693
Cong	9	0	118	5	0	0	41	5	18	0	18	0	12	0	4	0	2,500	170,000	694
Nonsect ..	0	17	229	0	162	0	0	53	....	....	0	30	0	11	4	0	5,584	375,000	695
Bapt.....	1	5	0	24	2	6	0	6	....	....	0	3	0	1	4	0	.....	.....	696

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	MASSACHUSETTS—continued.		
697	Fall River	Academy La Ste. Union des Sacrés Cœurs.	Sister Mary Aidan
698	Franklin	Dean Academy	Arthur W. Peirce, A. B
699	Great Barrington	Sedgwick Institute	Edward J. Van Lennep
700	Greenfield	Prospect Hill School for Young Women.	Ida F. Foster and Caroline R. Clark.
701	Groton	Groton School	Rev. Endicott Peabody, LL. M.
702	Hadley	Hopkins Academy	H. M. Thayer, B. A
703	Harvard	Bromfield School	Lilla N. Frost
704	Hatfield	Smith Academy	Howard W. Dickinson
705	Hingham	Derby Academy	S. G. Robinson
706	Leicester	Leicester Academy	Allan M. Parker Chase
707	Lowell	The Rogers Hall School for Girls	Eliza P. Underhill
708	Marion	Tabor Academy	Dana M. Dustan, A. M
709	Merrimac	Whittier Home School	Annie B. Russell,
710	Milton	Milton Academy	Harrison O. Apthorp
711	Monson	Monson Academy	Arthur N. Burke
712	Mount Hermon	Mount Hermon Boys' School	Henry F. Cutler, B. A
713	Nantucket	Admiral Sir Isaac Coffin's Lancasterian School.*	E. B. Fox and Miss Gertrude King.
714	Natick	Walnut Hill School (Girls)	Miss Charlotte H. Conant, B. A., Miss Florence Bigelow, M. A.
715	New Bedford	Friends' Academy	Thomas H. Echfeldt
716	New Bedford (523 County st.)	School for Boys and Girls (Home Preparatory).	Charles E. E. Mosher
717	Newburyport	Putnam Free School	Geo. A. Dickey
718	Newton	Newton Private School (Girls)*	Anna M. Goodmon
719	Newton (429 Center st.)	Preparatory School for Boys (Cutler's).	Edward H. Cutler, A. M
720	Northampton	The Mary A. Burnham School for Girls.	B. T. Capen
721	Norton	Wheaton Female Seminary	Rev. Samuel V. Cole
722	Norwood	The Norwood School	William Chauncey Langdon, A. M.
723	Pittsfield	The Berkshire School	Arthur J. Clough, A. M
724	....do	Hall's (Miss) School for Girls	Mira H. Hall
725	Quincy	Adams Academy	Wm. Everett, LL. D
726	Quincy (12 Greenleaf st.)	Woodward Institute for Girls	Miss Carrie E. Small
727	Roxbury	Notre Dame Academy	Sister Julia
728	....do	Roxbury Latin School	Wm. C. Collar, A. M
729	Sherborn	Sarvin Academy and Dowse High School.	Charles S. Webb
730	Southboro	St. Mark's School	Rev. Wm. Greenough Thayer, A. M.
731	South Braintree	Thayer Academy	Wm. Gallagher, Ph. D
732	South Byfield	Dummer Academy	Perley Leonard Horne, A. M.
733	South Lancaster	South Lancaster Academy	Joseph H. Haughey
734	South Worthington	The Conwell Academy	F. Burnham
735	Springfield	"The Elms," Home and Day School for Girls.	Miss Charlotte W. Porter
736	Springfield (182 Central st.)	MacDuffie School	John MacDuffie, Ph. D
737	Taunton	Bristol Academy	Wm. A. Lackey
738	Waban	The Waban School	J. H. Pillsbury
739	Waltham	Waltham New Church School	Benj. Worcester
740	Wellesley (Grove st.)	Dana Hall School	Julia A. Eastman, Sarah P. Eastman.
741	Wellesley	Wellesley School for Boys	Edward S. Benner
742	West Boxford	Barker Free School*	N. B. Sargent
743	West Bridgewater	Howard Seminary	Sarah E. Laughton
744	Westford	Westford Academy	William E. Frost, A. M

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
R. C	0	2	0	15	4	33	0	0	0	3	0	0	4	0	0	....	194	.....	697
Univ	6	5	69	55	0	0	24	20	16	10	14	7	9	4	4	0	2,000	$135,000	698
Nonsect	3	2	22	0	4	0	6	0	10	0	3	0	3	0	....	....	.....	30,000	699
Nonsect	0	8	0	19	0	2	....	....	....	....	0	2	....	.....	4	....	700	.....	700
P. E	14	0	87	0	51	0	60	0	70	0	18	0	18	0	4	0	3,500	400,000	701
Nonsect	1	1	10	25	0	0	1	3	2	1	0	8	0	8	4	0	300	.....	702
Nonsect	0	4	6	14	0	0	1	1	2	0	0	3	0	0	4	0	2,000	25,000	703
Nonsect	1	2	26	27	0	0	6	5	1	0	2	6	1	1	4	0	700	24,742	704
Nonsect	0	1	5	10	9	17	0	1	....	....	0	0	0	0	....	0	.....	5,100	705
Nonsect	2	1	25	32	25	32	2	3	1	0	1	7	1	2	4	0	.....	14,000	706
Nonsect	3	10	0	36	0	12	0	1	0	24	0	9	0	7	5	36	300	50,000	707
Nonsect	2	3	37	33	0	0	8	2	5	0	7	5	4	1	4	0	1,318	.....	708
Nonsect	0	2	8	10	2	5	0	2	1	0	0	2	.....	.....	.....	.....	.....	.....	709
Nonsect	9	1	85	13	17	8	....	....	....	....	14	2	13	2	6	0	1,976	150,000	710
Nonsect	2	6	57	62	0	0	7	7	2	1	10	11	3	2	4	0	2,001	25,000	711
Nonsect	10	8	190	0	293	0	194	0	0	0	24	0	15	0	4	0	5,493	407,000	712
Nonsect	1	2	3	27	8	7	....	....	0	2	....	....	....	.....	4	....	2,050	8,000	713
Nonsect	0	13	0	39	0	1	0	3	0	30	0	9	0	7	4	0	2,000	.....	714
Nonsect	1	4	10	20	10	20	10	2	....	....	4	0	4	0	4	0	1,200	30,000	715
Nonsect	1	3	18	17	7	5	2	4	4	1	4	2	0	2	3	0	.....	.....	716
Nonsect	1	2	30	40	0	0	1	2	13	0	5	5	3	3	4	0	100	25,000	717
Nonsect	0	4	0	9	14	19	0	1	....	....	....	....	....	.....	4	....	.....	400	718
Nonsect	1	2	17	12	3	2	13	4	3	1	8	4	8	4	....	0	.....	.....	719
Nonsect	6	18	0	175	0	0	0	100	....	....	0	38	0	38	4	0	8,000	.....	720
Nonsect	2	10	0	74	0	0	0	2	....	....	0	5	0	0	....	0	5,500	90,700	721
Epis	2	1	6	0	3	1	1	0	1	0	2	0	2	0	4	0	.....	.....	722
Nonsect	1	4	11	7	3	2	0	0	3	4	0	0	0	0	4	0	400	17,000	723
Nonsect	0	7	0	36	12	18	0	0	0	10	....	....	....	.....	4	....	.....	.....	724
Nonsect	3	0	42	0	....	....	....	....	....	....	....	....	....	.....	....	....	.....	.....	725
Nonsect	1	10	0	90	0	0	0	12	0	13	0	25	....	.....	5	0	650	49,601	726
R. C	0	5	0	37	0	57	0	0	0	0	0	4	....	.....	4	0	6,125	184,500	727
Nonsect	8	0	96	0	55	0	....	....	....	....	16	0	16	0	6	0	2,500	.....	728
Nonsect	1	1	10	7	7	5	0	0	0	0	1	1	0	0	4	0	250	16,000	729
Epis	13	0	125	0	5	0	120	0	5	0	16	0	16	0	6	0	3,500	250,000	730
Nonsect	5	2	58	58	0	0	15	15	10	0	7	12	5	4	4	0	.....	10,700	731
Nonsect	5	0	24	9	7	1	10	1	6	0	2	2	0	0	4	0	1,000	.....	732
7 D. Adv	5	3	35	55	15	20	....	....	....	....	3	1	....	.....	4	0	300	20,000	733
Nonsect	1	0	2	5	4	5	1	1	0	0	0	0	0	0	4	0	0	2,000	734
Nonsect	1	4	1	28	3	65	2	20	....	....	0	3	0	2	3	....	3,500	.....	735
Nonsect	0	5	0	31	0	29	0	4	0	0	0	1	0	0	5	0	1,500	20,000	736
Nonsect	0	2	4	9	0	0	6	0	....	....	....	....	....	.....	5	0	.....	.....	737
Nonsect	4	0	15	0	2	0	9	0	6	0	2	0	2	0	5	0	1,000	2,500	738
N. Jer	1	1	12	13	12	14	0	1	4	0	4	1	4	1	....	....	.....	50,000	739
Nonsect	0	14	0	96	....	....	....	....	....	....	0	25	0	16	....	....	.....	.....	740
Nonsect	2	0	7	0	6	0	5	0	....	....	....	....	....	.....	0	7	.....	.....	741
Nonsect	1	0	15	8	0	0	....	....	....	....	3	3	....	.....	4	0	50	.....	742
Nonsect	1	9	0	21	0	0	....	....	....	....	0	2	0	1	4	0	4,000	100,000	743
Nonsect	1	2	15	22	0	0	1	2	....	....	4	3	0	0	4	0	200	19,600	744

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	MASSACHUSETTS—continued.		
745	West Newton (35 Webster st.)	English and Classical School	Nath'l. T. Allen and James T. Allen.
746	Wilbraham	Wesleyan Academy	Wm. Rice Newhall
747	Winchendon	Murdock School	Frederick W. Plummer
748	Wollaston	Quincy Mansion School (Girls)	Horace Mann Willard
749	Worcester (66 West st.)	The Dalzell School for Boys	George A. Stearns, jr.
750	do	The Dalzell School for Girls	Rachel C. Fish
751	Worcester	Highland Military Academy	Joseph Alden Shaw, A. M
752	do	The Home School	Ellen Augusta Kimball
753	do	Worcester Academy	D. W. Abercrombie, LL. D.
	MICHIGAN.		
754	Ann Arbor	St. Thomas' School	Sister M. Magdalene
755	Battlecreek	Battle Creek College	E. A. Sutherland
756	Benton Harbor	Benton Harbor College	G. J. Edgcumbe, A. M., Ph. D.
757	Benzonia	Benzonia Academy	George R. Casson
758	Birdsall	Raisin Valley Seminary *	L. Adelbert Bailey, A. M
759	Clarksville	Michigan Normal Academy and Business College.	Charles J. Transue
760	Detroit (322 Jefferson ave.)	Academy of the Sacred Heart	Anna Fulton
761	Detroit (73 Stimson place)	The Detroit Home and Day School.	Miss Ella M. Leggett
762	Detroit (36 Putnam st.)	The Detroit School for Boys	Mrs. M. E. Whitton and Frederick Whitton.
763	Detroit (643-645 Jefferson ave.).	Detroit Seminary	Laura C. Browning and Mrs. E. F. Hammond.
764	Escanaba	St. Joseph's High School	Sister M. A. Ligori
765	Grand Haven (Washington st.).	Akeley Institute for Girls	James E. Wilkinson, Ph. D.
766	Grand Rapids (76 Jefferson ave.).	Powell's School for Boys *	Rev. Isaac P. Powell
767	Grosse Point	Academy of the Sacred Heart	I. C. Gavin, R. S. H
768	Hancock	St. Patrick's School	Sister M. Cassilda
769	Kalamazoo	Sacred Heart Academy	Elizabeth Eastman
770	Laurium	Michigan Female Seminary	Rev. Peter Welling, O. F. M.
771	Marquette	St. Joseph's Academy	Sister M. Agnes
772	Monroe	St. Mary's Academy	Mother M. Justina
773	Orchard Lake	Michigan Military Academy	J. Sumner Rogers (supt.)
774	Saginaw (West)	St. Andrew's Academy	Sister Superior
775	Spring Arbor	Spring Arbor Seminary	David S. Warner
776	Traverse City	Academy of Holy Angels	Sister Margaret Mary
	MINNESOTA.		
777	Albert Lea	Luther Academy	Rev. E. I. Ström
778	Duluth (26 Avenue E)	The Maynard School	Laura A. Jones
779	Duluth	Sacred Heart Institute *	Mother Scholastica, O. S. B
780	Faribault	Bethlehem Academy	Sister Veronica
781	do	St. Mary's Hall	Caroline Wright Eells
782	do	Shattuck School	James Dobbin, D. D
783	Fergus Falls	Park Region Lutheran College	John C. Aaker
784	Madison	Lutheran Normal School	Rev. O. Ló Kensgaard
785	Minneapolis	Academy of the Holy Angel	Sister Frances Clare
786	Minneapolis (1313 4th st.)	Minneapolis Academy	Thomas Peebles
787	Minneapolis (2118-2122 Pleasant ave.).	Stanley Hall	Olive Adele Evers
788	Montevideo	Windom Institute	C. W. Headley
789	Owatonna	Pillsbury Academy *	James W. Ford
790	Red Wing	Red Wing Seminary and College.	M. G. Hanson
791	St. Joseph	St. Benedict's Academy	Sister Aloysia

* Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898-99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	6	5	37	7	15	3	18	4	12	0	9	2	7	1	4	0	.....	$30,000	745
Nonsect ..	8	7	85	80	0	0	16	6	26	12	7	15	6	4	4	0	6,500	201,363	746
Nonsect ..	2	4	37	47	11	27	4	11	5	7	6	7	0	2	4	0	600	125,000	747
Nonsect ..	3	6	0	29	0	8	0	10	0	2	0	10	0	3	....	....	3,500	50,000	748
Nonsect ..	2	2	9	0	1	0	7	0	....	....	1	0	1	0	....	0	400	1,000	749
Nonsect ..	2	2	0	10	0	6	0	6	....	....	0	0	0	0	4	0	400	1,000	750
Epis	8	0	36	0	6	0	5	0	10	0	10	0	1	0	3	36	1,100	40,000	751
Nonsect ..	2	2	0	23	0	12	0	6	....	....	0	3	....	.....	4	....	.....	25,000	752
Nonsect ..	13	0	167	0	40	0	60	0	40	0	25	0	21	0	4	0	2,500	550,000	753
R. C	1	2	0	9	82	109	....	....	....	....	0	3	....	.....	4	....	.....	.....	754
7 D. Adv..	0	4	0	80	0	490	....	....	....	....	....	....	....	.....	....	0	.....	.....	755
Nonsect ..	8	8	167	192	30	27	....	....	....	....	15	13	8	7	....	36	2,800	65,000	756
Cong	1	1	17	5	....	....	....	....	....	....	1	4	2	2	4	....	.....	10,000	757
Friends...	2	1	10	10	20	6	0	0	1	0	1	1	0	0	4	0	650	.....	758
Nonsect ..	2	1	10	11	32	17	....	....	....	....	10	1	....	.....	4	0	500	3,000	759
R. C	0	6	0	22	0	38	0	0	0	0	0	4	....	.....	....	0	2,200	.....	760
Nonsect ..	0	7	0	100	15	145	0	0	0	40	0	12	0	5	5	0	2,000	50,000	761
Nonsect ..	8	0	31	0	49	0	7	0	11	0	4	0	3	0	4	0	600	8,000	762
Nonsect ..	0	9	0	41	27	58	0	1	0	8	0	7	0	1	4	0	1,000	3,000	763
R. C	0	1	15	28	220	252	....	....	....	....	2	4	....	.....	4	....	170	.....	764
P. E	0	4	0	34	0	6	0	4	....	....	0	6	0	1	4	....	4,000	100,000	765
Nonsect ..	1	1	15	14	4	1	....	....	....	....	....	....	....	.....	....	....	.....	.....	766
R. C	0	20	0	50	0	0	....	....	....	....	0	3	....	.....	....	0	.....	.....	767
R. C	0	1	11	21	160	159	....	....	....	....	1	4	....	.....	....	....	500	.....	768
Presb.....	0	6	0	34	0	6	....	....	....	....	0	5	....	.....	4	0	2,000	50,000	769
R. C	0	4	3	10	187	226	....	....	....	....	....	....	....	.....	4	....	.....	.....	770
R. C	0	8	0	40	0	200	....	....	....	....	0	6	....	.....	4	....	.....	.....	771
R. C	0	6	0	68	0	102	....	....	....	....	0	6	....	.....	4	....	3,072	96,579	772
Nonsect ..	5	0	63	0	68	0	8	0	30	0	17	0	16	0	4	63	8,050	250,000	773
R. C	0	3	0	20	70	110	....	....	....	....	0	7	....	.....	4	....	200	.....	774
Free Meth	3	1	27	26	8	6	2	1	....	....	5	4	1	0	4	0	600	10,000	775
R. C	0	1	0	8	0	7	....	....	....	....	....	....	....	.....	4	....	500	16,000	776
Luth	5	0	29	20	18	0	0	0	....	....	4	6	4	0	4	0	1,000	30,000	777
Protestant	1	4	0	24	13	26	0	10	0	0	0	5	0	4	4	0	400	.....	778
R. C	0	4	0	30	0	60	0	6	0	7	0	0	0	0	4	0	725	10,000	779
R. C	0	5	0	20	0	40	0	5	0	5	....	....	....	.....	3	....	400	10,000	780
Epis	0	5	0	60	0	13	0	5	0	5	0	1	0	1	....	....	4,000	150,000	781
P. E	10	0	90	0	84	0	18	0	19	0	28	0	19	0	4	90	3,000	350,000	782
Luth	2	1	32	13	....	....	5	0	....	....	6	1	5	0	3	0	300	.....	783
Luth. U. Nor.	3	0	16	21	48	31	....	....	....	....	5	5	....	.....	4	0	400	30,000	784
R.C	1	3	0	29	0	111	0	6	0	4	0	5	0	3	4	0	500	100,000	785
Ref. Pres..	4	1	104	21	12	6	....	....	....	....	....	....	....	.....	4	0	500	22,000	786
Nonsect ..	0	12	0	49	24	45	....	....	....	....	0	6	0	0	4	0	.....	.....	787
Cong	1	2	11	17	47	46	....	....	....	....	6	6	....	.....	3	0	1,050	25,000	788
Bapt.....	5	2	73	74	26	4	....	....	....	....	21	34	6	3	....	117	2,163	125,000	789
Ev. Luth..	1	0	30	0	92	0	....	....	....	....	19	0	10	0	5	0	800	15,000	790
R. C	0	7	0	75	0	68	....	....	....	....	0	11	0	11	4	....	1,200	25,000	791

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	MINNESOTA—continued.		
792	St. Paul (459 Portland ave.)	Baldwin Seminary	H. A. Bronson, M. A.
793	St. Paul (370 Selby ave.)	Barnard School for Boys	C. N. B. Wheeler
794	St. Paul	Concordia College	Theo. Buenger
795	St. Paul (Merrian Park)	College of St. Thomas*	Rev. James C. Byrne
796	St. Paul	Creten High School	Brother Emery
797	St. Paul (cor. Western ave. and Nelson st.).	St. Joseph's Academy	Sister Hyacinth
798	St. Paul (407 East 9th st.)	St. Mary's School	Sister Victoria
799	St. Paul	Visitation Convent	Clementine Shepherd
800	St. Paul Park	St. Paul's College	Charles Wm. Hertzler
801	Sauk Center	Sauk Center Academy	Lewis H. Vath
802	Waseca	The Academy of the Holy Child Jesus.	Mother M. Wenceslaus
803	Wilder	The Breck Mission and Farm School.	Edward P. Coleman
804	Willmar	Willmar Seminary	H. S. Hilleboe
805	Winona	The Winona Seminary	Sister M. Celestine
	MISSISSIPPI.		
806	Abbeville	Abbeville Normal School	K. Harmon
807	Bay St. Louis	St. Stanislaus College	Brother Isidore
808	Binnsville	Fairview Collegiate Training School.	James F. Boydston
809	Brandon	Brandon Graded School	Kate E. Tucker
810	Braxton	Braxton Collegiate Institute	J. H. Venable
811	Byhalia	Kate Tucker Institute	Kate E. Tucker
812	Carrollton	Carrollton Male and Female Academy.	Wm. F. Hamilton.
813	Carthage	Carthage Academy	Craig & Gwin
814	Chalybeate	Chalybeate Springs Institute	L. H. Jobe
815	Chatawa	St. Mary's Institute	Mother M. Pacifica
816	Clarkson	Bennett Academy	William A. Davis
817	Clinton	Mount Hermon Female Seminary.	Sarah A. Dickey
818	Columbia	Columbia High School	J. T. Calhoun
819	Cumberland	Cumberland Normal Institute	R. P. Linfield
820	Dixon	Dixon High School	H. Y. Graham
821	French Camp	French Camp Academy	Rev. J. A. Mecklin, D. D.
822	Gatewood	Walthall High School	Harvey Edward Groves
823	Handsboro	Gulf Coast College	J. R. Herndon
824	Harpersville	Harpersville School	F. B. Woodley
825	Holly Springs	Epworth Female College	E. T. Keeton
826	.....do	North Mississippi Presbyterian College.	Rev. T. W. Raymond
827	.....do	St. Thomas Military Hall*	Rev. P. G. Sears
828	Houston	Mississippi Normal College*	H. B. Abernethy
829	Liberty	Liberty Male and Female College.	N. Smylie
830	Lockhart	University Institute*	Chas. A. Huddleston
831	Louisville	Louisville Normal School*	J. T. McIntosh
832	Meridian	Lincoln School	Mrs. H. I. Miller
833	.....do	Meridian Academy*	J. L. Wilson, A. M., B. D
834	Montrose	Forest District High School	Geo. W. Burton
835	Moss Point	Moss Point Academy*	Walter T. Pate
836	Natchez	Cathedral School	Brother Celestine
837	.....do	Natchez College*	S. H. C. Owen
838	.....do	St. Joseph's School	Sister Theresa
839	Nettleton	Providence Male and Female College.	A. L. Burdine, B. S
840	Pickens	Pickens High School*	J. M. O'Briont
841	Pittsboro	Pittsboro Male and Female College	C. A. Beasley

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.										College preparatory students in the class that graduated in 1899.		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.								
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	2	2	20	22	10	6	3	2	2	1	2	5	....	....	4	24	.....	.....	792
Nonsect ..	2	0	11	0	11	0	0	11	....	....	0	0	0	0	5	0	500	$400	793
Ev. Luth..	6	0	74	0	0	0	63	0	....	....	12	0	8	0	3	....	3,000	100,000	794
R. C	11	0	111	0	0	0	....	....	....	....	....	....	....	....	....	....	5,000	70,000	795
R. C	3	0	93	0	275	0	4	0	....	....	10	0	....	....	3	0	500	45,000	796
R. C	4	7	0	115	0	150	0	15	0	3	0	12	0	4	4	0	1,200	.....	797
R. C	0	4	7	16	....	....	....	....	....	....	....	....	....	....	4	....	1,000	51,000	798
R. C	0	4	0	30	0	20	0	5	....	....	0	3	0	1	4	....	2,500	100,000	799
M.E.(German).	4	1	19	9	30	21	4	0	6	4	11	1	2	0	3	0	1,050	44,000	800
Nonsect ..	3	0	20	8	60	12	....	....	....	....	6	2	....	....	....	....	600	1,500	801
R. C	0	2	0	26	40	129	....	....	....	....	0	6	....	....	4	....	600	.....	802
Epis	1	1	10	4	46	15	....	....	....	....	0	2	....	....	3	0	1,000	25,000	803
Luth	5	2	42	15	110	34	....	....	....	....	9	2	1	0	3	0	.....	.....	804
R. C	0	8	0	20	0	25	....	....	....	....	0	4	....	....	4	....	.....	.....	805
Nonsect ..	1	2	20	18	56	62	....	....	....	....	1	3	0	1	2	0	100	3,000	806
R. C	10	0	96	0	109	0	....	....	....	....	10	0	10	0	4	40	5,000	150,000	807
Nonsect ..	1	1	15	16	20	30	1	0	....	....	3	0	....	....	3	0	150	5,000	808
Nonsect ..	1	1	4	12	33	36	....	....	....	....	....	....	....	....	....	0	850	8,000	809
Nonsect ..	1	2	50	25	40	30	0	0	12	6	3	2	3	1	3	0	100	3,000	810
Nonsect ..	1	1	4	12	33	36	0	0	....	....	....	....	....	....	....	0	850	8,000	811
Nonsect ..	1	3	40	55	22	32	10	0	0	10	....	....	....	....	0	0	.....	5,000	812
Nonsect ..	2	2	30	30	57	50	....	....	....	....	....	....	....	....	....	....	.....	2,000	813
Nonsect ..	1	1	62	40	33	30	....	....	....	....	0	0	0	0	2	0	24	1,500	814
R. C	0	3	0	12	0	29	....	....	....	....	0	4	....	....	4	0	.....	.....	815
M. Epis ...	0	5	15	17	54	54	0	2	0	0	0	6	....	....	3	0	250	2,000	816
Nonsect ..	0	3	0	24	6	36	....	....	....	....	6	6	....	....	....	....	300	25,000	817
Nonsect ..	2	2	20	21	90	92	....	....	....	....	3	3	....	....	3	0	300	5,000	818
Nonsect ..	1	1	4	5	36	48	2	2	....	....	2	1	2	0	2	0	.....	1,150	819
Nonsect ..	0	2	38	30	48	25	3	2	....	....	....	....	....	....	3	....	.....	3,000	820
Presb. So .	2	0	30	0	35	0	10	0	....	....	4	0	4	0	4	0	.....	2,500	821
Nonsect ..	1	1	25	34	34	37	9	13	3	1	3	6	1	1	4	0	360	2,000	822
Nonsect ..	1	1	28	30	47	45	....	....	....	....	....	....	....	....	4	0	100	3,600	823
Nonsect ..	1	1	45	40	35	35	30	20	....	....	0	0	....	....	4	0	2,000	2,000	824
Meth	0	2	0	29	0	26	....	....	....	....	0	1	....	....	4	....	200	10,000	825
Presb	2	10	0	65	0	25	....	....	....	....	0	4	....	....	4	....	500	16,000	826
P. E.....	6	0	48	0	6	0	46	0	2	0	6	0	6	0	5	48	2,000	25,000	827
Nonsect ..	4	6	56	60	125	145	....	....	....	....	8	11	5	8	2	0	600	10,000	828
Nonsect ..	1	2	20	25	30	32	....	....	....	....	0	3	0	3	4	0	.....	3,000	829
Nonsect ..	2	1	32	28	24	20	32	28	....	....	....	....	....	....	....	....	1,500	5,350	830
Nonsect ..	1	1	20	18	62	71	5	3	10	5	0	0	0	0	4	0	300	10,000	831
Cong	0	4	60	60	100	40	8	4	....	....	3	8	2	6	4	....	300	.....	832
M. E. So...	1	2	40	45	80	120	2	6	....	....	2	20	0	2	4	....	.....	4,000	833
Meth	1	1	10	4	50	56	....	....	....	....	1	0	0	0	2	0	500	500	834
Nonsect ..	0	1	22	18	21	19	2	5	....	....	4	1	....	....	4	0	300	3,000	835
R. C	2	0	26	0	143	0	....	....	....	....	0	0	....	....	3	0	1,000	50,000	836
Bapt.....	1	2	12	13	41	86	2	3	....	....	4	4	2	3	....	....	.....	12,000	837
R. C	0	3	0	19	0	100	....	....	....	....	0	1	....	....	3	....	.....	.....	838
Nonsect ..	2	1	60	50	60	45	20	15	40	28	10	4	6	2	4	0	750	4,000	839
Nonsect ..	0	2	1	10	34	64	0	6	....	....	....	....	....	....	2	....	50	1,500	840
Nonsect ..	0	3	20	15	45	55	1	5	1	0	2	5	2	5	4	0	0	2,000	841

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	MISSISSIPPI—continued.		
842	Senatobia	Blackbourne College	Mrs. T. D. Moore
843	Sherman	Mississippi Normal Institute*	Davis, Langston, and Tucker
844	Shubuta	Shubuta High School	C. W. Anderson
845	Sylvarena	Sylvarena High School*	W. S. Huddleston, A. M
846	Tula	Tula High School	C. C. Hughes
847	Union Church	Union Church High School	
848	Vaiden	Vaiden Institute	J. B. T. Moss
849	West Point	Mary Holmes Seminary	Rev. H. W. Payne, D. D
850	Yale	Oakland Normal Institute	J. W. Holley
851	Yazoo	St. Clara's Academy	Sisters of Charity
	MISSOURI.		
852	Appleton City	Appleton City Academy	G. A. Theilman
853	Arcadia	Ursuline Academy*	Mother Marian
854	Ashley	Watson Seminary*	A. R. Coburn
855	Aurora	Aurora Collegiate School	J. H. Selden, Ph. B
856	Boonville	Kemper School	T. A. Johnston
857	....do	Megquier Seminary	Miss Julia Megquier
858	Brookfield	Brookfield College	Harry C. Myers
859	Caledonia	Bellevue Collegiate Institute	H. A. Smith (president)
860	Camden Point	Camden Point Military Institute	W. N. Stagner
861	....do	Female Orphan School of the Christian Church of Missouri.	H. O. Riall
862	Chillicothe	St. Joseph's Academy	Sisters of St. Joseph
863	Clarence	Macon District High School	E. W. R. Ewing
864	Clarksburg	Hooper Institute*	Rev. S. H. Pollard
865	Columbia	The University Academy*	John B. Welch, A. M
866	Conception	Conception College	Rev. Frowin Conrad, O. S. B
867	Concordia	St. Paul's College	J. H. C. Kaeppel
868	Dadeville	Dadeville Academy	S. W. Whitaker
869	Excelsior Springs	Haynes Academy	Anthony Haynes
870	Farmington	Carleton College	J. J. Martin, D. D
871	....do	Farmington Baptist College	Charles R. Pratt
872	Fredericktown	Marvin Collegiate Institute	Nelson B. Henry
873	Fulton	The Orphan School of the Christian Church of Missouri.	James B. Jones
874	Gallatin	Grand River College	J. H. Hatton
875	Gravelton	Concordia College	L. M. Wagner, A. M
876	Holden	St. Cecilia's Academy	Sisters of Charity
877	Humphreys	Humphreys Academy and Business College.	L. H. Gehman
878	Iberia	Iberia Academy	G. Byron Smith
879	Independence	Woodland College	Geo. S. Bryant
880	Jackson	Carlisle Training School	Willis Carlisle
881	Joplin	Institute of Our Lady of Mercy	
882	Kansas City	St. Teresa's Academy	Sister Rose Vincent
883	Kidder	Kidder Institute	George W. Shaw, A. M
884	Kirkwood	Military Academy and Glendale Institute.	Edward A. Haight
885	Labaddie	Labaddie Academy	Louis C. Knowlton
886	Laddonia	Collins Seminary	E. A. Collins
887	Lexington	Wentworth Military Academy	Sanford Sellers
888	Marble Hill	Mayfield-Smith Academy*	J. Hume Dobbyn
889	Marionville	Marionville Collegiate Institute	John Turrentine, A. M. (president).
890	Marshall	St. Savior's Academy	Sister Loretto
891	Maryville	Maryville Seminary*	Geo. E. Moore, A. M
892	Moberly	St. Mary's Academy of the Sisters of Loretto.	Sister Caroline

*Statistics of 1897–98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	0	3	0	50	0	30	....	....	....	....	0	0	....	.....	4	0	150	$7,000	842
Nonsect ..	3	0	25	20	90	90	0	1	1	1	5	1	1	2	3	0	300	3,500	843
Nonsect ..	1	0	22	12	45	49	5	4	....	....	....	....	....	.....	4	....	.....	2,500	844
Nonsect ..	1	0	14	13	48	30	....	....	3	1	0	0	0	0	3	....	250	1,200	845
Nonsect ..	1	1	38	29	85	92	....	....	5	3	8	4	4	2	3	0	400	2,500	846
Nonsect ..	1	1	14	16	4	10	3	0	....	....	0	1	....	.....	4	....	.....	.....	847
Nonsect ..	1	2	14	16	19	20	3	5	....	....	....	....	....	.....	3	....	.....	4,000	848
Presb.....	0	3	0	26	0	92	....	....	....	....	....	....	....	.....	4	....	500	40,000	849
Nonsect ..	1	1	40	25	50	42	5	3	20	10	16	6	8	5	3	0	800	2,000	850
R. C	0	1	0	14	37	54	....	....	....	....	0	4	0	4	4	....	1,250	.....	851
Nonsect ..	3	1	31	28	34	17	....	....	....	....	5	7	....	.....	4	40	400	3,400	852
Nonsect ..	0	1	0	32	0	11	0	11	....	....	....	....	....	.....	....	....	1,200	.....	853
Nonsect ..	1	1	35	45	5	5	6	8	....	....	0	2	0	2	4	....	1,200	10,000	854
Nonsect ..	1	1	22	27	11	10	0	2	0	0	3	4	3	4	4	0	.....	.....	855
Nonsect ..	5	0	45	0	38	0	0	0	4	0	8	0	4	0	4	45	2,000	60,000	856
Nonsect ..	0	4	0	25	0	25	0	3	0	0	0	7	0	1	4	0	800	20,000	857
Presb.....	2	2	21	25	40	48	6	5	4	2	4	5	....	.....	4	....	500	18,500	858
Nonsect ..	1	1	12	14	....	....	....	....	....	....	2	2	....	.....	4	0	490	12,000	859
Nonsect ..	2	0	35	0	10	0	....	....	7	0	7	0	0	0	4	35	250	2,500	860
Christian .	0	3	0	94	0	13	0	10	0	27	0	5	0	0	....	0	1,200	30,000	861
R. C	0	4	0	22	0	78	0	0	0	8	0	8	0	8	4	0	100	.....	862
M. E. So...	1	1	19	21	16	15	....	....	....	....	1	0	....	.....	4	0	300	10,000	863
Nonsect ..	2	2	24	10	25	16	4	0	5	0	5	2	....	.....	....	....	200	5,000	864
Nonsect ..	5	1	86	18	4	0	13	4	20	6	9	3	9	1	4	....	1,000	4,000	865
R. C	6	0	35	0	14	0	4	0	....	....	3	0	....	.....	4	....	1,500	.....	866
Ev. Luth..	4	0	41	0	0	0	20	0	21	0	11	0	11	0	3	0	400	16,000	867
Nonsect ..	2	1	20	29	13	14	....	....	....	....	7	1	3	0	4	0	400	7,000	868
Nonsect ..	1	1	10	30	2	8	4	10	....	....	2	0	....	.....	....	0	500	5,000	869
M. Epis ...	2	5	41	67	0	0	....	....	....	....	1	4	3	2	....	....	1,328	25,000	870
Bapt.....	1	1	11	18	9	6	....	....	....	....	....	....	....	.....	4	0	17	5,000	871
M. E. So...	3	3	58	54	12	18	....	....	....	....	3	1	0	0	4	0	1,000	30,000	872
Christian .	0	6	0	51	0	75	0	10	....	....	0	14	....	.....	....	....	1,000	40,000	873
Bapt.....	3	2	40	40	60	50	5	4	6	3	2	3	....	.....	4	0	.....	30,000	874
Nonsect ..	2	0	22	20	20	10	4	1	....	....	8	0	....	.....	....	....	.....	.....	875
R. C	0	3	7	18	26	53	....	....	....	....	0	5	....	.....	4	....	500	.....	876
M. E. So...	3	2	105	0	0	0	8	9	7	0	3	4	3	0	4	0	300	10,000	877
Cong	1	3	40	35	0	0	8	7	10	8	0	0	....	.....	4	0	2,000	5,000	878
Christian .	2	1	25	33	....	....	....	....	....	....	3	8	....	.....	4	0	1,200	20,000	879
Nonsect ..	3	0	43	18	10	15	0	0	1	0	....	....	....	.....	4	....	400	11,000	880
R. C	2	2	0	14	0	42	0	9	....	....	0	1	0	1	4	....	200	40,000	881
R. C	0	5	0	25	0	150	0	0	0	0	....	....	....	.....	4	0	250	.....	882
Cong	2	2	50	60	10	3	10	8	8	12	8	7	4	5	4	0	1,500	2,500	883
Nonsect ..	2	1	32	3	20	0	4	0	....	....	2	0	2	0	4	35	300	25,000	884
Nonsect ..	1	0	7	9	9	10	....	....	....	....	0	2	....	.....	....	....	.....	.....	885
Nonsect ..	1	1	18	17	7	5	....	....	....	....	3	0	....	.....	4	0	500	2,500	886
Nonsect ..	7	0	107	0	8	0	12	0	40	0	14	0	6	0	4	107	800	25,000	887
Bapt.....	3	0	58	25	12	8	6	2	....	....	2	0	2	0	3	0	200	5,000	888
M. Epis ...	4	1	47	36	4	0	8	2	20	3	5	2	5	2	4	0	500	8,000	889
R. C	0	2	0	20	0	40	....	....	....	....	0	2	....	.....	3	....	.....	.....	890
M. E. So...	5	4	204	190	0	0	....	....	....	....	13	15	....	.....	4	0	1,000	18,000	891
R. C	2	3	0	40	0	35	....	....	....	....	....	....	....	.....	....	0	300	.....	892

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	MISSOURI—continued.		
893	Moundville	Cooper College	C. H. Miles (president)
894	Mount Vernon	Mount Vernon Academy	Elizabeth Park
895	Nevada	Nevada Seminary*	Mrs. Lulu G. Elliott
896	Odessa	Odessa College	J. R. McChesney
897	O'Fallon	Woodlawn Institute	W. T. Howison, A. M
898	Palmyra	Centenary College	James A. Lanius
899	Pierce City	Pierce City Baptist College*	R. D. Swain (president)
900	Platte City	Gaylord Institute	Mrs. T. W. Park
901	Plattsburg	Plattsburg College	S. Z. Sharp
902	Portland	St. Mark's School*	James H. Gill
903	Rensselaer	Van Rensselaer Academy	Miss Ayers
904	Richmond	Woodson Institute*	B. G. Shaekelford
905	St. Charles	Academy of the Sacred Heart	Madame Kavanagh
906	St. Joseph	Academy of the Sacred Heart	Madame O'Meara
907	St. Louis (Cabanne place)	Academy of the Visitation	
908	St. Louis (5577 Calumet ave.)	Ball's (Mrs.) School for Young Ladies.	Mrs. Ida M. Ball
909	St. Louis (1607–1617 Compton ave.)	Bishop Robertson Hall	Sister Catharine (superior)
910	St. Louis (4296 Washington st.)	Hosmer Hall	Miss Martha H. Mathews
911	St. Louis	Loretto Academy	Sister M. Simeon
912	St. Louis (3817 Olive st)	Rugby Academy	Denham Arnold
913	St. Louis	Smith Academy	Charles P. Curd
914	St. Louis (2140 and 2337 Lafayette ave.)	Toensfeldt's Educational Institute	Johann Toensfeldt
915	St. Louis (South 12th st.)	Ursuline Academy and Day School	
916	St. Louis (1033 South 8th st.)	Walther College	August C. Burgdorf
917	Salisbury	North Missouri Institute*	G. C. Briggs and B. F. Heaton
918	Sedalia	George R. Smith College	Rev. E. A. Robertson, A. M
919	South St. Louis (Meramec st.)	Academy of the Sacred Heart	Mother Mary Burke
920	Spring Garden	Miller County Institute	J. I. Lumpkin
921	Sweet Springs	Sweet Springs Academy	J. E. Barnett
922	Troy	Buchanan College	W. F. Roberts
923	Weaubleau	Weaubleau Christian College	J. Whitaker
924	Webb City	Webb City College	J. F. Cook, A. M., LL. D
925	West Plains	West Plains College	J. T. Outen
	MONTANA.		
926	Helena	St. Vincent's Academy	Sister Anacleta
927	Missoula	Sacred Heart Academy	Sister Hilarion
	NEBRASKA.		
928	Chadron	Chadron Academy	Winfred Chesney Rhoades
929	Columbus	St. Francis Academy	Rev. M. Kollmeyer
930	Franklin	Franklin Academy	Alexis C. Hart
931	Grand Island	Grand Island College	George Sutherland
932	Jackson	St. Catherine's Academy	
933	Kearney	Kearney Military Academy	E. P. Chittenden
934	North Platte	School of the Nativity	Sister Francis
935	Omaha	Academy of the Sacred Heart	Madame Elise Miltenberger
936	....do	Brownell Hall	Louise R. Upton
937	....do	St. Catherine's Academy	Sister M. Gertrude Melone
938	Orleans	Orleans Seminary	C. E. Anderson
939	Pawnee City	Pawnee City Academy	Rev. R. T. Campbell
940	Wahoo	Luther Academy	Samuel M. Hill
941	Weeping Water	Weeping Water Academy	Frank C. Taylor
942	York	School of the Holy Family	Superioress of Ursuline Convent.

* Statistics of 1897–98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	1	1	25	21	15	31	7	0	0	0	0	2	0	2	4	0	200	$6,500	893
Presb.....	0	2	10	10	4	2	0	0	0	2	0	1	0	0	4	0	10	700	894
Nonsect ..	0	2	5	25	20	50	3	7	....	....	0	3	3	3	4	0	800	.....	895
Nonsect ..	2	2	30	27	6	6	....	....	....	....	1	4	0	1	4	0	200	6,600	896
Presb.....	2	0	7	12	11	6	....	....	....	....	1	2	....	.....	4	....	.....	6,800	897
M. E. So...	3	4	15	27	27	24	15	27	....	....	0	0	0	0	4	0	100	20,000	898
Bapt.....	2	3	42	30	12	18	1	1	15	12	1	5	1	3	4	20	1,000	20,000	899
Nonsect ..	0	2	7	10	9	19	0	0	0	0	....	....	....	.....	4	0	600	25,000	900
Ger. Bapt.	6	0	34	59	3	0	6	9	7	5	3	5	2	2	3	0	400	10,000	901
Epis	1	0	22	0	0	0	....	....	....	....	....	....	....	.....	....	....	1,200	10,000	902
Nonsect ..	1	0	9	6	0	0	0	0	0	0	0	0	0	0	4	0	.....	1,000	903
M. E. So...	5	0	58	56	24	39	....	....	....	....	1	7	....	.....	4	0	1,500	40,000	904
R. C	0	8	0	26	0	14	....	....	....	....	....	....	....	.....	4	0	1,000	.....	905
R. C	0	10	0	42	0	40	....	....	....	....	0	4	0	2	5	....	2,000	.....	906
R. C	0	9	0	46	0	104	....	....	....	....	0	9	....	.....	....	....	5,000	300,000	907
Nonsect ..	1	3	0	7	24	45	0	1	....	....	....	....	....	.....	4	....	300	.....	908
Epis	2	8	0	20	1	55	0	0	0	0	0	2	0	0	4	0	2,500	60,000	909
Nonsect ..	0	7	0	80	0	58	0	20	....	....	0	13	0	5	4	0	300	500	910
R. C	0	3	0	20	0	65	....	....	....	....	0	5	....	.....	4	....	.....	.....	911
Nonsect ..	2	1	19	30	7	0	....	....	....	....	2	0	2	0	4	0	.....	25,000	912
Nonsect ..	16	6	371	0	0	0	53	0	100	0	33	0	33	0	5	....	.....	300,000	913
Nonsect ..	5	0	54	0	32	0	....	....	18	0	11	0	7	0	3	0	1,450	32,000	914
R. C	0	10	0	30	0	230	....	....	....	....	0	5	....	.....	4	....	1,262	80,000	915
Luth	5	0	97	34	0	0	....	....	....	....	12	1	....	.....	4	0	500	60,000	916
Nonsect ..	4	4	66	86	0	0	....	....	....	....	....	....	....	.....	4	40	700	30,000	917
M. Epis...	2	2	38	30	26	25	10	5	17	13	1	1	1	1	4	0	3,500	70,100	918
R. C	0	9	0	41	0	27	....	....	....	....	0	11	....	.....	4	0	.....	.....	919
Nonsect ..	2	0	29	21	11	13	0	2	....	....	1	1	1	0	4	0	200	2,500	920
Nonsect ..	2	1	20	15	10	5	3	2	2	2	0	0	....	.....	4	0	300	2,500	921
Nonsect ..	2	4	59	36	18	22	....	....	....	....	3	2	2	0	4	0	500	13,000	922
Christian .	4	0	35	30	15	10	....	....	....	....	0	2	....	.....	....	....	500	6,000	923
Baptist ...	3	6	40	60	0	0	....	....	....	....	0	3	0	3	3	100	800	100,000	924
Nonsect ..	2	1	41	35	10	10	....	....	....	....	0	2	....	.....	4	0	300	7,000	925
R. C	0	2	0	25	0	275	....	....	....	....	0	1	....	.....	4	0	500	.....	926
R. C	1	6	0	28	50	132	0	4	0	0	0	3	0	2	3	0	300	40,000	927
Cong	2	1	15	23	19	3	2	1	1	3	4	1	4	1	3	0	.....	13,475	928
R. C	1	3	3	19	99	102	....	....	....	....	0	3	....	.....	4	....	287	31,000	929
Cong	4	2	65	76	16	20	18	14	10	6	6	11	3	9	4	141	2,600	16,500	930
Bapt.....	5	2	35	9	56	84	18	3	12	4	....	....	....	.....	3	30	2,120	65,000	931
R. C	0	3	0	8	0	42	0	0	0	0	0	0	0	0	4	0	100	25,000	932
Epis	2	1	20	3	18	9	1	0	12	1	1	1	1	1	3	23	600	30,000	933
R. C	0	3	5	11	44	59	1	1	....	....	1	6	....	.....	....	....	100	.....	934
R. C	0	10	0	39	0	41	....	....	....	....	0	2	....	.....	4	....	3,000	50,000	935
Epis	0	6	0	38	0	38	0	1	0	2	....	....	....	.....	....	....	.....	.....	936
R. C	0	4	0	36	20	40	0	5	0	5	0	0	0	0	4	0	.....	75,000	937
Free Meth	1	1	10	5	22	25	....	....	....	....	....	....	....	.....	4	0	.....	15,000	938
U. Presb ..	1	4	60	88	0	0	2	0	....	....	9	7	7	0	4	0	150	20,000	939
Ev. Luth..	5	1	21	16	60	28	7	0	....	....	2	1	2	0	3	0	1,700	20,000	940
Cong	2	1	24	18	15	7	6	5	3	1	2	4	2	4	3	0	800	5,700	941
R. C	0	2	4	26	56	64	....	....	....	....	....	....	....	.....	....	....	530	.....	942

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW HAMPSHIRE.		
943	Andover	Proctor Academy	Miss Luella H. Scales
944	Canterbury	Kezer Seminary	Miss Edna M. Hunt
945	Center Strafford	Austin Academy*	A. E. Thomas
946	Concord	St. Mary's School	Miss Gainforth
947	do	St. Paul's School	J. H. Coit
948	Derry	Pinkerton Academy	G. W. Bingham
949	Dover	St. Joseph's High School	Brother Jerome
950	Exeter	Phillips Exeter Academy	Harlan Page Amen
951	do	Robinson Female Seminary	George N. Cross, A. M.
952	Francestown	Francestown Academy	Albert D. True
953	Franconia	Dow Academy	Frederick W. Ernst
954	Gilmanton	Gilmanton Academy*	Elizabeth Colley, A. M.
955	Hampstead	Hampstead High School	F. E. Merrill
956	Kingston	Sanborn Seminary	Frederic T. Farnsworth
957	Manchester	Academy of Jesus Mary	Mother St. Honori
958	Manchester (181 Spruce st.)	St. Augustine's Boarding School and Academy.*	Brother Alphonsus
959	Manchester	St. Joseph's High School for Boys	Brother Catus
960	Meriden	Kimball Union Academy	W. H. Cummings
961	Milton	Nute High School	Arthur T. Smith
962	Mount Vernon	McCollom Institute	George S. Chapin, A. B.
963	Nashua (68 Vine st.)	St. Aloysius Academy*	Brother Fabien
964	Nashua	St. Aloysius School	Sister Angela
965	New Hampton	New Hampton Literary Institution.	F. W. Preston
966	New London	Colby Academy	Geo. W. Gile
967	Northwood Center	Coe's Northwood Academy	J. W. Brown
968	Pembroke	Pembroke Academy	Isaac Walker
969	Plymouth	Holderness School for Boys	Rev. Lorin Webster
970	Reeds Ferry	McGaw Normal Institute	Andrew P. Averill
971	Tilton	New Hamsphire Seminary and Female College.	George L. Plimpton, A. M.
972	West Lebanon	New Hampshire Military Academy	B. F. Hyatt
973	Wolfboro	Brewster Free Academy	Edwin H. Lord
	NEW JERSEY.		
974	Bayonne City	School for Young Ladies	Misses Clarke and Kline
975	Beverly	Farnum Preparatory School	James B. Dilks, A. M.
976	Blairstown	Blair Presbyterial Academy	John C. Sharpe
977	Bordentown	Bordentown Military Institute	Tompson H. Landon
978	do	Priscilla Braislin School for Girls.	Alice G. Braislin
979	do	St. Joseph's Academy	Sister Mary Emmanuel
980	do	School for Girls	Alice G. Braislin
981	Bridgeton	Ivy Hall School for Girls	Mrs. J. Allen Maxwell
982	do	South Jersey Institute	Henry K. Trask
983	do	West Jersey Academy	Phœbus W. Lyons
984	Burlington	Van Rensselaer Seminary	Helen M. Freeman
985	Cinnaminson	Westfield Friends' School*	Caroline Taylor
986	Deckertown	Seeley's Home School	W. H. Seeley, A. M.
987	East Orange (63 Harrison st.)	East Orange School	H. Louise Underhill and Charles Chapin, A. M.
988	Elizabeth (572 Westminster ave.)	Pingry School	Frank H. Robson, A. M.
989	Elizabeth (279 North Broad st.)	Vail-Deane School	Laura A. Vail
990	Englewood (Lincoln Park)	Collegiate School for Girls	Miss Caroline M. Gerrish, A. B.
991	Englewood	The Dwight School for Girls	Miss E. S. Creighton, Miss E. W. Farrar.
992	do	The Englewood School for Boys	James B. Parsons, A. M.
993	Fort Lee	Institute of the Holy Angels	Sister Mary Nonna

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Unitarian	1	2	9	25	17	15	1	0	0	0	0	1	0	0	3	0	1,471	$9,000	943
Free Bapt.	0	1	7	6	10	7	....	....	....	....	0	0	0	0	4	....	30	6,000	944
Nonsect..	1	0	17	11	3	4	3	0	2	0	4	3	0	0	3	0	.....	4,000	945
Epis.....	3	8	0	23	0	2	0	4	....	....	0	5	0	2	4	14	900	26,000	946
Epis.....	38	0	356	0	0	0	118	0	52	0	....	....	....	....	....	....	.....	.....	947
Nonsect..	3	3	32	52	18	18	5	3	11	7	3	4	3	2	4	0	3,927	65,000	948
R. C.....	2	2	70	0	130	10	....	....	....	....	4	0	1	0	3	0	.....	.....	949
Nonsect..	13	0	263	0	0	0	250	0	60	0	70	0	60	0	4	0	1,700	200,000	950
Nonsect..	0	4	0	126	0	110	0	11	0	0	0	28	0	3	4	0	900	100,000	951
Nonsect..	1	1	15	30	4	10	....	....	....	....	....	....	....	.....	4	0	300	3,000	952
Cong.....	2	1	28	23	....	....	2	3	2	1	5	4	2	2	4	0	200	25,000	953
Nonsect..	0	2	9	7	3	3	0	2	3	0	1	0	....	.....	4	0	600	8,000	954
Nonsect..	1	0	15	15	0	0	....	....	....	....	2	1	....	.....	3	0	50	10,000	955
Nonsect..	1	3	26	30	17	8	3	1	....	....	5	3	0	0	4	0	1,600	70,000	956
R. C.....	0	4	0	100	0	250	....	....	....	....	0	2	....	.....	....	....	.....	.....	957
R. C.....	3	0	76	0	419	0	5	0	4	0	8	0	8	0	3	....	560	20,000	958
R. C.....	3	0	68	0	296	0	5	0	....	....	8	0	6	0	4	0	.....	50,000	959
Cong.....	2	7	115	65	0	0	25	7	32	13	16	11	....	.....	4	0	.....	.....	960
Nonsect..	1	2	27	24	0	0	1	2	1	0	0	1	0	1	4	0	2,500	40,000	961
Cong.....	1	0	4	10	1	0	0	0	0	0	0	3	0	0	4	0	900	35,000	962
R. C.....	2	0	28	0	320	0	....	....	....	....	....	....	....	.....	4	28	.....	35,000	963
R. C.....	0	1	0	10	0	43	....	....	....	....	0	3	....	.....	....	....	.....	50,000	964
Free Bap.	5	6	105	93	14	6	....	....	....	....	10	19	8	0	3	0	11,000	30,000	965
Bapt.....	4	3	44	35	3	2	2	3	1	0	3	9	1	1	4	0	3,700	25,000	966
Cong.....	1	2	33	30	3	0	1	2	0	0	3	0	0	0	4	0	850	10,000	967
Nonsect..	1	2	14	21	0	0	0	0	0	0	0	1	0	1	....	0	1,600	5,000	968
P. E.....	4	0	30	0	5	0	21	0	3	0	9	0	8	0	4	0	1,700	45,000	969
Nonsect..	1	2	13	15	4	3	....	....	2	0	4	6	0	0	4	0	150	.....	970
M. E.....	5	7	73	76	0	0	10	10	10	10	8	4	6	0	4	0	3,000	75,000	971
Nonsect..	1	6	10	0	42	0	5	0	5	0	3	0	3	0	4	10	100	.....	972
Nonsect..	4	3	73	58	0	0	15	7	14	5	9	5	5	3	4	0	1,500	70,000	973
Nonsect..	2	7	0	20	0	0	0	1	....	....	....	....	....	....	....	....	.....	12,000	974
Nonsect..	1	3	18	45	53	36	....	....	....	....	5	16	....	.....	5	0	.....	20,000	975
Presb.....	5	5	62	54	11	1	20	5	50	41	11	5	10	1	4	0	3,000	200,000	976
Nonsect..	8	0	50	0	36	0	20	0	....	....	5	0	4	0	4	50	1,000	.....	977
Nonsect..	1	3	0	15	0	10	0	5	....	....	....	....	....	.....	4	....	500	.....	978
R. C.....	0	3	0	12	3	33	0	0	0	0	0	8	0	0	4	0	300	75,000	979
Nonsect..	0	6	0	15	0	10	0	5	....	....	....	....	....	.....	4	....	500	.....	980
Nonsect..	0	4	0	20	0	20	0	5	....	....	0	6	0	2	....	....	.....	.....	981
Bapt.....	3	3	79	49	20	5	21	4	20	7	15	10	7	4	4	75	2,500	150,000	982
Presb.....	4	1	59	0	4	0	25	0	30	0	15	0	15	0	4	59	2,000	60,000	983
Presb.....	0	3	19	13	0	0	....	....	....	....	1	1	0	0	....	0	.....	.....	984
Friends...	0	2	3	9	8	6	....	....	....	....	0	1	0	1	....	0	.....	.....	985
Nonsect..	1	1	4	8	2	4	0	2	1	1	....	....	....	.....	4	....	.....	8,000	986
Nonsect..	1	6	10	18	10	22	0	2	0	2	0	0	0	0	4	0	.....	15,000	987
Nonsect..	3	0	52	0	54	0	20	0	20	0	9	0	7	0	5	0	600	35,000	988
Nonsect..	1	6	0	49	4	37	0	1	0	6	....	....	....	.....	5	0	800	.....	989
Nonsect..	0	7	0	34	0	16	0	20	0	0	0	8	0	8	....	0	.....	.....	990
Nonsect..	3	10	0	70	10	40	0	1	0	5	0	2	0	2	4	....	.....	.....	991
Nonsect..	3	0	35	0	14	0	15	0	20	0	7	0	6	0	5	35	.....	.....	992
R. C.....	0	7	0	30	0	39	0	4	0	5	0	4	....	.....	....	....	.....	.....	993

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Prineipal.
	1	2	3
	NEW JERSEY—continued.		
994	Freehold	Freehold Ladies' Seminary and Classical Institute.	Rev. C. H. W. Stocking, D. D
995	Hackettstown	Centenary Collegiate Institute	Rev. Wilbert P. Ferguson, Ph. D., D. D.
996	Hightstown	Peddie Institute	Roger W. Swetland
997	Hoboken (285 Washington st.)	Aeademy of Sacred Heart	
998	Hoboken (Willow ave. and 5th st.)	Hoboken Academy	Heinrich Kaiser
999	Hoboken (River and 6th sts.)	Stevens School	Rev. Edward Wall, A. M
1000	Jersey City	Academy of St. Aloysius	Sister M. Inez
1001	.....do	German American School	Carl A. Graupner
1002	Jersey City (Cor. Crescent and Harrison aves.)	Hasbrouck Institute	Charles C. Stimets, A. M
1003	Lawrenceville	Lawrenceville School	Rev. James C. Mackenzie, Ph. D.
1004	Longbranch	St. Mary's Star of the Sea Academy	Sister Mary Imelda
1005	Montclair	Montclair Military Academy	John G. MacVicar
1006	Moorestown	Friends' Academy	W. F. Overmans
1007	.....do	Friends' High School (Hicksite)	Charles S. Moore
1008	Morristown	Dana's (Miss) School for Girls	Miss Elizabeth Dana
1009	.....do	Morris Academy	Charles D. Platt
1010	.....do	Morristown School	Messrs. Woodman, Butler, and Browne.
1011	Mount Holly	Mount Holly Academy *	Richard F. Loos
1012	Mount Holly (48 Broad st.)	Wyllies' (Misses) School	Misses Wyllie
1013	Newark (544 High st.)	Newark Academy	Samuel A. Farrand
1014	Newark (993 Broad st.)	Newark Seminary for Young Ladies.	Miss Anna Frances Whitmore.
1015	Newark (21 Walnut st.)	The Norwood School	Caroline B. Sergeant
1016	Newark (98 Washington st.)	St. Mary's Academy	Sisters of Charity
1017	Newark (42 Wallace place)	St. Vincent's Acedemy	.....do
1018	Newark (54 Park place)	Townsend (Miss) Select School	Miss Anna P. Townsend
1019	New Brunswick (66 Bayard st.)	Anable's (Misses) School	Misses Anable
1020	New Brunswick	Rutgers College Preparatory School.	Eliot R. Payson
1021	.....do	St. Agnes Academy and St. Peter's School.	Sister Mary Grace
1022	New Egypt	New Egypt Seminary and Female College.	Ross S. Wallaee, A. B
1023	Newton	Newton Collegiate Institute	Philip S. Wilson
1024	Nutley	"Cloverside," A Home School for Girls.	Elizabeth Timlow
1025	Orange (443 Main st.)	Dearborn Morgan School	David A. Kennedy, Ph. D., Abby B. Morgan.
1026	Orange (Mountain Station)	Dorr's (Mrs.) Boarding and Day School.	Mrs. N. H. Dorr
1027	Passaic (60 High st.)	Passaic Collegiate School	Miss N. Louise Buckland
1028	Paterson (51 Church st)	St. Aloysius Academy	Sister M. Augustina
1029	Paterson (cor. Van Houten and Auburn sts.)	The Paterson Classical and Scientific School.	Lincoln A. Rogers. A. M
1030	Pennington	Pennington Seminary *	Rev. Thomas O'Hanlon, D. D
1031	Plainfield (949 Central ave.)	Leal's School for Boys	John Leal
1032	Plainfield (123 W. 7th st.)	Seminary for Young Ladies	Misses Kenyon and Arnold
1033	Pompton	The Henry C. De Mille School for Girls.	Mrs. H. C. De Mille
1034	Princeton	The Princeton Preparatory School	John B. Fine
1035	Redbank	The Calhoun-Chamberlain School	Miss Calhoun, Miss Chamberlain.
1036	Salem	Friends' Select Graded School	Carlie McClure

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	1	2	12	9	2	9	4	4	....	....	1	2	1	2	3	0	.....	$12,000	994
Meth. Epis	1	1	127	100	14	18	45	7	15	0	37	18	24	10	4	0	2,000	230,000	995
Bapt.....	6	5	52	58	18	1	21	10	18	6	10	9	10	4	4	0	5,000	250,000	996
R. C	0	2	0	25	0	100	....	....	....	....	0	3	....	.....	4	0	1,000	.....	997
Nonsect ..	5	4	34	32	103	103	12	6	....	....	7	7	....	.....	4	0	.....	25,000	998
Nonsect ..	10	0	148	0	0	0	....	....	41	0	12	0	....	.....	4	0	.....	52,976	999
R. C	0	6	0	42	30	78	....	....	....	....	0	5	0	5	4	0	300	.....	1000
Nonsect ..	3	2	24	17	99	64	....	....	....	....	11	8	....	.....	.....	....	316	10,000	1001
Nonsect ..	8	7	80	75	40	35	40	20	10	2	6	11	6	5	4	0	500	100,000	1002
Presb.....	24	0	365	0	0	0	200	0	165	0	70	0	70	0	4	0	3,000	1,200,000	1003
R. C	0	5	1	16	34	54	....	....	....	....	1	3	1	3	5	0	.....	10,000	1004
Nonsect ..	6	3	40	0	37	0	10	0	30	0	11	0	9	0	5	40	.....	.....	1005
Friends...	1	2	17	13	48	42	2	3	1	0	2	2	1	0	3	0	1,800	20,000	1006
Friends...	1	2	8	16	42	37	0	4	1	0	1	6	1	2	3	0	250	.....	1007
Nonsect ..	0	14	0	92	0	38	0	10	....	....	0	15	0	3	....	....	.....	.....	1008
Nonsect ..	2	0	9	0	2	0	2	0	3	0	0	0	....	.....	4	0	.....	.....	1009
Nonsect ..	5	0	19	0	20	0	15	0	4	0	2	0	2	0	4	0	1,000	70,000	1010
Nonsect ..	3	0	17	0	20	0	3	0	5	0	5	0	....	.....	4	0	400	12,000	1011
Nonsect ..	0	3	0	10	10	20	0	6	....	....	....	....	....	.....	....	....	.....	.....	1012
Nonsect ..	13	0	184	0	75	0	44	0	36	0	20	0	16	0	5	0	400	100,000	1013
Nonsect ..	2	6	0	25	0	40	0	6	....	....	0	3	0	1	4	0	700	.....	1014
Nonsect ..	1	6	0	22	0	20	....	....	0	1	0	4	0	0	4	0	.....	.....	1015
R. C	0	5	0	67	0	29	....	....	....	....	0	7	....	.....	4	0	.....	.....	1016
R. C	0	2	0	15	25	60	....	....	....	....	0	3	....	.....	....	....	.....	.....	1017
Nonsect ..	0	8	0	46	0	27	0	5	....	....	0	5	0	1	4	....	800	.....	1018
Nonsect ..	1	4	0	25	0	22	....	....	0	3	0	0	....	.....	4	....	1,000	20,000	1019
Nonsect ..	6	1	66	16	33	23	46	13	20	3	14	0	14	0	5	32	.....	.....	1020
R. C	0	4	15	35	295	325	1	3	....	....	10	10	1	1	3	35	500	50,000	1021
Nonsect ..	0	2	19	35	11	8	4	1	3	2	4	1	4	0	4	0	12,500	6,500	1022
Nonsect ..	1	1	10	0	15	0	3	0	2	0	1	0	1	0	....	10	500	20,000	1023
Epis	0	4	0	12	9	8	....	....	....	....	0	3	0	0	3	0	1,000	12,000	1024
Nonsect ..	3	9	37	53	72	80	9	3	14	7	5	7	5	3	4	0	.....	39,025	1025
Nonsect ..	0	4	0	17	10	18	0	8	....	....	....	....	....	.....	....	....	.....	.....	1026
Nonsect ..	0	5	0	14	18	22	0	4	0	1	0	4	0	2	4	0	.....	2,500	1027
	0	4	1	19	19	46	....	....	....	....	1	6	....	.....	4	....	185	.....	1028
R. C	4	0	22	0	21	0	12	0	....	....	1	0	....	.....	4	22	200	.....	1029
Nonsect ..																			
Meth. Epis	2	3	40	20	100	40	20	0	10	0	5	20	10	10	4	0	500	175,000	1030
Nonsect ..	3	0	52	0	34	0	23	0	9	0	11	0	11	0	4	30	.....	.....	1031
Nonsect ..	1	8	0	29	2	42	0	6	....	....	0	0	0	0	4	0	.....	50,000	1032
Epis	0	2	0	14	0	8	0	3	....	....	0	2	0	2	3	14	1,500	75,000	1033
Nonsect ..	4	0	38	0	0	0	18	0	20	0	17	0	17	0	4	0	1,000	40,000	1034
Nonsect ..	0	4	0	10	0	20	0	6	....	....	0	3	0	3	4	....	400	6,000	1035
Friends...	0	2	4	6	16	21	1	0	....	....	....	....	....	.....	4	0	.....	.....	1036

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW JERSEY—continued.		
1037	Shorthills	Carteret School*	Alfred Colburn Arnold
1038	South Orange	Baldwin's (Miss) and Nelden's (Miss) School.	Mary E. Baldwin, Lucy L. Nelden.
1039	Summit	Kent Place School	Mrs. Sarah Woodman Paul
1040	.....do	St. George's Hall*	Hartman Naylor
1041	.....do	Summit Academy	James Heard, A. M
1042	Trenton	St. Francis' College	Rev. Dominic Reuter, D. D
1043	Woodbury	Woodbury Private School	Curtis J. Lewis
1044	Woodstown	Bacon Academy	Belle Hannum
	NEW MEXICO.		
1045	Albuquerque	Goss Military Institute	Robt. S. Goss
1046	Las Cruces	Visitation Academy	Sister M. Albertina
1047	Santa Fe	Loretto Academy—Our Lady of Light.	Sister M. Xavier
1048	.....do	St. Michael's College	Brother Botulph
	NEW YORK.		
1049	Adams	Adams Collegiate Institute	H. Erwin Bard, M. A
1050	Albany	Albany Academy	Henry Pitt Warren, L. H. D
1051	Albany (155 Washington ave.).	Albany Female Academy	Lucy A. Plympton
1052	Albany (43 Lodge st.)	Christian Brothers' Academy	Brother Catus
1053	Albany (Kenwood)	Female Academy of the Sacred Heart.	Madame M. Moran
1054	Albany	St. Agnes' School	Miss Ellen W. Boyd
1055	Albany (280 N. Pearl st.)	St. Joseph's Academy	Brother Anselm
1056	Allegany	St. Elizabeth's Academy	Mother M. Teresa
1057	Amawalk	St. Joseph's Normal College*	Rev. Brother Jerome
1058	Amsterdam	St. Mary's Catholic Institute	Sister Marcella
1059	Antwerp	Ives Seminary	Lilian B. Lewis
1060	Aurora	Cayuga Lake Military Academy*.	Vasa Edwin Stolbrand
1061	Batavia	St. Joseph's Academic School	Sister M. Helena
1062	Belleville	Union Academy of Belleville	Charles J. Galpin, A. M
1063	Binghamton	The Lady Jane Grey School*	Mrs. Jane Grey Hyde
1064	.....do	St. Joseph's Academy	Sister M. Joseph
1065	Bridgehampton	Literary and Commercial Institute	Lewis W. Hallock
1066	Brooklyn (57-67 New York ave.).	Bedford Academy	George Rodemann
1067	Brooklyn (183-185 Lincoln place).	Berkeley Institute for Girls	Julian W. Abernethy, Ph. D
1068	Brooklyn (102 Berkeley place).	Berkeley School for Boys	Wm. A. Stamm
1069	Brooklyn (36 Monroe place)	Bodman's (Miss) School for Girls.	Miss R. M. Bodman
1070	Brooklyn (209 Clinton ave.)	Female Institute of the Visitation.	Sister Mary Evangelista
1071	Brooklyn (146 Macon st)	Garrott's (Miss) School for Young Ladies and Children.	Miss M. E. Garrott
1072	Brooklyn (50 Monroe place)	Hall's (Miss) School for Girls	Miss Clara F. Hall
1073	Brooklyn (40-42 Monroe place).	The Latin School	Caskie Harrison
1074	Brooklyn	Lockwood Academy*	J. Lockwood
1075	Brooklyn (30 Madison st)	Nativity Academy	Sister M. Basil
1076	Brooklyn	Pratt Institute (High School)	C. Hanford Henderson
1077	Brooklyn (525 Clinton ave)	Rounds's (Miss) School for Girls	Christina Rounds
1078	Brooklyn (4th ave. and 9th st.).	St. Thomas Aquinas' Academy	Sister Mary Anna
1079	Buffalo (749 Washington st.)	Buffalo Sacred Heart Academy	Sister M. Leonard
1080	Buffalo (284 Delaware ave.)	The Buffalo Seminary	Mrs. Lucy L. Hartt

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–1899—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	2	2	10	6	20	6	6	2	1	1	1	1	1	0	5	....	250	$20,000	1037
Nonsect ..	0	5	8	33	34	20	0	15	....	....	....	....	....	.....	....	....	.....	.....	1038
Nonsect ..	0	7	0	44	0	32	0	23	0	21	0	4	0	4	4	....	.....	46,000	1039
P. E	5	0	16	0	25	0	7	0	8	0	11	0	6	0	4	0	3,500	50,000	1040
Nonsect ..	5	1	19	0	10	0	....	....	....	....	....	....	....	.....	4	0	300	.....	1041
R. C	4	0	27	0	8	0	....	....	....	....	....	....	....	.....	4	....	3,537	.....	1042
Nonsect ..	0	1	6	9	10	11	....	....	....	....	....	....	....	.....	3	....	200	.....	1043
Friends...	0	2	18	12	12	19	2	0	....	....	....	....	....	.....	3	0	150	.....	1044
Nonsect ..	2	0	6	0	17	0	6	0	....	....	1	0	....	.....	4	6	500	.....	1045
R. C	0	5	0	30	0	20	....	....	....	....	....	....	....	.....	....	0	200	30,000	1046
R. C	0	3	0	22	0	90	0	0	0	0	0	2	0	2	4	0	550	.....	1047
R. C	2	0	25	0	108	0	....	....	....	....	....	....	....	.....	....	....	1,650	.....	1048
Nonsect ..	2	2	41	35	4	5	2	1	4	5	4	5	4	0	3	0	1,500	40,000	1049
Nonsect ..	7	2	144	0	66	0	90	0	35	0	20	0	20	0	6	144	600	100,000	1050
Nonsect ..	5	10	0	66	0	62	0	0	0	0	0	11	0	2	4	0	2,600	83,800	1051
R. C	4	0	76	0	126	0	12	0	5	0	8	0	5	0	4	76	2,000	32,000	1052
R. C	0	11	0	55	0	27	0	0	0	0	0	6	0	0	4	0	3,698	400,460	1053
Epis	0	20	0	100	0	50	0	2	....	....	0	17	....	.....	4	....	4,500	250,000	1054
R. C	4	7	50	32	260	248	2	0	....	....	2	2	....	.....	4	....	1,065	46,465	1055
R. C	0	10	0	57	0	16	0	5	0	5	0	7	0	4	4	0	2,312	91,900	1056
R. C	3	0	24	0	26	0	0	0	24	0	7	0	7	0	....	24	3,000	175,000	1057
R. C	1	2	25	30	277	270	....	....	....	....	6	3	....	.....	4	75	1,300	97,816	1058
Meth	0	2	3	21	9	0	0	2	2	2	....	....	....	.....	4	0	592	39,192	1059
Nonsect ..	2	0	34	0	6	0	6	0	3	0	6	0	6	0	4	34	3,000	20,000	1060
R. C	0	3	9	11	163	155	0	0	0	0	2	2	1	0	4	0	700	39,100	1061
Nonsect ..	4	3	36	55	0	0	7	4	6	2	8	9	7	2	4	0	2,300	23,000	1062
Nonsect ..	2	5	0	35	2	23	0	10	0	8	0	2	0	1	....	....	1,600	30,000	1063
R. C	0	3	10	35	140	190	....	....	....	....	0	4	....	.....	4	0	600	30,286	1064
Nonsect ..	1	1	17	9	2	0	4	0	0	0	2	0	2	0	3	0	200	3,960	1065
Nonsect ..	2	0	21	0	26	28	2	0	4	0	....	....	....	.....	4	21	280	30,000	1066
Nonsect ..	2	6	0	38	16	185	0	9	0	0	0	3	0	1	5	0	2,669	67,625	1067
Nonsect ..	1	1	7	4	36	5	1	0	2	0	....	....	....	.....	4	0	.....	15,000	1068
Nonsect ..	0	10	0	27	0	28	....	....	....	....	0	2	0	0	4	0	.....	.....	1069
R. C	0	7	0	35	0	49	....	....	....	....	0	3	....	.....	4	....	2,000	75,000	1070
Nonsect ..	0	3	0	12	10	13	0	2	1	0	....	....	....	.....	....	....	.....	.....	1071
Nonsect ..	1	4	0	16	0	12	0	4	....	....	0	8	0	1	....	....	1,800	35,000	1072
Nonsect ..	8	0	60	0	40	0	20	0	10	0	20	0	16	0	4	0	.....	35,000	1073
Nonsect ..	1	3	0	11	31	38	0	0	0	0	0	4	0	0	3	0	.....	.....	1074
R. C	3	7	0	75	175	205	....	....	....	....	0	30	....	.....	4	....	530	.....	1075
Nonsect ..	12	12	85	115	0	0	18	17	20	20	13	21	9	7	4	0	59,599	.....	1076
Nonsect ..	0	12	0	45	0	48	0	16	0	1	0	4	0	2	4	0	1,500	70,000	1077
R. C	0	3	0	35	35	45	0	0	0	0	0	9	0	0	4	0	1,023	29,262	1078
R. C	1	6	0	48	0	76	0	0	....	....	0	5	....	.....	4	0	1,000	94,000	1079
Nonsect ..	1	11	0	80	0	35	0	0	0	0	0	30	0	4	4	0	1,954	98,661	1080

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1081	Buffalo (621–623 Delaware ave.).	Heathcote School	Lester Wheeler
1082	Buffalo (320 Porter ave.)	Holy Angel's Academy	Sister M. McMillan
1083	Buffalo (1238 Main st.)	St. Joseph's Collegiate Institute	Rev. Brother Pompian
1084	Buffalo (564 Franklin st.)	St. Margaret's School	Miss E. Currie Tuck
1085	Buffalo (74 Franklin st.)	St. Mary's Academy	Marry Moffitt
1086	Canandaigua	Granger Place School	Samuel Cole Fairley
1087	Carmel	Drew Seminary and Female College.	James M. Yeager, D.D
1088	Carthage	Augustinian Institute	Sister M. Josephine
1089	Cazenovia	Cazenovia Seminary	Carlton C. Wilbor, A. M., Ph. D., D. D.
1090	Chappaqua	Chappaqua Mountain Institute	Albert R. Lawton
1091	do	Hawley's Preparatory School for Boys*	Lucius E. Hawley
1092	Claverack	Hudson River Institute	Arthur H. Flack, A.M
1093	Clinton	Cottage Seminary *	Rev. C. W. Hawley
1094	do	Houghton Seminary	A. G. Benedict
1095	Cohoes	St. Bernard's Academy*	Thos. S. Keremy
1096	Cornwall-on-Hudson	Cornwall Heights School	Carlos H. Stone, Ph. D
1097	do	New York Military Academy	Sebastian C. Jones
1098	Delhi	Delaware Academy	Eugene D. Holmes
1099	Dobbs Ferry	Westminster School	W. L. Cushing
1100	Dover Plains	Dover Plains Academy	A. E. Bangs
1101	Dunkirk	St. Mary's Academic School	Sister Agnes Joseph
1102	East Springfield	East Springfield Academy	Menzo Burlingame
1103	Eddytown	Starkey Seminary	Rev. Martyn Summerbell, D. D., Ph. D.,
1104	Elbridge	Monroe Collegiate Institute	L. G. Turney
1105	Flushing	Flushing Institute	Elias A. Fairchild
1106	Flushing (242 Sanford ave.)	Flushing Seminary*	Hans Schuler, Ph. D
1107	Flushing	Kyle Military Institute	P. Kyle
1108	Fort Edward	Fort Edward Collegiate Institute	Joseph E. King, Ph. D., D. D.
1109	Fort Plain	Clinton Liberal Institute	William Cary Joslin
1110	Franklin	Delaware Literary Institute	Elmer E. French, A.M
1111	Garden City	St. Mary's School	Miss Elizabeth L. Kones
1112	do	St. Paul's Cathedral School	Fred. L. Gamage, D.C. L., A.M.
1113	Glens Falls	Glens Falls Academy	Daniel C. Farr, Ph. D
1114	Hamilton	Colgate Academy	Frank L. Shepardson
1115	Hartwick Seminary	Hartwick Seminary	J. G. Traver, A. M
1116	Hempstead, L. I	Hempstead Institute	Ephraim Hinds, A. M
1117	Hornellsville	St. Ann's Academic School	Rev. Arthur R. Barlow, John F. Farrell.
1118	Irvington-on-Hudson	Bennett's (Miss) School for Girls	May F. Bennett
1119	Ithaca	Cascadilla School	C. V. Parsell
1120	do	The University Preparatory School	Charles A. Stiles
1121	Keeseville	McAuley Academy*	M. Joseph Carr
1122	Keuka College	Keuka Institute	John Kline
1123	Kingston	Golden Hill School	John M. Cross
1124	Lima	Genesee Wesleyan Seminary	B. W. Hutchinson
1125	Lockport	St. Joseph's Academy and Industrial Female School.	Sister Antonia
1126	Locust Valley	Friends Academy	R. Grant Bennett
1127	Lowville	Lowville Academy*	Wm. H. Perry
1128	Macedon Center	Macedon Academy	Joseph Gillette McConnell
1129	Marion	Marion Collegiate Institute	William Carleton Tifft, A. M.
1130	Mohegan	Billinge's (Miss) School	Louise Billinge
1131	Montour Falls	Cook Academy	Charles S. Estes, Ph. D
1132	Moriah	Sherman Collegiate Institute	B. L. Brown
1133	Mount Vernon	Lockwood (Misses) Collegiate School for Girls.	Misses Lockwood

* Statistics of 1897–98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.										College preparatory students in the class that graduated in 1899.		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.								
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	4	0	14	0	18	0	2	0	12	0	4	0	4	0	4	0	.....	$60,000	1081
R. C	0	10	0	50	30	175	....	....	....	....	0	4	0	0	4	....	.....	261,143	1082
R. C	5	0	30	0	60	0	20	0	10	0	5	0	5	0	4	0	2,000	60,000	1083
Nonsect ..	2	9	0	60	2	87	0	1	0	10	0	14	0	3	4	0	1,001	.....	1084
Nonsect ..	0	7	0	50	61	123	0	0	....	....	0	2	0	0	4	0	500	163,200	1085
Nonsect ..	1	8	0	30	19	10	0	10	....	....	0	2	0	2	4	....	1,350	50,000	1086
M. E	2	7	0	28	0	2	....	....	....	....	0	6	0	2	4	0	3,000	.....	1087
R. C	0	2	18	25	84	87	....	....	....	....	0	6	....	.....	4	0	.....	15,000	1088
M. E	5	3	99	57	10	11	24	5	9	4	10	11	6	6	4	0	3,440	83,845	1089
Friends...	3	6	22	26	7	3	2	8	6	0	4	6	2	3	4	0	600	.....	1090
Nonsect ..	1	0	15	0	0	0	10	0	5	0	....	....	....	.....	....	0	400	.....	1091
Nonsect ..	5	7	62	62	6	1	10	6	11	3	5	12	5	5	....	54	1,630	54,680	1092
Nonsect ..	1	4	2	20	4	3	2	0	0	0	0	1	0	0	4	0	540	8,000	1093
Nonsect ..	1	6	1	23	0	1	1	1	0	2	0	4	0	0	4	0	2,433	39,000	1094
R. C	0	8	102	109	250	260	2	3	2	3	0	6	0	3	4	0	724	31,350	1095
Nonsect ..	3	2	18	0	5	0	5	0	5	0	5	0	3	0	5	0	400	.....	1096
Nonsect ..	3	0	95	0	15	0	35	0	30	0	18	0	12	0	4	95	5,400	70,000	1097
Nonsect ..	2	4	39	33	8	28	5	2	2	0	0	5	0	0	4	24	2,000	28,725	1098
Nonsect ..	6	1	60	0	0	0	17	0	35	0	7	0	7	0	5	0	1,400	.....	1099
Nonsect ..	1	1	22	13	0	0	3	1	6	3	2	3	2	3	4	22	.....	4,000	1100
Nonsect ..	1	3	17	16	85	112	0	0	0	0	3	2	0	2	4	0	681	21,789	1101
Nonsect ..	2	0	15	11	9	0	4	2	....	....	....	....	....	.....	4	0	400	3,000	1102
Christian.	5	5	40	21	18	9	4	0	1	0	3	0	2	0	4	0	3,335	31,228	1103
Nonsect ..	2	2	30	40	0	0	10	6	....	....	3	3	2	1	4	0	2,500	30,000	1104
Nonsect ..	4	1	18	0	12	0	3	0	0	0	0	0	0	0	4	0	1,388	78,100	1105
Nonsect ..	1	5	0	35	0	5	0	2	0	3	0	3	....	.....	5	....	.....	.....	1106
Nonsect ..	3	1	36	0	18	0	2	0	....	....	8	0	5	0	4	36	550	36,000	1107
Nonsect ..	3	6	0	54	0	6	0	6	0	8	0	9	0	4	5	0	1,100	80,000	1108
Univ	7	8	55	52	4	2	7	4	8	4	7	8	3	3	4	47	3,600	112,366	1109
Nonsect ..	5	2	35	50	15	20	25	16	....	....	7	4	5	3	5	35	2,000	.....	1110
P. E.....	0	5	0	25	0	15	0	5	....	....	0	5	0	5	....	0	5,000	.....	1111
P. E.....	10	0	112	0	31	0	81	0	....	....	25	0	18	0	4	....	1,100	1,000,000	1112
Nonsect ..	3	2	80	70	20	10	25	5	5	5	4	6	4	3	4	0	7,500	20,000	1113
Bapt.....	7	0	140	0	0	0	70	0	20	0	13	0	13	0	4	0	2,000	92,000	1114
Luth	3	2	30	13	15	14	1	0	3	0	6	2	2	0	5	0	.....	.....	1115
Nonsect ..	3	6	20	0	30	7	....	....	....	....	....	....	....	.....	....	0	550	20,000	1116
R. C	1	2	15	30	....	....	0	0	....	....	10	17	....	.....	1	....	524	28,000	1117
Nonsect ..	1	11	0	27	18	15	....	....	....	....	0	7	....	.....	....	....	400	35,000	1118
Nonsect ..	7	1	73	0	0	0	18	0	51	0	21	0	21	0	4	....	485	94,390	1119
Nonsect ..	4	3	51	5	0	0	2	5	48	0	2	0	....	.....	3	0	800	.....	1120
R. C	0	3	13	30	5	20	0	0	0	6	0	0	0	0	4	0	1,915	31,354	1121
Nonsect ..	5	2	69	37	0	0	10	4	....	....	4	3	3	1	5	0	.....	110,900	1122
Nonsect ..	2	0	10	0	0	0	8	0	1	0	4	0	4	0	0	....	.....	.....	1123
Meth	5	7	89	99	10	5	22	3	15	0	18	16	15	10	4	0	5,200	90,000	1124
R. C	1	5	1	27	258	295	0	0	0	0	0	1	0	0	4	0	1,137	100,000	1125
Nonsect ..	2	4	30	20	23	22	3	3	9	1	1	1	1	1	4	0	600	40,000	1126
Nonsect ..	4	4	40	50	0	0	2	3	10	6	4	7	....	.....	4	0	4,095	44,489	1127
Nonsect ..	2	1	30	15	10	7	....	....	5	4	4	5	0	1	4	....	443	4,625	1128
Bapt.....	2	4	33	30	11	11	11	6	2	0	3	3	1	3	4	0	602	17,375	1129
Nonsect ..	0	3	0	5	0	2	0	2	0	0	0	1	0	1	....	....	100	30,000	1130
Bapt.....	5	5	67	47	0	0	25	7	7	0	8	3	8	1	4	27	2,364	113,440	1131
Nonsect ..	1	2	30	35	30	35	6	5	4	3	2	4	1	2	4	0	500	10,000	1132
Nonsect ..	2	8	0	48	0	32	0	40	....	....	0	8	0	6	4	....	.....	30,000	1133

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1134	Neperan	Concordia School	H. Feth
1135	New Brighton	School for Girls	Laura H. Botsford
1136	....do	Staten Island Academy and Latin School.	Frederick E. Partington, A.M.
1137	Newburg	Mackie's (Miss) Seminary	Miss Eleanor J. Mackie
1138	....do	Mount St. Mary's Academy	Sister M. Emmanuel
1139	New York (43 West 47th st.).	Academie Classes for Girls	Mary B. Whiton, A. B., Lois Bangs.
1140	New York (Kings Bridge Station).	Academy of Mount St. Vincent	Margaret M. Maher
1141	New York (509 5th ave.)	Allen's School	Francis B. Allen
1142	New York (120 West 126th st.).	Barnard School (Boys)	Wm. Livingston Hazen
1143	New York (151 Convent ave.).	The Barnard School for Girls	Katharine H. Davis
1144	New York (435 Madison ave.).	Berkeley School	John S. White, LL. D
1145	New York (26 East 56th st.).	Boesé School	Miss Eleanor Boesé
1146	New York (17 West 44th st.).	Brearley School	James G. Croswell, A. B
1147	New York (711–717 5th ave.).	Brown's (Miss) Boarding and Day School for Girls.*	Miss Annie Brown
1148	New York (132 West 71st st.).	Callisen's School for Boys and Young Men.	A. W. Callisen
1149	New York (721 Madison ave.).	The Chapin Collegiate School	Henry Barton Chapin, D. D., Ph. D.
1150	New York (2042 5th ave.)	Classical School for Girls	Helen M. Scoville
1151	New York (241–243 West 77th st.).	Collegiate School	L. C. Mygatt
1152	New York (34–36 East 51st st.).	Columbia Grammar School	Benj. H. Campbell
1153	New York (270 West 72d st. and West End ave.).	Columbia Institute	Edwin Fowler, M. D., A. B.
1154	New York (32 West 40th st.).	Comstock School	Miss Lydia Day
1155	New York (177 West 73d st.).	The Curtis School	Osborn Marcus Curtis
1156	New York (20 East 50th st.).	The Cutler School	Arthur H. Cutler
1157	New York (106–108 Central Park south).	De La Salle Institute	Brother Charles, F. S. C.
1158	New York (9 East 49th st.).	The Drisler School	Frank Drisler
1159	New York (15 West 43d st.).	Dwight School	Arthur Williams
1160	New York (Columbus ave. and 84th st.).	Ely (Misses) School for Girls	Miss Sara M. Ely
1161	New York (128th st. and St. Nicholas ave., Manhattanville).	Female Academy of the Sacred Heart.	Ellen Mahoney
1162	New York (226 East 16th st.).	Friends Seminary	Edward B. Rawson
1163	New York (45 West 31st st.).	Hamilton Institute	N. Archibald Shaw, jr
1164	New York (2134 7th ave., bet. 126th and 127th sts.).	The Harlem Collegiate Institute	Max F. Giovanoly
1165	New York	Holy Cross Academy	Sister M. Helena
1166	New York (537 5th ave.)	Huger's (Miss) Boarding and Day School for Girls.	M. D. Huger
1167	New York (35 West 84th st.).	The Irving School	L. D. Ray, M. A., Ph. D
1168	New York (44–50 2nd st.)	La Salle Academy	Brother Austin
1169	New York (334 Lenox ave.).	Lenox Institute	Andrew Zerban
1170	New York (181 Lenox ave., cor. 119th st.).	Merington (Misses) School for Girls.	Misses Mary E. and Ruth Merington.
1171	New York (3d West 84th st.).	Montpelier Home School	Mrs. T. T. Greene
1172	New York (13–15 West 86th st.).	Morgan's (Mrs.) Boarding and Day School.	Mrs. Leslie Morgan
1173	New York (423 Madison ave.).	Morse's Classical and Mathematical School.	I. H. Morse

*Statistics of 1897–98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Ev. Luth..	3	0	28	0	0	0	23	0	0	0	6	0	6	0	3	0	625	$65,000	1134
Epis	1	6	0	23	3	43	0	6	0	0	0	1	0	1	4	0	200	10,000	1135
Nonsect ..	5	6	65	70	75	80	35	40	20	10	7	4	8	2	4	0	7,000	10,400	1136
Nonsect ..	0	6	0	60	0	20	0	8	....	....	0	5	0	3	.....	.....	.....	.....	1137
R. C	0	3	0	20	12	30	0	0	0	0	0	6	0	2	4	0	1,500	26,000	1138
Nonsect ..	1	4	0	15	1	26	0	15	....	....	0	1	0	1	.....	.....	2,000	.....	1139
R. C	4	16	0	87	0	49	0	0	0	0	0	4	0	0	4	0	6,914	352,583	1140
Nonsect ..	4	0	10	0	24	0	8	0	1	0	1	0	1	0	4	0	200	.....	1141
Nonsect ..	9	7	50	0	80	0	14	0	22	0	14	0	8	0	4	50	5,000	70,000	1142
Nonsect ..	1	7	0	22	20	80	0	4	0	0	0	0	0	0	4	22	200	1,000	1143
Nonsect ..	10	4	120	0	70	0	70	0	50	0	24	0	19	0	4	120	1,200	700,000	1144
Nonsect ..	3	7	0	20	2	18	0	0	0	0	0	5	0	0	2	0	300	.....	1145
Nonsect ..	2	22	0	137	0	60	0	10	0	0	0	22	0	5	4	0	4,000	220,000	1146
Nonsect ..	0	7	0	55	3	135	0	7	0	48	0	32	0	7	.....	.....	.....	.....	1147
Nonsect ..	5	0	30	0	10	0	10	0	15	0	8	0	8	0	4	0	400	30,000	1148
Nonsect ..	5	1	28	0	37	0	15	0	4	0	4	0	4	0	4	0	.....	.....	1149
Nonsect ..	4	8	0	30	6	10	0	2	0	3	0	4	0	1	3	0	500	.....	1150
Nonsect ..	6	1	70	0	90	0	15	0	35	0	5	0	5	0	4	70	500	.....	1151
Nonsect ..	10	0	86	0	71	0	28	0	30	0	32	0	21	0	4	0	400	.....	1152
Nonsect ..	9	1	80	0	67	0	48	0	32	0	14	0	6	0	4	80	.....	3,000	1153
Nonsect ..	0	6	0	30	0	35	0	12	....	....	0	2	....	....	.....	.....	.....	.....	1154
Nonsect ..	4	0	19	0	6	0	4	0	6	0	1	0	1	0	3	10	800	30,000	1155
Nonsect ..	12	0	96	0	111	0	60	0	30	0	22	0	20	0	4	0	500	125,000	1156
R. C	15	0	150	0	75	0	50	0	50	0	22	0	10	0	4	150	.....	.....	1157
Nonsect ..	7	0	35	0	26	0	0	0	0	0	0	0	0	0	.....	.....	.....	.....	1158
Nonsect ..	6	1	55	0	34	0	41	0	20	0	21	0	21	0	3	0	500	1,000	1159
Nonsect ..	1	9	0	60	0	50	....	....	0	15	0	7	.....	.....	0	....	1,500	600,000	1160
R. C	0	14	0	102	0	158	0	0	0	0	0	10	0	10	4	0	5,265	996,825	1161
Friends...	3	8	11	22	60	62	2	7	6	0	2	3	1	2	3	0	0	200,000	1162
Nonsect ..	4	2	26	0	54	0	10	0	15	0	6	0	5	0	4	26	500	.....	1163
Nonsect ..	2	1	0	16	15	31	0	1	0	4	0	5	0	2	4	0	.....	30,000	1164
R. C	3	2	0	26	54	120	0	0	0	0	0	5	0	0	4	0	1,859	268,033	1165
Nonsect ..	0	7	0	22	0	14	....	....	....	....	0	0	0	0	....	....	12,000	.....	1166
Nonsect ..	5	1	31	0	39	0	13	0	14	0	8	0	7	0	5	0	500	37,500	1167
R. C	6	0	75	0	100	0	....	....	....	....	9	0	9	0	....	0	.....	.....	1168
Nonsect ..	2	2	8	8	27	7	3	2	2	0	0	2	0	0	4	0	.....	40,000	1169
Nonsect ..	3	11	0	47	22	53	0	3	0	5	0	4	0	0	4	0	100	.....	1170
Nonsect ..	4	3	0	20	0	0	0	0	0	0	....	....	....	....	....	0	.....	.....	1171
Nonsect ..	0	15	0	50	0	50	0	3	....	....	....	....	....	....	....	....	.....	.....	1172
Nonsect ..	8	0	18	0	14	0	16	0	....	....	5	0	4	0	....	....	.....	.....	1173

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1174	New York (647-649 Madison ave.).	Moses' (Misses) Boarding School..	Miss Rosalie Moses .....
1175	New York (8 West 83d st.)..	Murphy (Miss) and Gaylord's (Miss) Boarding and Day School.	Miss Eva R. Murphy.....
1176	New York (241 Lenox ave.).	New York Collegiate Institute....	Mary Schoomaker.....
1177	New York (32 East 57th st.).	Peebles and Thompson's (Misses) Boarding and Day School.*	J. E. Merrill.....
1178	New York (176 West 75th st.).	Rayson's (Misses) School for Girls.	Misses Rayson.....
1179	New York (148 Madison ave.).	Roberts' (Miss) School for Girls...	Miss Roberts .....
1180	New York (84th st. and West End ave.).	Rugby Military Academy*	F. V. N. Burling .....
1181	New York (38 West 59th st.).	Sachs' Collegiate Institute (Boys).	Julius Sachs .....
1182	New York (116 West 59th st.).	Sachs' School for Girls.....	.....do .....
1183	New York (152 West Boulevard).	St. Catherine's Academy*	Sister Mary de Pazzi.....
1184	New York (593 East 137th st.).	St. Jerome's Ursuline Academy*..	Mother M. Clara Ward .....
1185	New York (231 East 17th st.).	St. John's Baptist School for Girls.	Sister of St. John Baptist .....
1186	New York (229-231 East Broadway).	St. Mary's Academy.....	Sister M. Frederica .....
1187	New York (8 East 46th st.).	St. Mary's School.....	Sister Superior ....
1188	New York (137 Henry st.)..	St. Teresa's Ursuline Convent.....	Mother M. Lucy .....
1189	New York (6 West 48th st.).	Spence's (Miss) School for Girls...	Miss C. B. Spence .....
1190	New York (147 West 91st st.).	Trinity School	Rev. Aug. Ulmann, D. D .....
1191	New York (120-122 West 70th st.).	Van Norman Institute.....	Wm. Van Norman.....
1192	New York (160 West 74th st.).	Veltin's (Miss) School*.....	Mlle. Louise Veltin.....
1293	New York (139 East 79th st.).	Villa Maria Academy.....	Sister St. Celestine.....
1194	New York (109-111 West 77th st.).	Weil's (Mrs.) School	Matilda Weil .....
1195	New York (41 Mt. Morris Park, West).	Whitfield and Bliss' (Misses) Boarding and Day School for Girls.	Misses Whitfield and Bliss....
1196	New York (622 5th ave. near 50th st.).	Wilson-Vail School	F. F. Wilson, A. M., I. B. Vail, Ph. D.
1197	New York (417 Madison ave.).	Woodbridge School*.....	David A. Center, B. S .....
1198	Niagara Falls.....	De Veaux College	Wm. S. Barrows, M. A., B. D...
1199	North Chili.....	Chesebrough Seminary*.....	B. H. Roberts, A. M .....
1200	Oakfield.....	Cary Collegiate Seminary.....	Rev. C. C. Gove, M. A ... .
1201	Nyack.....	Hudson River Military Academy.	Joel Wilson .....
1202	Peekskill.....	The Institute	Charles Unterreiner.....
1203	.....do	Mohegan Lake School	H. Waters .....
1204	.....do	The Peekskill Military Academy.	Louis H. Orleman .....
1205	.....do	St. Gabriel's School.....	Sister Esther .....
1206	Pelham Manor	Suburban School for Girls	Mrs. Jno. Cunningham Hazen.
1207	Pike.....	Pike Seminary.....	William H. McClelland .....
1208	Plattsburg.....	D'Youville Academy	Sister St. Euphrasia .....
1209	Port Henry.....	Champlain Institute.....	Sister M. Beatrice .....
1210	Poughkeepsie	Lyndon Hall School for Young Ladies.	Samuel W. Buck, A. M.....
1211	.....do	Quincy School.....	Miss Mary C. Alliger.....
1212	.....do	Riverview Military Academy	Joseph B. Bisbee .....
1213	Randolph	Chamberlain Institute.....	E. A. Bishop, A. M., D. D .....

*Statistics for 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.										College preparatory students in the class that graduated in 1899.		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.								
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	0	8	0	22	1	15	0	0	0	5	0	1	0	0	4	0	700	.....	1174
Nonsect ..	0	1	0	8	10	15	....	....	0	3	0	1	0	1	4	0	400	$2,000	1175
Nonsect ..	0	9	0	42	13	73	0	3	....	....	0	6	0	1	4	....	.....	62,000	1176
Nonsect ..	3	12	0	97	0	30	....	....	....	....	0	14	0	2	4	0	.....	.....	1177
Nonsect ..	0	11	0	42	0	28	0	4	0	7	0	5	0	4	6	0	1,100	2,500	1178
Nonsect ..	0	5	0	15	0	25	....	....	....	....	0	6	....	....	4	....	.....	.....	1179
Nonsect ..	4	0	23	0	18	0	18	0	4	0	1	0	....	....	....	23	.....	.....	1180
Nonsect ..	12	2	90	0	60	0	30	0	25	0	20	0	18	0	4	0	700	120,000	1181
Nonsect ..	5	8	0	102	0	58	0	30	....	....	0	23	0	6	4	....	.....	110,000	1182
R. C	0	5	0	11	0	64	....	....	....	....	....	....	....	....	4	....	200	60,000	1183
R. C	0	4	0	35	0	40	....	....	....	....	0	2	0	0	3	0	.....	.....	1184
Epis	0	9	0	26	0	4	0	3	....	....	0	8	0	2	4	....	500	.....	1185
R. C	0	4	0	19	8	21	....	....	....	....	0	2	....	....	....	....	.....	.....	1186
Epis	5	20	0	100	0	20	0	30	0	10	0	16	0	3	4	....	3,500	.....	1187
R. C	0	3	0	40	2	14	0	0	0	2	0	13	0	0	4	0	1,000	38,300	1188
Nonsect ..	1	24	0	133	0	65	0	3	0	1	0	26	0	3	5	....	700	.....	1189
P. E.....	8	0	168	0	214	0	92	0	76	0	28	0	28	0	4	0	300	288,246	1190
Nonsect ..	1	11	0	43	0	0	0	3	....	....	0	3	0	3	4	....	800	10,000	1191
Nonsect ..	0	18	0	140	0	100	0	50	....	....	0	6	....	....	4	....	1,000	125,000	1192
R. C	0	5	0	95	0	35	....	....	....	....	....	....	....	....	0	....	1,477	110,000	1193
Nonsect ..	3	9	0	30	7	23	0	6	....	....	0	6	....	....	3	0	2,000	75,000	1194
Nonsect ..	0	2	0	34	0	6	0	5	0	5	0	2	0	2	4	0	.....	.....	1195
Nonsect ..	4	0	25	0	55	0	10	0	7	0	9	0	4	0	4	0	300	10,000	1196
Nonsect ..	7	0	40	0	5	0	38	0	....	....	19	0	16	0	4	0	.....	.....	1197
P. Epis....	4	0	18	0	11	0	2	0	0	0	3	0	0	0	4	18	1,404	158,948	1198
Nonsect ..	2	6	24	19	22	28	10	4	3	2	4	4	4	1	4	0	.....	47,511	1199
P. E	1	1	7	15	1	0	6	8	1	0	5	8	5	4	4	0	895	22,950	1200
Nonsect ..	5	3	44	0	14	0	6	0	4	0	1	0	....	....	....	44	2,000	150,000	1201
Nonsect ..	2	1	11	13	8	10	1	0	1	0	2	5	1	0	....	0	500	15,000	1202
Nonsect ..	5	0	41	0	0	0	7	0	9	0	3	0	2	0	4	41	.....	.....	1203
Nonsect ..	8	0	114	0	14	0	....	....	35	0	13	0	11	0	4	114	1,000	.....	1204
Epis	0	3	0	40	0	18	0	8	0	0	0	11	0	4	....	0	.....	.....	1205
Nonsect ..	2	8	0	78	5	16	0	1	0	0	0	2	0	1	4	0	.....	.....	1206
Nonsect ..	1	3	17	18	26	20	3	0	2	0	8	5	3	0	4	0	800	.....	1207
Nonsect ..	0	7	0	25	....	....	0	0	0	0	0	5	0	0	4	0	985	37,925	1208
R. C	0	2	13	23	82	80	0	0	0	2	2	3	0	1	4	0	420	10,000	1209
Nonsect ..	0	5	0	56	14	50	0	10	0	0	0	8	0	1	4	0	.....	.....	1210
Nonsect ..	1	2	10	30	40	70	0	6	0	6	0	2	0	2	3	0	600	20,000	1211
Nonsect ..	8	0	80	0	40	0	17	0	40	0	12	0	10	0	5	80	.....	.....	1212
M. E	3	5	60	76	2	1	11	3	1	0	4	4	2	0	4	0	2 419	83,268	1213

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1214	Rochester (211-218 Cutler Building).	Bradstreet's Classical School	J. Howard Bradstreet
1215	Rochester (86 East ave.)	The Cruttenden School*	Miss L. H. Hakes
1216	Rochester	Female Academy of the Sacred Heart.	Madame Amelia Schulten
1217	do	Livingston Park Seminary*	Miss Georgia C. Stone
1218	do	Nazareth Academy	Rev. Thomas F. Hiekey
1219	Rochester (77 and 81 South Fitzhugh st.).	Nichols' (Mrs.) School	Misses J.H. and M.D. Nichols.
1220	Rochester (330 Central ave.)	Wagner Memorial Lutheran College.	J. Nicum, D. D
1221	Rome	St. Peter's Academy	Sister Holy Family
1222	Rondout	St. Mary's Academy	Sister Frances Regis
1223	Roslyn, L. I	Roslyn Heights Seminary	Rev. James Hall
1224	Round Lake	Round Lake Academy	M. D. Losey
1225	Sag Harbor	Academy of the Sacred Heart of Mary.	Mother Basile
1226	Sherwood	Sherwood Select School	A. Gertrude Flanders
1227	Sing Sing	Holbrook's Military School	D. A. Holbrook, Ph. D
1228	do	Mount Pleasant Military Academy	Charles F. Brusie, Arthur T. Emory.
1229	do	Ossining Seminary for Girls	Clara C. Fuller
1230	Sodus	Sodus Aeademy	Elisha Curtis
1231	Southold	Southold Academy*	William F. Mets, A. B
1232	Suffern	Herbart Preparatory School	William J. Eekoff
1233	Syraeuse	Academy of the Sacred Heart	Rev. John F. Mallany, LL. D.
1234	do	St. John's Catholic Academy	Rev. Michael Clune
1235	Tarrytown (53 Broadway)	Bulkley's (Miss) School for Young Ladies.	Miss H. L. Bulkley
1236	Tarrytown	Irving Institute	J. M. Furman, A. M
1237	do	Mason's (Miss) School	Miss C. E. Mason
1238	do	Metcalf's (Miss) Home Institute	Miss M. W. Metcalf
1239	Troy (514 Fulton st.)	Emma Willard School	Miss Mary Alice Knox
1240	Troy (237 4th st.)	La Salle Institute	Rev. Brother John
1241	Troy (2331 5th ave.)	St. Peter's Academy	Sister M. Odilia
1242	Troy	Troy Academy	Frank C. Barnes, M. A
1243	Utica	School for Young Ladies	Julia C. G. Piatt
1244	do	Utica Catholic Academy	Rev. J. S. M. Lyneh, D. D
1245	Walworth	Walworth Aeademy	John R. Palmer
1246	West Chester	Saered Heart Academy	Brother August
1247	West New Brighton	St. Austin's School	Rev. Geo. E. Quaile
1248	Whitestone (Bayside)	Saered Heart Seminary	Sister Mary Perpetua
1249	Yonkers (221 North Broadway).	The Halsted School	Miss Mary Sicard Jenkins
1250	Yonkers	Kingsley School	Charles B. Ames
	NORTH CAROLINA.		
1251	Advanee	Advanee High School	C. M. Sheets
1252	Arnold	Arnold Academy*	Miss Minnie D. Everhart
1253	Asheville	Bingham School	Robert Bingham
1254	Asheville (261 Chestnut st.)	Home and Day School for Girls	Miss Harriet A. Champion
1255	Ashpole	Ashpole Institute	G. E. Lineberry
1256	Atlantic	Atlantie Academy	G. W. Mewborn
1257	Auburn	Mt. Moriah Male and Female Academy.	Wm. H. Penney, jr
1258	Augusta	Hodges' School	J. D. Hodges, A. M
1259	Autryville	South River Baptist Institute*	Rev. C. M. McIntosh, A. B
1260	Barnardsville	Mountain Dale Seminary	G. H. Blankenship
1261	Bayboro	Pamlico Male and Female Institute.	Wingate Underhill
1262	Beaufort	Washburn Seminary	B. D. Rowlee
1263	Belmont	Sacred Heart Academy	Sister Mary Agatha
1264	Belvidere	Belvidere Academy	Mary J. White

* Statisties of 1897–98

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	6	0	50	0	15	0	23	0	27	0	11	0	9	0	3	0	500	$1,500	1214
Nonsect ..	0	5	0	57	0	58	0	25	....	....	0	6	0	4	4	....	.....	.....	1215
R. C	0	10	0	30	0	60	....	....	....	....	0	5	....	.....	4	....	1,700	.....	1216
Epis	0	5	0	40	0	20	0	5	....	....	0	8	0	2	....	....	300	30,000	1217
R. C	1	9	0	111	0	91	0	0	0	0	0	15	0	0	4	0	3,374	160,738	1218
Nonsect ..	0	7	0	37	0	8	....	....	....	....	0	5	0	0	4	0	.....	.....	1219
Luth	5	0	41	0	0	0	18	0	....	....	4	0	....	.....	6	0	850	22,000	1220
R. C	0	2	0	46	0	51	0	0	0	0	0	2	0	0	4	0	1,008	50,452	1221
R. C	0	2	8	25	7	10	3	3	....	....	2	0	2	0	4	0	150	.....	1222
Nonsect ..	1	0	7	2	0	0	0	0	1	0	0	0	0	0	4	0	400	8,000	1223
Meth	1	1	20	19	5	11	....	....	2	2	....	....	....	.....	4	20	900	17,000	1224
R. C	0	4	0	6	10	17	....	....	....	....	0	2	....	.....	3	....	40	.....	1225
Nonsect ..	0	3	10	15	12	3	1	0	....	....	2	3	1	0	4	0	50	20,000	1226
Nonsect ..	7	0	65	0	10	0	30	0	20	0	10	0	10	0	4	65	3,000	150,000	1227
Nonsect ..	6	0	66	0	14	0	7	0	15	0	10	0	7	0	4	66	12,000	150,000	1228
Nonsect ..	0	8	0	65	0	35	0	5	....	....	0	8	0	2	4	....	1,000	30,000	1229
Nonsect ..	1	2	30	38	15	17	1	2	2	5	2	3	....	.....	4	0	300	6,000	1230
Presb.....	1	1	12	15	0	0	2	0	....	....	1	0	1	0	4	0	.....	5,000	1231
Presb.....	2	3	10	16	3	4	3	1	0	0	2	2	0	0	4	0	400	6,500	1232
R. C	1	1	10	15	113	149	5	0	0	0	0	0	0	0	4	0	1,500	120,000	1233
R. C	0	3	13	19	129	133	0	1	....	....	....	....	....	.....	4	....	1,687	45,283	1234
Nonsect ..	0	4	0	30	0	20	0	1	....	....	0	1	0	1	....	....	500	.....	1235
Nonsect ..	3	0	30	0	20	0	2	0	8	0	3	0	3	0	4	0	3,000	.....	1236
Epis	0	4	0	30	0	14	0	4	....	....	0	5	0	1	....	....	800	250,000	1237
Epis	0	2	0	12	2	30	0	4	....	....	0	3	0	0	4	....	1,000	15,000	1238
Nonsect ..	0	13	0	90	13	84	0	20	0	0	0	9	0	1	5	0	2,550	261,085	1239
R. C	6	0	75	0	120	0	5	0	0	0	8	0	4	0	4	75	2,000	34,000	1240
R. C	2	2	21	47	248	335	0	0	0	0	0	0	0	0	4	0	1,020	66,553	1241
Nonsect ..	10	0	105	0	45	0	20	0	36	0	14	0	13	0	4	65	1,200	18,350	1242
Nonsect ..	0	5	0	75	0	30	0	5	0	0	0	25	0	5	4	....	.....	.....	1243
R. C	1	2	0	25	86	235	....	....	....	....	0	6	0	0	4	....	1,000	.....	1244
Nonsect ..	1	1	14	25	3	4	....	....	....	....	0	0	0	0	4	0	250	.....	1245
R. C	8	0	105	0	120	0	25	0	4	0	5	0	5	0	4	105	1,200	400,000	1246
P. Epis....	4	0	38	0	30	0	10	0	10	0	9	0	6	0	5	38	0	70,000	1247
R. C	4	0	10	0	30	0	....	....	3	0	3	0	3	0	....	10	100	.....	1248
Nonsect ..	1	7	2	15	28	33	1	6	....	....	1	1	1	0	4	0	50	4,000	1249
Nonsect ..	2	2	2	8	14	20	....	....	1	5	....	....	....	.....	4	0	400	75,000	1250
Nonsect ..	2	1	25	20	65	65	6	5	....	....	....	....	....	.....	....	0	.....	1,000	1251
Nonsect ..	1	1	10	10	35	40	3	0	....	....	0	0	0	0	....	0	10	1,000	1252
Nonsect ..	6	0	120	0	0	0	40	0	10	0	8	0	8	0	4	120	1,500	60,000	1253
Nonsect ..	0	4	0	8	12	10	....	....	....	....	0	0	0	0	....	0	350	.....	1254
Bapt.....	1	1	32	38	66	39	5	6	3	2	1	1	1	1	....	0	.....	400	1255
Nonsect ..	1	1	10	10	30	31	1	1	....	....	0	0	0	0	4	0	0	500	1256
Nonsect ..	2	1	10	7	18	26	8	6	....	....	0	0	0	0	2	0	200	1,000	1257
Nonsect ..	1	0	30	6	10	4	10	4	0	0	0	0	....	.....	4	0	1,500	5,000	1258
Bapt.....	2	1	26	27	10	5	8	6	2	3	....	....	....	.....	....	....	.....	800	1259
Bapt.....	3	2	30	24	50	66	30	15	....	....	....	....	....	.....	....	....	.....	.....	1260
Bapt.....	1	2	16	10	41	35	0	1	0	0	0	0	0	0	....	0	0	2,000	1261
Bapt.....	1	0	12	6	42	51	1	0	0	0	0	1	0	1	4	0	30	6,000	1262
R. C	0	2	0	10	0	33	....	....	....	....	0	1	....	.....	....	....	.....	.....	1263
Friends...	0	2	11	5	23	26	....	....	....	....	....	....	....	.....	....	0	60	1,000	1264

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NORTH CAROLINA—cont'd.		
1265	Belwood	Belwood Institute	
1266	Bensalem	Oak Grove High School	T. M. Langley
1267	Bethel	Bethel Academy*	B. F. Harrell
1268	Bethel Hill	Bethel Hill Institute	Rev. J. A. Beam
1269	Big Lick	Big Lick Academy	C. J. Black
1270	Boonville	Yadkin Valley Institute	R. B. Horn
1271	Bryson City	James L. Robinson Institute	S. B. Parris and L. Lee
1272	Buies Creek	Buies Creek Academy	Rev. J. A. Campbell
1273	Burlington	Burlington Academy	Thos. C. Hoyle
1274	Caldwell Institute	Caldwell Institute	Thos. T. Candler
1275	Cedar Rock	Cedar Rock Academy*	Spencer Chaplin, jr
1276	Chapel Hill	Chapel Hill School	J. W. Canoda
1277	Charlotte	Charlotte Military Institute	J. G. Baird
1278	Chocowinity	Trinity School*	Nicholas C. Hughes
1279	Cisco	Elm Grove School	Miss Fannie R. Phelps
1280	Clyde	Clyde High School	—— Howard
1281	Concord	Scotia Seminary	D. J. Satterfield
1282	Conover	Concordia College	W. H. T. Dau
1283	Cora	Amherst Academy	W. M. Moore
1284	Crescent	Crescent Academy and Business College.	J. M. L. Lyerly, A. M
1285	Culler	Pinnacle High School	W. O. Williams
1286	Durham	Trinity Park High School*	J. F. Bevins
1287	Eagletown	Aurora Male and Female Academy.	Lola S. Stanley
1288	Elizabeth City	Atlantic Collegiate Institute	S L. Sheep
1289	Enochville	Enochville High School	C. H. Black
1290	Farmington	Male and Female Academy	T. H. Cash
1291	Franklinton	Franklinton Christian College	Rev. Z. A. Poste
1292	Gastonia	Gaston Academy	J. P. and J. W Reid
1293	Glenwood	Glenwood Academy	M. Blackman, G. W. Naylor
1294	Goldston	Goldston Academy	M. J. C. Story
1295	Graham	Thompson School	J. A. W. Thompson
1296	Hayesville	Hayesville Male and Female College.*	L. C. Perry, A. B., M. A
1297	Henderson	Gilmer School*	John A. Gilmer
1298	Hertford	Perquiman's Academy	W. G. Gaither
1299	Hillsboro	Heartt's (Miss) Select School	Mrs. Bragg and Miss Heartt
1300	Hookerton	Hookerton Collegiate Institute*	W. H. Austin
1301	Huntersville	Huntersville High School*	R. J. Cochran
1302	Ilex	Holly Grove Academy	C. S. Hileman, A. B
1303	Johnston	Glenwood High School	M. Blackman
1304	Jonesville	Jonesville High School	J. E. Johnson
1305	Kernersville	Kernersville Academy	E. C. Brooks
1306	Kingston	Lewis' School	Richard H. Lewis
1307	Lexington	Lexington Seminary	W. Banks Dove
1308	Louisburg	Louisburg Male Academy	Joseph J. Allen
1309	Lumberton	Robeson Institute	John Duckett
1310	Marshallberg	Graham Seminary	James A. Sisk, B. S
1311	Mars Hill	Mars Hill College	R. L. Moore
1312	Marshville	Marshville Academy	A. F. Sams, A. B
1313	Mebane	The Bingham School	Preston Lewis Gray
1314	Mizpah	Mountain View Institute	M. T. Chilton
1315	Mocksville	Sunnyside Seminary*	Misses Clement and Eaton
1316	Monroe	Monroe Male and Female Institute.	John Gilchrist McCormick
1317	Mooresville	Mooresville Academy	Charles L. Grey
1318	Moravian Falls	Moravian Falls Military Academy	S. J. Becker
1319	Morganton	Morganton Male Academy	Bruce R. Payne
1320	....do	Patton School	Rev. R. L Patton
1321	Morven	Morven Academy	Sanders Dent

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
M. E. So...	0	2	25	25	70	77	5	2	....	....	2	0	2	0	4	0	0	$3,000	1265
Nonsect ..	1	1	41	26	45	23	10	8	4	3	8	4	4	2	4	0	150	2,000	1266
Nonsect ..	1	1	15	18	25	7	3	2	....	....	....	....	....	.....	5	0	0	200	1267
Miss. Bapt	2	1	18	15	63	38	....	....	....	....	....	....	....	.....	4	0	.....	6,000	1268
Nonsect ..	1	1	46	20	30	30	10	6	....	....	3	0	....	.....	3	0	.....	1,000	1269
Nonsect ..	3	2	40	25	98	50	12	3	6	0	....	....	....	.....	5	0	370	2,500	1270
Nonsect ..	1	0	2	8	73	63	....	....	....	....	....	....	....	.....	....	....	.....	.....	1271
Nonsect ..	5	2	50	40	80	60	....	....	....	....	30	0	10	0	2	75	1,200	2,500	1272
Meth	1	1	25	30	15	25	5	7	....	....	....	....	....	.....	4	....	95	4,000	1273
Nonsect ..	2	0	20	15	10	25	4	3	9	7	....	....	....	.....	2	0	100	5,000	1274
Nonsect ..	1	2	13	10	52	17	4	1	....	....	1	1	1	1	4	0	.....	.....	1275
Nonsect ..	2	1	20	10	75	80	9	1	11	9	7	3	7	3	3	0	.....	800	1276
Nonsect ..	2	0	65	0	5	0	25	0	10	0	2	0	2	0	4	65	.....	2,500	1277
Epis	2	1	21	8	31	19	11	4	....	....	....	....	....	.....	4	19	150	3,000	1278
Bapt.....	0	1	8	11	0	0	....	....	....	....	....	....	....	.....	....	0	.....	.....	1279
Bapt.....	1	2	7	5	93	102	0	0	....	....	....	....	....	.....	3	0	.....	1,000	1280
Presb.....	1	4	0	18	0	273	....	....	....	....	....	....	....	.....	....	....	1,800	65,000	1281
Luth	3	0	13	5	12	6	3	1	0	0	2	0	2	0	2	0	.....	.....	1282
Nonsect ..	1	0	2	8	13	17	....	....	....	....	....	....	....	.....	....	....	.....	.....	1283
Reformed	4	3	35	21	35	36	10	6	....	....	....	....	....	.....	4	0	1,000	4,000	1284
Nonsect ..	1	0	17	20	18	20	4	3	....	....	....	....	....	.....	4	0	.....	1,600	1285
Meth	6	0	43	10	0	0	36	10	7	0	19	4	19	4	3	0	.....	18,000	1286
Friends...	0	1	20	25	20	20	....	....	....	....	....	....	....	.....	....	0	.....	1,200	1287
Nonsect ..	2	2	35	30	70	85	15	12	....	....	5	1	5	0	4	0	400	5,000	1288
Nonsect ..	1	0	14	4	35	48	0	0	....	....	0	0	....	.....	2	0	0	500	1289
Nonsect ..	1	1	10	5	60	29	2	3	....	....	0	1	0	1	3	0	.....	1,500	1290
Christian.	2	2	26	25	57	51	....	....	....	....	....	....	....	.....	....	....	.....	.....	1291
Presb.....	2	1	46	34	55	52	5	7	4	0	5	4	4	3	4	0	50	3,000	1292
Nonsect ..	1	1	6	5	50	40	1	0	1	0	....	....	....	.....	....	0	300	700	1293
Nonsect ..	1	1	12	12	25	23	4	2	2	0	0	0	0	0	4	0	0	600	1294
Nonsect ..	2	2	30	20	90	85	4	0	2	0	....	....	....	.....	4	0	.....	.....	1295
Nonsect ..	2	2	80	75	10	15	....	....	....	....	....	....	....	.....	....	0	300	1,500	1296
Presb.....	1	1	40	0	0	0	6	0	....	....	....	....	....	.....	....	....	.....	.....	1297
Nonsect ..	1	1	15	20	25	20	7	10	7	10	....	....	....	.....	3	0	.....	3,000	1298
Nonsect ..	0	2	3	2	13	12	2	2	0	0	0	0	0	0	4	0	.....	.....	1299
Nonsect ..	1	1	18	20	5	7	2	2	....	....	1	1	....	.....	....	0	.....	750	1300
Presb.....	1	1	20	25	35	40	4	6	....	....	1	3	1	3	3	0	.....	5,000	1301
Luth.....	1	0	12	6	6	2	0	0	2	0	1	0	1	0	2	0	.....	500	1302
Nonsect ..	1	1	20	19	0	0	....	....	....	....	....	....	....	.....	....	0	300	300	1303
Nonsect ..	1	1	20	20	20	20	5	4	5	4	....	....	....	.....	....	0	0	1,000	1304
M. E. So...	1	0	10	20	10	20	4	3	0	0	0	0	0	0	4	0	.....	1,000	1305
Nonsect ..	1	2	20	18	20	21	3	3	3	0	....	....	....	.....	3	0	100	2,000	1306
Nonsect ..	1	2	4	6	86	94	....	....	....	....	....	....	....	.....	4	0	150	3,500	1307
Nonsect ..	1	0	12	0	15	0	3	0	2	0	2	0	....	.....	2	0	0	3,000	1308
Bapt.....	1	2	37	42	45	35	....	....	....	....	0	0	0	0	4	0	100	5,000	1309
Meth. Epis	1	1	10	3	40	42	3	0	....	....	....	....	....	.....	....	....	.....	2,000	1310
Bapt.....	1	0	28	16	75	70	8	2	....	....	0	0	0	0	3	0	425	8,000	1311
Nonsect ..	1	1	25	30	75	70	4	5	3	3	4	3	4	3	4	0	0	2,000	1312
Nonsect ..	9	0	70	0	10	0	20	0	15	0	....	....	....	.....	4	0	900	.....	1313
Nonsect ..	1	0	8	7	32	31	....	....	....	....	0	0	....	.....	....	0	.....	2,000	1314
Nonsect ..	0	3	4	35	16	25	2	6	0	4	....	....	....	.....	....	....	200	.....	1315
Nonsect ..	2	1	19	22	91	102	12	5	4	9	4	7	4	7	4	0	60	7,000	1316
Presb.....	1	2	50	50	20	30	8	15	....	....	....	....	....	.....	3	0	.....	1,000	1317
Nonsect ..	1	1	14	16	41	29	....	....	....	....	....	....	....	.....	....	....	.....	1,000	1318
Nonsect ..	1	0	15	0	40	0	8	0	....	....	....	....	....	.....	5	0	200	2,000	1319
Nonsect ..	1	1	40	25	0	0	12	8	4	0	....	....	....	.....	....	0	.....	.....	1320
M. E So...	2	1	38	24	26	48	....	....	....	....	....	....	....	.....	....	....	.....	.....	1321

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NORTH CAROLINA—cont'd.		
1322	Mount Pleasant	Mont Amoena Female Seminary	Henderson N. Miller, A. M., Ph. D.
1323	Mt. Vernon Springs	Mt. Vernon Springs Academy*	W. L. McNeill
1324	Norwood	Norwood High School	John F. Kick
1325	Oak Ridge	Oak Ridge Institute	J. A. and M. H. Holt
1326	Oxford	The Francis Hillard School	Margaret B. Hilliard
1327	do	Horner School	J. C. Horner
1328	Pedee	Barrett Collegiate and Industrial Institute.	A. M. Barrett, A. M., B. D.
1329	Pendleton	Pendleton High School*	W. J. Beale
1330	Penelope	Penelope Academy	Rev. C. M. Murchison
1331	Polkton	Polkton High School	W. F. Humbert
1332	Raleigh	Peace Institute	James Dinwiddie, M. A
1333	do	Raleigh Male Academy	Hugh Morson
1334	do	St. Mary's School	Rev. Bennett Smedes
1335	Ramseur	Weatherly High School	D. M. Weatherly
1336	Red Springs	North Carolina Military Academy	S. W. Murphy and C. A. Short.
1337	Rockymount	University School	William Veitch Boyle
1338	Roxboro	Roxboro Institute	W. A. Bradsher, A. B
1339	Rutherfordton	Rutherford Military Institute	W. T. R. Bell
1340	Salem	Salem Boy's School	J. F. Brower
1341	Salemburg	Salem High School	J. R. Baggett, F. T. Wooten
1342	Saluda	Saluda Seminary	Fidelia Sheldon
1343	Scotland Neck	Vine Hill Male Academy	David M. Prince
1344	Sonoma	Bethel High School	W. H. Phillips
1345	Southport	Southport Collegiate Institute	Palmer Dalrymple
1346	Sparta	Sparta Institute	S. W. Brown
1347	Summerfield	Summerfield Academy*	Charles C. Teague
1348	Sunshine	Sunshine Institute	D. M. Stallings
1349	Sutherlands	Sutherlands Seminary	W. H. Jones, B. L.
1350	Taylorsville	Taylorsville Collegiate Institute	J. A. White, M. A.
1351	Trenton	Trenton High School	William Henry Rhodes
1352	Trinity	Trinity High School*	John F. Kirk
1353	Union Ridge	Union Ridge Academy	Thos. W. Strowd
1354	Wadesboro	Anson Institute	D. A. McGregor
1355	Wakefield	Wakefield English and Classical School.	Justice and Pippin
1356	Walnut Cove	Walnut Cove Academy	W. H. Albright
1357	Warsaw	Warsaw Institute*	Chauncey Graham Wells
1358	Whitsett	Whitsett Institute	W. T. Whitsett, Ph. D
1359	Whittier	Whittier High School	M. Ellsworth Meriam
1360	Why Not	Why Not Academy	J. P. Boroughs
1361	Wilkesboro	Wilkesboro High School	M. L. Matthews
1362	Wilmington	Alderman's (Miss) School*	Mary L. Alderman
1363	Wilmington (120 N. 5th st.)	Cape Fear Academy	Washington Catlett
1364	Wilson	Kinsey Seminary	Joseph Kinsey
1365	Windsor	Bertie Academy	R. L. Kearney
1366	do	Rankin-Richards Institute	Rhoden Mitchell
1367	Winton	Waters Normal Institute	C. S. Brown, A. M
1368	Yadkin College	Yadkin High School	G. W. Holmes
1369	Yadkinville	Yadkinville Normal School	Z. H. Dixon, B. A
	NORTH DAKOTA.		
1370	Grand Forks	St. Bernard's College	Mother Stanislaus Rafter
1371	Portland	Bruflat Academy	Rev. J. Tingelstad
	OHIO.		
1372	Austinburg	Grand River Institute	Granville W. Mooney
1373	Barnesville	Friends' Boarding School	Wm. L. Ashton, Supt.

*Statistics of 1897–98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Luth	5	8	0	71	0	30	0	30	....	....	0	11	....	.....	4	....	1,000	$8,000	1322
Bapt.....	1	1	20	14	20	15	16	10	4	0	....	....	....	.....	....	....	150	500	1323
Nonsect ..	1	3	32	26	15	16	6	3	5	2	3	5	2	5	2	0	300	.....	1324
Nonsect ..	5	0	182	0	90	3	5	0	35	0	60	0	18	9	3	0	2,500	35,000	1325
Epis	1	3	0	18	7	17	0	0	....	....	0	1	....	.....	4	....	850	5,000	1326
Nonsect ..	5	0	98	0	53	80	19	0	79	0	9	0	9	0	4	70	.....	50,000	1327
Nonsect ..	3	1	26	30	25	30	4	0	....	....	....	....	....	.....	....	0	300	5,000	1328
Bapt.....	1	1	13	19	10	8	3	5	....	....	....	....	....	.....	....	0	.....	450	1329
Nonsect ..	2	0	10	10	15	20	10	5	....	....	....	....	....	.....	4	0	250	2,000	1330
Nonsect ..	1	1	30	35	35	30	5	5	....	....	....	....	....	.....	4	0	250	500	1331
Nonsect ..	1	9	0	152	....	....	....	....	0	8	....	....	0	4	....	....	.....	.....	1332
Nonsect ..	3	0	45	0	40	0	30	0	15	0	8	0	8	0	4	0	.....	6,000	1333
Epis	1	5	0	170	0	70	....	....	....	....	0	11	0	2	4	....	3,500	50,000	1334
Nonsect ..	1	1	40	30	32	42	5	3	....	....	....	....	....	.....	4	0	1,000	2,500	1335
Nonsect ..	4	0	22	0	41	0	4	0	2	0	....	....	....	.....	4	22	94	3,000	1336
Nonsect ..	0	2	70	65	20	25	11	11	2	0	....	....	....	.....	....	....	800	2,000	1337
Nonsect ..	0	2	20	25	28	29	3	6	0	0	....	....	....	.....	....	....	.....	5,000	1338
Nonsect ..	1	2	30	24	40	36	....	....	....	....	....	....	....	.....	....	....	.....	.....	1339
Moravian.	3	0	67	0	58	0	11	0	....	....	15	0	8	0	4	....	.....	10,000	1340
Nonsect ..	2	1	40	35	25	20	5	6	....	....	....	....	....	.....	....	0	150	500	1341
Cong	0	2	2	15	54	57	....	....	....	....	....	....	....	.....	....	0	500	4,500	1342
Nonsect ..	1	1	55	0	20	0	15	0	7	0	3	0	3	0	4	0	600	15,000	1343
Nonsect ..	1	1	25	15	68	62	2	3	....	....	....	....	....	.....	3	0	100	.....	1344
Nonsect ..	1	1	30	30	0	0	1	2	0	0	0	0	0	0	4	....	.....	.....	1345
Nonsect ..	1	1	10	4	34	22	4	2	2	1	....	....	....	.....	2	....	.....	1,200	1346
Nonsect ..	1	2	20	14	14	21	3	4	0	0	0	0	0	0	4	0	100	1,000	1347
Nonsect ..	1	1	50	30	60	40	8	8	5	10	4	2	4	2	4	0	.....	1,500	1348
M. E. So...	1	1	60	48	27	30	5	8	0	0	0	0	0	0	3	0	400	2,500	1349
Nonsect ..	3	1	75	28	70	42	5	0	5	0	0	1	0	1	2	0	500	4,000	1350
Nonsect ..	1	1	29	26	30	25	3	3	....	....	2	1	2	0	2	0	100	4,000	1351
M. E. So...	2	1	60	10	28	21	60	10	....	....	....	....	....	.....	3	0	1,000	200,000	1352
Nonsect ..	1	1	9	6	20	15	0	0	3	2	....	....	....	.....	....	0	.....	400	1353
Nonsect ..	1	0	15	14	17	14	....	....	....	....	2	1	....	.....	....	0	.....	.....	1354
Nonsect ..	1	2	7	5	69	66	1	2	0	1	0	0	0	0	3	0	300	1,200	1355
Nonsect ..	1	1	20	10	40	10	....	....	....	....	4	2	4	2	4	0	.....	3,000	1356
Bapt.....	1	0	15	10	11	10	2	0	0	0	0	0	0	0	4	....	.....	1,000	1357
Nonsect ..	6	1	110	20	50	20	20	5	10	5	20	5	5	5	4	0	1,000	15,000	1358
Cong	2	0	10	6	47	43	1	0	....	....	0	0	0	0	....	....	150	1,000	1359
Nonsect ..	1	1	15	12	20	24	2	0	....	....	....	....	....	.....	....	....	.....	500	1360
Nonsect ..	1	1	19	24	....	....	9	13	10	11	0	0	....	.....	....	0	.....	2,000	1361
Nonsect ..	0	1	11	12	12	20	5	0	6	0	....	....	....	.....	4	....	100	.....	1362
Nonsect ..	1	0	30	3	15	2	1	0	10	0	1	0	....	.....	4	0	500	3,000	1363
Nonsect ..	0	8	0	78	0	20	....	....	....	....	0	2	....	.....	4	0	400	20,000	1364
Bapt.....	1	0	10	20	25	30	....	....	....	....	....	....	....	.....	3	....	.....	1,000	1365
Nonsect ..	1	2	7	11	22	35	0	0	0	0	....	....	....	.....	3	....	700	6,000	1366
Bapt.....	3	2	29	65	52	65	10	4	....	....	1	1	....	.....	4	....	500	11,860	1367
Meth. Prot	2	0	10	8	61	41	1	0	....	....	....	....	....	.....	4	0	500	8,000	1368
Nonsect ..	1	2	20	24	47	41	10	11	4	3	0	1	0	1	3	0	400	2,500	1369
R. C	0	5	5	36	25	83	4	4	3	0	0	0	....	.....	4	0	700	1,200	1370
Luth	3	0	15	12	....	....	9	4	....	....	0	0	....	.....	....	0	346	25,000	1371
Nonsect ..	3	4	20	25	12	15	....	....	....	....	6	2	4	2	3	0	2,000	.....	1372
Friends...	2	2	37	45	2	2	....	....	....	....	2	6	....	.....	3	0	600	50,000	1373

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	OHIO—continued.		
1374	Canton	Buckingham's (Miss) College Preparatory School.	Ella J. Buckingham
1375	Cedar Point	St. Gregory Preparatory Seminary	Henry Brinkmeyer
1376	Cincinnati (Clifton)	Academy of the Sacred Heart	M. Raleigh
1377	Cincinnati (501 East 3d st.).	Bartholomew English and Classical School for Girls.	G. K. Bartholomew
1378	Cincinnati (619 Oak st.)	Butler (Miss) School for Girls	Miss Sarah Butler
1379	Cincinnati (Clifton)	The Clifton School	E. Antoinette Ely, A. M.
1380	Cincinnati (148 East 4th st.)	Collegiate School	Rev. J. Babin, A. B.
1381	Cincinnati (16 Morris st.)	Eden Park School for Girls	Madame Fredin
1382	Cincinnati (1 Park Row, Mount Auburn).	Educational Institute	Alois Schmidt
1383	Cincinnati (Walnut Hills)	Franklin School	Joseph E. White, G. S. Sykes
1384	Cincinnati (2643 Bellevue ave.).	Lupton's (Miss) School for Girls	Miss Katharine M. Lupton
1385	Cincinnati (Lenox Place, Avondale).	Mount Auburn Institute—(The F. Thane Miller School).	Mrs. Emma P. Smith Miller
1386	Cincinnati (East Walnut Hills).	Notre Dame Convent *	Sister Catherine Aloysius
1387	Cincinnati (College Hill)	Ohio Military Institute	Rev. John H. Ely
1388	Cincinnati (1615 Vine st.)	St. Frances Seraphicus College	P. Bernard Murre, O. F. M.
1389	Cincinnati (East 6th st.)	St. Mary's Literary Institute	Sister Mary Borgia
1390	Cincinnati	Ursuline Academy	Sister M. Baptista
1391	Cleveland	Cleveland Academy	Sarah L. Andrews
1392	Cleveland (768-770 Euclid ave.).	Hathaway Brown's School for Girls.	Miss Mary E. Spencer
1393	Cleveland	Mittleberger's (Miss) School for Girls.	Miss Augusta Mittleberger
1394	Cleveland	University School	Newton Mitchel Anderson
1395	Cleveland (Willson, cor. Scoville).	Ursuline Academy	Sister M. Baptista
1396	Columbus (441 East Town st.).	The Columbus Latin School	Frank T. Cole, A. B., LL. D.
1397	Columbus (151 East Broad st.).	English and Classical School	Miss Lucretia M. Phelps
1398	Columbus	St. Joseph's Academy	Sister Mary Victorine
1399	Columbus (cor. Long and High sts.).	Thompson's Preparatory Private School.	J. F. Thompson
1400	Crawfis College	Crawfis College	J. T. Fairchild
1401	Damascus	Damascus Academy	M. W. Hahn
1402	Dayton (17 3d st., East)	English and Classical Training School for Boys and Girls.	A. B. Shauck
1403	Dayton (cor. Ludlow and Franklin sts.).	Notre Dame Academy	Sisters of Notre Dame
1404	Dayton	St. Mary's Institute	Rev. Chas. Eichner
1405	Fostoria	Fostoria Academy *	R. L. De Rau, B. S.
1406	Gambier	Harcourt Place Seminary	Mrs. Ada I. Ayer Hills
1407	Germantown	Miami Military Institute of Twin Valley College.	Orvon Graff Brown
1408	Hudson	Western Reserve Academy	Clay Herrick, A. M., Chas. T. Hickok.
1409	Mogadore	Mogadore High School *	W. H. Anderson
1410	New Lexington	St Aloysius Academy	Mother Gonzaga
1411	Painesville	Mathews (Mrs.) School for Girls	Mrs. M. D. Mathews
1412	Pleasantville	Fairfield Academy	C. C. Webb
1413	Poland	Union Seminary *	E. T. Cheetham
1414	Reading	Academy of Mt. Notre Dame	Sister Superior Agnes Aloysia.
1415	St. Martins	Ursuline Academy	Sister M. Gabriel
1416	Savannah	Savannah Academy	G. M. Johnston
1417	South New Lyme	New Lyme Institute	S. W. Mauck
1418	South Salem	Salem Academy	C. W. Fretz

* Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	0	5	0	23	0	0	....	....	....	....	0	10	0	7	....	....	.....	.....	1374
R. C	8	0	84	0	7	0	....	....	....	....	14	0	....	.....	4	41	2,000	.....	1375
R. C	0	6	0	22	0	35	....	....	....	....	0	3	....	.....	....	0	600	.....	1376
P. E	0	10	0	78	5	18	....	....	....	....	0	19	0	10	5	0	.....	.....	1377
Nonsect ..	0	7	0	22	6	24	0	10	0	0	0	3	0	2	4	0	1,000	.....	1378
Nonsect ..	0	8	0	34	7	34	0	8	....	....	0	5	0	2	5	....	1,200	.....	1379
Nonsect ..	3	1	16	0	16	0	0	0	0	0	....	....	....	.....	1	0	.....	$300	1380
Nonsect ..	0	6	0	25	0	0	0	2	....	....	....	....	....	.....	....	0	700	30,000	1381
Nonsect ..	1	3	14	3	2	0	14	3	....	....	2	0	2	0	3	0	.....	.....	1382
Nonsect ..	5	0	57	0	28	0	32	0	17	0	22	0	20	0	4	0	1,000	20,000	1383
Nonsect ..	0	3	0	15	1	4	0	7	....	....	0	5	0	4	....	0	3,000	.....	1384
Nonsect ..	0	11	0	65	0	10	0	5	....	....	....	....	....	.....	4	....	.....	.....	1385
R. C	0	3	0	30	0	150	....	....	....	....	0	3	....	.....	4	0	.....	.....	1386
Nonsect ..	4	0	40	0	10	0	3	0	9	0	3	0	3	0	4	40	500	.....	1387
R. C	8	0	90	0	0	0	....	....	....	....	10	0	....	.....	5	0	1,300	60,000	1388
R. C	0	8	0	60	0	100	....	....	....	....	0	7	....	.....	....	....	.....	.....	1389
R. C	0	4	0	35	5	20	....	....	....	....	0	1	....	.....	4	....	.....	.....	1390
Nonsect ..	0	3	0	34	0	8	....	....	....	....	0	7	0	3	4	0	200	8,000	1391
Nonsect ..	1	13	0	46	20	54	0	0	0	22	0	19	0	3	4	0	1,500	.....	1392
Nonsect ..	2	10	0	76	0	40	0	8	0	1	0	25	0	9	4	0	2,500	.....	1393
Nonsect ..	4	4	123	0	85	0	....	....	....	....	22	0	22	0	4	0	.....	300,000	1394
R. C	0	4	0	35	5	20	....	....	....	....	0	1	....	.....	4	....	.....	.....	1395
Nonsect ..	3	1	14	4	4	0	5	0	8	3	7	0	6	0	4	0	800	.....	1396
Epis	3	9	0	70	10	70	0	12	0	2	0	12	0	4	4	....	1,600	7,000	1397
R. C	0	5	0	28	40	102	0	0	0	0	0	5	....	.....	4	0	1,500	60,000	1398
Nonsect ..	1	0	29	23	8	2	0	0	5	0	....	....	....	.....	....	0	200	120	1399
Nonsect ..	1	2	28	21	2	19	5	6	8	10	0	2	....	.....	4	....	100	25,000	1400
Friends ..	3	1	0	67	0	24	....	....	....	....	3	1	....	.....	3	0	.....	5,000	1401
Nonsect ..	1	1	32	55	4	1	....	....	6	2	....	....	....	.....	....	....	.....	.....	1402
R. C	0	2	0	28	0	90	0	2	0	0	0	7	0	0	4	0	500	.....	1403
R. C	12	0	138	0	120	0	....	....	....	....	11	0	....	.....	5	0	.....	.....	1404
Nonsect ..	1	1	23	15	36	17	3	2	5	3	5	3	2	1	4	....	100	12,000	1405
Epis	0	12	0	74	5	2	0	2	0	19	0	13	0	9	....	0	1,000	100,000	1406
Nonsect ..	3	0	26	0	0	0	....	....	....	....	2	0	....	.....	....	26	.....	.....	1407
Nonsect ..	0	2	52	16	3	4	15	1	10	1	4	2	4	2	4	0	1,000	25,000	1408
Nonsect ..	1	0	8	8	37	45	3	2	7	5	2	0	2	0	3	....	260	2,000	1409
R. C	0	3	0	20	0	50	....	....	....	....	0	2	....	.....	4	....	.....	.....	1410
Nonsect ..	0	2	0	10	0	1	0	4	....	....	....	....	....	.....	....	....	1,360	20,000	1411
Nonsect ..	1	1	30	10	15	10	3	0	12	0	11	1	8	0	3	....	100	10,000	*1412
Presb	1	1	15	20	5	5	1	3	....	....	0	2	....	.....	3	....	100	.....	1413
R. C	0	7	0	15	0	75	0	0	0	0	0	3	....	.....	4	0	3,000	.....	1414
R. C	0	8	0	36	0	20	....	....	....	....	0	5	....	.....	4	....	4,000	.....	1415
Nonsect ..	3	1	41	57	0	0	41	50	0	7	2	1	2	1	4	0	1,000	7,000	1416
Nonsect ..	4	4	74	87	8	12	2	2	6	8	12	15	4	6	3	0	400	20,000	1417
Presb	1	1	16	16	0	0	4	1	1	0	4	2	4	0	3	0	1,000	5,000	1418

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	OHIO—continued.		
1419	Springfield	Springfield Seminary*	Elizabeth H. Talcott
1420	Tiffin	College of Ursuline Sisters	Mother St. Lignori
1421	Toledo	Ursuline Convent of Sacred Heart	Mother St. Aloysius
1422	Urbana	Urbana University	Rev. John Whitehead
1423	West Farmington	Western Reserve Academy	William H. Dye, A. M., B. D., Ph. D.
1424	Zanesville	Putnam Seminary	Mrs. Helen B. Colt
	OKLAHOMA.		
1425	Guthrie	St. Joseph's Academy	Mother Paula, O. S. B
1426	Kingfisher	Kingfisher College*	J. T. House
	OREGON.		
1427	Albany	Academy of Our Lady of Perpetual Help.	Sister M. Anselma
1428	Baker City	St. Francis Academy	Sister Mary Cupertino
1429	Coquille	Coquille Collegiate Institute	J. L. Futrell
1430	Cove	Taylor Normal College*	O. M. Gardner
1431	Dallas	La Creole Academic Institute	A. M. Sanders
1432	Jacksonville	St. Mary's Academy	Sister M. Agnetta
1433	Lebanon	Santiam Academy	S. A. Randel
1434	Mount Angel	Mount Angel Academy	Mother M. Bernardine
1435	.....do	Mount Angel College and Seminary.	Rev. P. Fuerst
1436	Pendleton	St. Joseph's Academy and College.	Sister Mary Stanislaus
1437	Portland	Bishop Scott Academy	J. W. Hill, M. D
1438	Portland (405 Clay st.)	Portland Academy	J. R. Wilson, S. R. Johnston
1439	Portland	St. Helen's Hall*	Miss Eleanor Tibbetts, Ph. D.
1440	Portland (345 4th and Market sts.).	St. Mary's Academy and College	Sister John Baptist
1441	Portland	St. Mary's College	Brother George
1442	St. Paul	St. Paul's Academy	Sister M. Laurentia
1443	Salem	Academy of the Sacred Heart	Sister Mary Matthew
1444	Sodaville	Mineral Springs Academy	L. R. Bond, D. D
1445	Tillamook	St. Alphonsu's Academy	Joseph Schell
	PENNSYLVANIA.		
1446	Academia	Tusearora Academy	Theo. D. Culp
1447	Allegheny (909 North ave.)	Park Institute	Levi Ludden, Ph. D
1448	Ambler	Sunnyside School	Miss S. A. Knight
1449	Armagh	Armagh Academy	C. A. Campbell
1450	Barkeyville	Barkeyville Academy	G. W. Davis
1451	Bedford	Bedford Classical School	C. V. Smith, A. M
1452	Bellefonte	Bellefonte Academy*	J. P. Hughes
1453	Bethlehem	Lehigh Preparatory School	H. A. Foering, B. S
1454	.....do	Moravian Parochial School	Albert G. Rau, B. S
1455	Birmingham	Mountain Seminary	Misses Davis and Gallaher
1456	Brodheadsville	Fairview Academy	E. T. Kunkle, A. M
1457	Bryn Mawr	Baldwin's (Miss) School for Girls.	Miss Florence Baldwin
1458	Buckingham	Hughesian Free School	Melvin M. Heckler
1459	Bustleton (Philadelphia)	St. Luke's Boarding School for Boys.	Charles H. Strout
1460	Canonsburg	Jefferson Academy	Harry Irwin
1461	Carlisle	Metzger College	William A. West
1462	Chambersburg	Chambersburg Academy	M. R. Alexander, A. M
1463	Chester	Chester Academy	George Gilbert, M. D
1464	Columbia	St. Peters Convent	Rev. J. J. Hollern

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	0	3	0	9	5	21	0	0	0	2	....	....	....	....	4	0	.....	.....	1419
R. C	0	10	0	40	0	160	0	20	0	15	0	6	....	....	....	0	.....	.....	1420
R. C	0	4	0	50	0	198	0	0	0	31	0	8	0	8	4	0	2,500	.....	1421
Swedenborgian.	2	3	14	15	8	31	0	1	9	0	2	3	3	0	3	0	8,000	$25,000	1422
M. Epis...	2	1	32	18	0	0	1	0	0	3	1	0	1	0	3	0	50	10,000	1423
Nonsect ..	0	4	0	30	0	20	0	2	....	....	0	3	....	.....	5	....	5,000	.....	1424
R. C	0	4	0	22	0	28	....	....	....	....	....	....	....	.....	4	....	.....	20,000	1425
Cong	3	2	21	12	41	20	10	7	4	12	3	2	3	1	3	0	1,000	16,000	1426
R. C	0	1	0	6	15	33	....	....	0	2	0	1	0	1	3	....	100	5,000	1427
R. C	0	2	0	44	35	56	....	....	....	....	0	3	....	.....	4	0	700	20,000	1428
Nonsect ..	1	2	4	4	33	32	....	....	....	....	....	....	....	.....	4	0	.....	7,000	1429
Nonsect ..	0	1	24	22	12	10	4	3	1	2	....	....	....	.....	2	....	80	4,000	1430
Nonsect ..	3	1	29	17	0	0	2	1	0	1	2	4	2	2	4	0	200	15,000	1431
R. C	1	2	0	20	18	40	....	....	....	....	0	2	....	.....	4	....	.....	.....	1432
M. E.....	2	1	14	17	13	24	1	1	1	2	2	4	....	.....	5	0	400	5,000	1433
R. C	1	6	0	25	76	69	0	1	....	....	0	5	....	.....	5	0	2,102	30,000	1434
R. C	13	0	65	0	35	0	....	....	....	....	7	0	....	.....	....	0	.....	.....	1435
R. C	0	4	10	35	75	80	0	7	0	20	0	6	0	6	4	0	320	30,000	1436
P. E	8	0	65	0	30	0	12	0	14	0	3	0	....	.....	5	65	1,500	100,000	1437
Nonsect ..	6	5	105	71	71	60	....	....	....	....	6	11	4	4	5	0	.....	.....	1438
M. E.....	0	7	0	107	0	86	0	1	....	....	0	3	....	.....	....	....	480	90,000	1439
R. C	0	8	0	70	0	200	....	....	....	....	0	5	....	.....	....	....	1,000	.....	1440
R. C	1	0	38	0	112	0	....	....	....	....	12	0	....	.....	2	....	500	.....	1441
R. C	0	1	10	20	29	23	2	0	0	20	0	0	0	0	5	....	.....	.....	1442
R. C	0	4	0	15	25	135	....	....	....	....	....	....	....	.....	4	....	500	.....	1443
Cum.Presb	2	2	13	33	19	14	3	2	....	....	24	12	4	2	3	0	250	5,400	1444
R. C	0	2	16	29	36	38	....	....	....	....	4	7	4	7	4	0	1,115	1,100	1445
Nonsect ..	3	0	25	22	3	2	1	1	0	0	3	0	0	0	4	0	130	2,000	1446
Nonsect ..	7	2	155	42	0	0	22	0	12	0	36	31	19	0	4	0	.....	.....	1447
Nonsect ..	0	9	5	8	10	14	....	....	....	....	0	1	0	0	3	0	300	.....	1448
Nonsect ..	2	0	40	32	21	20	3	0	....	....	5	1	3	0	....	....	.....	1,200	1449
Nonsect ..	1	1	30	8	30	12	....	....	....	....	1	2	1	0	4	0	1,000	7,000	1450
Nonsect ..	1	1	13	10	5	2	1	0	2	0	2	0	2	0	4	0	.....	.....	1451
Nonsect ..	2	3	40	20	20	20	15	8	6	0	7	0	5	0	....	0	.....	25,000	1452
Epis	2	0	48	0	32	0	6	0	38	0	40	0	38	0	4	0	2,000	.....	1453
Moravian.	4	2	40	40	67	61	2	2	8	0	11	8	10	2	4	0	5,000	55,000	1454
Presb	0	7	0	59	0	0	0	2	0	6	0	2	0	1	....	0	1,000	.....	1455
Nonsect ..	3	1	27	18	36	31	3	1	....	....	....	....	....	.....	.....	.....	.....	3,500	1456
Nonsect ..	2	30	0	127	0	64	0	69	....	....	0	34	0	16	4	0	1,200	.....	1457
Friends ..	1	2	35	51	10	4	....	....	....	....	0	6	....	.....	2	0	.....	.....	1458
P. E	5	1	43	0	11	0	2	0	12	0	9	0	5	0	5	0	1,000	50,000	1459
Nonsect ..	2	0	21	15	7	7	3	1	3	1	4	2	3	1	3	0	1,000	5,000	1460
Nonsect ..	0	8	0	53	0	13	....	....	....	....	0	6	....	.....	4	....	.....	35,000	1461
Nonsect ..	4	0	69	0	61	0	30	0	30	0	10	0	7	0	4	0	500	20,000	1462
Nonsect ..	1	3	18	14	12	5	4	0	1	0	1	3	1	0	4	0	700	15,700	1463
R. C	0	4	9	9	57	55	....	....	....	....	0	1	....	.....	3	0	670	.....	1464

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	PENNSYLVANIA—continued.		
1465	Concordville	Maplewood Institute*	Joseph Shortlidge
1466	Cresson	Mount St. Aloysius Academy	Sister M. Josephine
1467	Darlington	Greesburg Academy	C. A. Simonton, M. S. D.
1468	Dayton	Union Academy	H. U. Davis, A. M
1469	Doylestown	National Farm School	G. S. Voorhees, E. E. Faville
1470	Dryrun	Path Valley Academy	E. E. Pawling
1471	Easton	Easton Academy*	Samuel R. Park, A. M.
1472	do	Lerch's School	Charles H. Lerch
1473	Eau Claire	Eau Claire Academy	Miss Rose Stewart
1474	Elders Ridge	Elders Ridge Academy	N. B. Kelly, A. M.
1475	Factoryville	Keystone Academy	Elkanah Hulley
1476	Fredericksburg	Schuylkill Seminary	C. W. Hensel
1477	Fredonia	Fredonia Institute	S. H. Miller, A. M
1478	Freeburg	Freeburg Academy	Geo. W. Walborn
1479	George School	George School	Geo. L. Maris
1480	Germantown	Friends' School	Davis H. Forsythe
1481	Germantown (Shoemaker lane).	Germantown Academy	William Kershaw, Ph. D.
1482	Germantown (211 West Chelten street).	The Stevens School	Mrs. Emily D. Dripps
1483	Glenville	Glenville Academy	E. M. Stahl
1484	Greensburg	Greensburg Seminary	J. C. Hoch, A. M., Ph. D
1485	do	St. Joseph's Academy for Young Ladies.	Mother Mary Josephine
1486	Hanover	Eichelberg Academy	John E. Bohn
1487	Harrisburg (401 North Front st.).	Harrisburg Academy	Jacob F. Seiler, Ph. D.
1488	Hazleton	Hazleton Seminary*	S. C. Jack
1489	Hickory	Hickory Academy	A. M. Reed
1490	Jenkintown	Abington Friends' School	Louis B. Ambler
1491	Kennett Square	Martin Academy	Edgar Stinson, M. Sc
1492	Kingston	Wyoming Seminary	Rev. L. L. Sprague, D. D
1493	Kittanning	Kittanning Academy	Rev. Robert Barner
1494	Lancaster	Sacred Heart Academy	Sister M. Stanislaus
1495	Lancaster (305 North Duke st.)	The Yeates Institute	W. F. Shero and Frederic Gardiner.
1496	Ligonier	Ligonier Classical Institute	E. H. Dickinson
1497	Lititz	Linden Hall Seminary	Charles D. Kreider
1498	Littlestown	Edge Hill Institute	Walter E. Krebs, A. M
1499	Londongrove	Friends' School	Jane P. Rushmore
1500	Lorreto	St. Francis College	Brother Angelus, O. S. F.
1501	McAlevys Fort	Stone Valley Academy*	V. A. Green, A. M
1502	McSherrystown	St. Joseph's Academy	Mother M. Ignatius
1503	Mechanicsburg	Normal and Classical School	D. E. Kast
1504	Media	Friends' Select School	Emma Fell Paxson
1505	do	Shortlidge's Academy for Boys	Charles W. Stuart
1506	Mercersburg	Mercersburg Academy	William Mann Irvine, Ph. D.
1507	Mifflintown	Mifflin Academy*	J. Harry Dysinger
1508	Mount Pleasant	Western Pennsylvania Classical and Scientific Institute.	Henry C. Dixon
1509	Murrysville	Laird Institute	John R. Steeves, A. M.
1510	Nazareth	Nazareth Hall Military Academy	S. J. Blum
1511	New Bloomfield	Bloomfield Academy	H. C. Mohn, A. M
1512	New Lebanon	McElwain Institute	H. Alfred Steele
1513	Northeast	St. Mary's College	Caspar G. Ritter
1514	North Hope	North Washington Academy	Kinter Hawilton
1515	North Wales	North Wales Academy*	Samuel U. Brunner.
1516	Ogontz	Cheltenham Military Academy*	John C. Rice, Ph. D
1517	Oley	Oley Academy	Howard Mitman, A. M
1518	Oxford	Oxford Academy	Slater C. Garver

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Friends ..	5	1	21	0	20	0	3	0	2	0	....	....	....	....	4	....	2,000	$20,000	1465
R. C	0	8	0	32	0	38	....	....	....	....	0	5	0	0	4	....	.....	.....	1466
Christian .	1	1	9	15	17	11	0	1	....	....	0	0	0	0	3	0	75	3,200	1467
Nonsect ..	1	0	8	3	40	37	5	2	....	....	....	....	....	....	....	0	50	500	1468
Nonsect ..	4	1	20	0	0	0	....	....	....	....	....	....	....	....	....	20	2,000	45,000	1469
Presb	1	2	15	20	15	20	1	0	1	0	3	5	....	....	....	0	.....	3,500	1470
Nonsect ..	2	1	45	22	3	3	18	0	15	0	2	3	2	2	3	0	300	11,000	1471
Nonsect .	2	2	30	3	23	1	12	0	9	1	6	1	6	1	....	0	100	.....	1472
Nonsect ..	1	1	0	25	0	0	0	3	....	....	....	....	....	....	4	0	25	2,500	1473
Nonsect ..	3	1	40	20	0	0	40	20	....	....	6	3	6	3	....	0	500	7,000	1474
Bapt.....	5	2	52	28	16	6	6	4	7	4	5	4	4	2	3	0	3,500	100,000	1475
Ev. Asso ..	2	1	8	4	4	9	1	0	0	0	1	0	....	....	4	0	500	.....	1476
Nonsect ..	7	1	75	75	40	35	12	4	3	1	8	3	6	3	4	0	1,000	5,500	1477
Luth	2	1	44	25	8	3	2	0	....	....	5	3	....	....	2	0	.....	2,500	1478
Friends ..	7	8	80	84	0	0	3	1	....	....	8	14	3	1	5	0	.....	316,000	1479
Friends ..	5	5	50	95	42	43	....	....	....	....	0	7	....	....	5	0	1,500	100,000	1480
Nonsect ..	8	9	260	0	0	0	100	0	125	0	25	0	18	0	6	0	500	100,000	1481
Nonsect ..	0	5	0	25	0	70	0	5	....	....	0	7	0	2	....	....	.....	.....	1482
Luth	2	1	29	12	2	5	6	2	2	0	0	0	0	0	4	0	100	6,000	1483
Luth	2	1	40	19	100	104	0	25	....	....	20	15	7	2	3	0	600	40,000	1484
R. C	0	6	0	32	0	33	....	....	....	....	0	6	....	....	4	0	1,000	300,000	1485
Nonsect ..	1	2	30	12	15	8	....	....	....	....	....	....	....	....	....	....	.....	.....	1486
Nonsect ..	1	0	27	0	5	0	10	0	7	0	4	0	4	0	1	....	100	20,000	1487
Nonsect ..	0	3	4	11	4	9	1	0	1	4	1	1	....	....	4	0	1,000	400	1488
Nonsect ..	1	1	21	15	0	0	6	0	....	....	3	2	2	0	3	....	250	1,000	1489
Friends...	2	6	23	33	37	32	....	....	....	....	3	3	2	1	4	0	750	20,000	1490
Friends...	1	4	15	23	30	30	0	6	6	0	0	4	0	4	4	0	.....	8,000	1491
M. E.....	11	10	149	69	40	14	....	....	....	....	22	19	18	5	4	0	3,660	300,000	1492
Nonsect ..	3	0	40	25	0	0	25	4	....	....	....	....	....	....	....	....	.....	.....	1493
R. C	0	6	0	65	0	20	....	....	....	....	0	0	....	....	4	....	500	.....	1494
P. E	3	0	29	0	8	0	15	0	3	0	1	0	1	0	5	....	1,000	20,000	1495
Nonsect ..	1	1	49	44	6	10	3	3	1	0	1	0	1	0	4	....	2,500	.....	1496
Moravian.	0	6	0	30	9	51	0	0	....	....	0	12	....	....	4	....	2,000	50,000	1497
Nonsect ..	1	0	10	2	6	0	3	0	....	....	3	0	....	....	3	0	.....	4,000	1498
Friends...	0	2	11	19	3	9	3	4	1	1	....	....	....	....	....	0	0	1,000	1499
R. C	4	0	36	0	....	....	8	0	4	0	....	....	....	....	....	....	4,000	.....	1500
Nonsect ..	1	1	4	4	42	42	....	....	....	....	0	1	....	....	4	....	50	.....	1501
R. C	0	5	0	23	0	9	....	....	....	....	....	....	....	....	....	....	1,200	.....	1502
Nonsect ..	1	3	10	14	2	2	2	1	....	....	....	....	....	....	....	0	.....	.....	1503
Friends...	0	1	3	4	....	....	....	....	0	0	0	0	0	0	4	0	20	16,000	1504
Nonsect ..	4	0	28	0	6	0	2	0	14	0	4	0	4	0	4	0	3,000	30,000	1505
Reformed	13	0	160	0	12	0	80	0	50	0	57	0	52	0	4	35	2,000	60,000	1506
Nonsect ..	2	2	40	25	0	0	10	5	5	2	2	2	....	....	3	0	.....	10,000	1507
Bapt.....	3	2	27	34	5	6	10	3	4	7	11	3	8	1	3	0	3,000	33,555	1508
Nonsect ..	1	1	10	12	22	21	5	6	5	6	1	2	1	1	4	0	300	2,000	1509
Moravian.	8	0	80	0	20	0	16	0	....	....	27	0	10	0	4	80	7,000	.....	1510
Nonsect ..	2	2	40	30	5	5	7	1	....	....	....	....	....	....	4	....	200	8,000	1511
Nonsect ..	2	1	55	25	20	15	10	12	4	1	4	3	1	0	4	0	800	7,000	1512
R. C	11	0	98	0	0	0	0	0	0	0	13	0	13	0	4	0	6,000	50,000	1513
Nonsect ..	1	1	25	23	11	26	5	2	....	....	2	3	2	0	3	0	600	3,000	1514
Nonsect ..	2	2	14	12	4	3	8	4	2	3	2	3	2	3	3	0	2,000	20,000	1515
Nonsect ..	8	0	35	0	35	0	5	0	30	0	7	0	6	0	4	35	2,000	100,000	1516
Nonsect ..	1	0	17	7	7	4	7	4	....	....	3	1	3	1	....	....	300	3,500	1517
Nonsect ..	1	0	4	8	2	0	1	0	0	0	0	0	0	0	....	0	.....	.....	1518

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	PENNSYLVANIA—continued.		
1519	Pennsburg	Perkiomen Seminary	O. S. Kriebel, A. M
1520	Philadelphia (1350 Pine st.).	Anable's (Miss) School for Young Ladies.	Miss Isabella Anable
1521	Philadelphia (Broad and Cherry sts.).	Brown College Preparatory School	Alonzo Brown
1522	Philadelphia (1420 Pine st., above Broad).	The De Lancey School	Henry Hobart Brown
1523	Philadelphia (4112 Spruce st.).	French and English Boarding and Day School for Young Ladies.	Miss Elizabeth F. Gordon
1524	Philadelphia (15th and Race sts.).	Friends' Central School*	Wm. W. Birdsall, Anna W. Speakman.
1525	Philadelphia (140 North 16th st.).	Friends' Select School	J. Henry Bartlett
1526	Philadelphia (2037 De Lancey place).	Gibson's (Miss) School for Girls	Miss M. S. Gibson
1527	Philadelphia	Girard College for Orphans	Adam H. Fetterolf, Ph. D., LL. D.
1528	Philadelphia (410 South Chestnut st.).	Hamilton School	Le Roy Bliss Peckham
1529	Philadelphia (921 Brainbridge st.).	Institute for Colored Youth	Fanny J. Coppin
1530	Philadelphia (2011 De Lancey place).	Agnes Irwin's School for Girls	S. D. Irwin
1531	Philadelphia (1825 Green st.).	Keyser's (Miss) School	Miss Harriet D. Keyser
1532	Philadelphia (Chestnut Hill).	Mount St. Joseph Academy	Sisters of St. Joseph
1533	Philadelphia	Notre Dame Academy	Sister Agnes Mary
1534	Philadelphia (Broad and Vine sts.).	Roman Catholic High School for Boys.	Rev. N. F. Fisher
1535	Philadelphia (2100 South College ave.).	School for Girls of the Mary J. Drexel Home.	Rev. C. Goedel
1536	Philadelphia (Broad and Berks sts.).	The Temple College	Russell H. Conwell
1537	Philadelphia (2045 Walnut st.).	West Walnut Street Seminary	Mrs. Rebecca C. Dickson Long.
1538	Philadelphia (8 South 12th st.).	William Penn Charter School*	Richard M. Jones, LL. D
1539	Pittsburg (5th ave. and Craig st.).	Alinda College Preparatory School.	Miss Ella Gordon Stuart
1540	Pittsburg (Oakland)	Lady of Mercy Academy	Sister Directress
1541	Pittsburg (Ross and Diamond sts.).	The Pittsburg Academy	J. Warren Lytle
1542	Pittsburg (Shady Side)	Shady Side Academy	W. R. Crabbe
1543	Pittsburg (Shady ave.)	Thurston Preparatory School	Miss Alice M. Thurston
1544	Pittsburg	Ursuline Academy	Madame Marie Ursula
1545	Pleasant Mount	Pleasant Mount Academy	J. H. Kennedy
1546	Pottstown	The "Hill School"	John Meigs
1547	Prospect	Prospect Academy	V. A. Greene, A. M
1548	Reidsburg	Reid Institute	Geo. Ballentine, A. M
1549	Riegelsville	Riegelsville Academy*	H. H. Pounds, A. M
1550	Rimersburg	Clarion Collegiate Institute	W. L. Smith
1551	Rose Point	Rose Point Academy*	G. H. McKay
1552	Saltsburg	Kiskiminetas Springs School	R. W. Fair and A. W. Wilson, jr.
1553	Scranton	St. Cecilia Academy	Mother Mary
1554	do	St. Thomas College	Brother F. Andrew, F. S. C.
1555	do	School of the Lackawana	Thos. M. Cann, LL. D., Walter H. Buell, A. M.
1556	Sewickley (126 Thorne st.).	Stuart's (Miss) College Preparatory School.	Miss Ellen Gordon Stuart

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898-99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Schwenkfelder.	8	1	90	19	83	78	65	3	4	5	18	8	17	2	3	....	1,000	$50,000	1519
Nonsect ..	0	6	0	34	0	14	0	3	....	....	0	6	....	.....	4	0	1,000	.....	1520
Nonsect ..	2	2	55	3	10	0	35	0	20	0	25	0	20	0	4	0	100	.....	1521
Nonsect ..	12	0	100	0	100	0	33	0	26	0	16	0	10	0	4	0	.....	.....	1522
Nonsect ..	0	11	0	58	0	25	0	2	....	....	0	3	....	.....	3	....	1,200	18,000	1523
Friends...	2	22	153	314	0	0	....	....	....	....	17	40	....	.....	5	0	500	200,000	1524
Friends...	3	9	60	140	56	65	....	....	....	....	0	11	....	.....	4	0	14,000	75,000	1525
Nonsect ..	2	7	0	30	....	....	....	....	....	....	0	2	....	.....	....	....	.....	.....	1526
Nonsect ..	21	1	265	0	1529	0	....	....	....	....	37	0	....	.....	3	265	15,632	3,350,000	1527
Nonsect ..	5	0	40	0	60	0	....	....	....	....	....	....	....	.....	....	0	.....	50,000	1528
Friends...	3	4	37	70	34	64	0	0	2	0	5	6	....	.....	4	0	3,600	.....	1529
Nonsect ..	1	13	0	110	0	36	0	7	....	....	0	13	0	2	....	0	2,500	.....	1530
Nonseet ..	0	1	0	10	7	27	0	3	....	....	0	2	0	1	4	....	300	25,000	1531
R.C.....	4	7	0	50	....	....	....	....	....	....	0	4	....	.....	....	0	4,000	.....	1532
R.C.....	0	5	0	40	54	95	....	....	....	....	0	14	....	.....	4	0	4,000	.....	1533
R.C.....	22	0	450	0	....	....	....	....	....	....	44	0	....	.....	4	0	1,000	250,000	1534
Lutheran.	2	7	0	22	0	15	....	....	....	....	0	2	....	.....	3	....	500	.....	1535
Nonsect ..	15	4	386	216	281	104	322	160	64	7	44	110	8	4	....	0	3,500	165,000	1536
Nonsect ..	0	4	0	10	0	20	....	....	....	....	0	2	....	.....	....	....	5,000	50,000	1537
Friends...	11	14	300	0	115	0	....	....	....	....	24	0	....	.....	5	0	2,300	.....	1538
Nonsect ..	1	8	0	41	9	35	0	8	0	1	0	4	0	2	....	0	.....	.....	1539
R.C.....	0	8	0	57	0	40	....	....	....	....	0	6	....	.....	....	....	.....	.....	1540
Nonsect ..	6	5	195	150	37	35	8	0	80	10	25	18	15	2	3	125	.....	.....	1541
Nonseet ..	13	0	235	0	0	0	47	0	64	0	21	0	21	0	6	0	1,000	100,000	1542
Nonseet ..	1	8	0	56	43	151	0	24	....	....	0	5	0	5	4	0	900	2,000	1543
R.C.....	0	5	0	40	0	30	....	....	....	....	0	7	0	7	....	....	.....	50,000	1544
Nonseet ..	2	1	10	20	10	15	1	3	1	3	1	3	1	0	3	0	500	1,600	1545
Nonsect ..	19	0	150	0	25	0	75	0	75	0	25	0	25	0	....	150	5,000	.....	1546
Nonseet ..	2	0	49	19	0	0	1	0	..	....	0	0	....	.....	....	0	.....	.....	1547
Bapt.....	1	1	8	10	5	8	0	1	0	1	0	0	....	.....	....	0	300	2,000	1548
Gr.Ref ...	1	1	23	23	10	12	5	2	3	0	3	6	2	0	4	....	3,000	25,000	1549
Reformed.	1	0	9	25	6	5	4	1	....	....	....	....	....	.....	4	0	300	3,000	1550
Nonseet ..	1	2	15	25	15	20	2	0	....	....	....	....	....	.....	4	0	.....	5,000	1551
Nonsect ..	4	2	50	0	25	0	15	0	20	0	12	0	12	0	4	0	500	50,000	1552
R.C.....	0	3	2	38	119	200	3	0	....	....	2	16	....	.....	4	....	3,000	.....	1553
R.C.....	7	0	119	0	37	0	....	....	....	....	6	0	6	0	4	0	900	.....	1554
Nonseet ..	4	2	89	34	25	13	10	10	10	10	9	3	5	1	4	....	2,000	40,000	1555
Nonsect ..	0	4	0	10	2	8	2	4	....	....	....	....	....	.....	....	0	.....	.....	1556

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	PENNSYLVANIA—continued.		
1557	Sharon	Hall Institute	S. L. Cover, A. M
1558	South Bethlehem	Bishopthorpe School	Miss Frances M. Buchan
1559	Sugar Grove	Sugar Grove Seminary	D. H. Seneff, A. B
1560	Swarthmore	Swarthmore Preparatory School	Arthur H. Tomlinson
1561	Torresdale	Academy of the Sacred Heart	Mother Henrietta Spalding
1562	Towanda	Susquehanna College Institute	Padget and Belcher
1563	Washington	Trinity Hall	Wm. W. Smith
1564	....do	Washington Female Seminary	Mrs. M. N. McMillan
1565	Waterford	Waterford Academy	J. J. Palmer, G. A. Persell
1566	West Chester	Darlington Seminary for Young Ladies.	Richard Darlington
1567	....do	Friends' School	Frances Darlington
1568	West Newton	West Newton Academy	Geo. D. Crissman, Ph. D
1569	West Sunbury	West Sunbury Academy	A. Bruce Gill
1570	Westtown	Westtown Boarding School	Wm. F. Wichersham
1571	Wilkesbarre	Harry Hillman Academy	Harry C. Davis
1572	....do	St. Mary's Academy	Mother Francesco
1573	....do	Wilkesbarre Female Institute *	Miss Elizabeth H. Rockwell
1574	Williamsport	Williamsport Dickinson Seminary	Edward J. Gray, D. D
1575	Wyncote	Chelton Hills Select School	Annie Heacock
1576	York	York Collegiate Institute	E. T. Jeffers
	RHODE ISLAND.		
1577	East Greenwich	The East Greenwich Academy	Rev. F. D. Blakeslee, D. D
1578	Newport	St. George's School	John B. Diman
1579	Pawtucket (35 Fountain st.)	English and Classical School	Chas. A. Cole
1580	Providence (48 Snow st.)	English and Classical School	Chas. B. Goff, Ph. D
1581	Providence (Elmhurst, 736 Smith st.).	Female Academy of the Sacred Heart.	Amelia Chulten
1582	Providence (119 Franklin st.).	La Salle Academy	Brother Peter
1583	Providence (223 Thayer st.).	The Lincoln School	Ednah G. Bowen, Margaret Gilman.
1584	Providence	Slade Mansion Select School	Fannie E. Woods
1585	Providence (Broad st.)	St. Francis Xavier's Academy	Sister M. Fidelis
1586	Providence (15 Greene st.).	The Fielden-Chace School for Girls.	Abbie E. Southwick
1587	Providence (26 Cabot st.)	Wheeler's (Miss) School for Girls.	Mary C. Wheeler
1588	Woonsocket (Park ave.)	Convent of Jesus and Mary	Mother St. Stephen
	SOUTH CAROLINA.		
1589	Adamsville	Palmetto High School	R. S. Fletcher
1590	Anderson	Patrick Military Institute	John B. Patrick
1591	Ashland	Ashland High School	P. P. Bethea
1592	Batesburg	Batesburg Institute	—— Humbert
1593	Camden	Browning Industrial Home and School. *	Miss N. A. Crouch
1594	Charleston (38 Corning st.)	Gibbes (Misses) Private School	Misses S. P. and E. S. Gibbes
1595	....do	High School of Charleston	W. M. Whitehead
1596	....do	Porter Academy *	Charles J. Colcock
1597	Charleston (47 Meeting st.)	Smith (Mrs.) Private School	Mrs. I. A. Smith
1598	Charleston (141 Meeting st.)	University School	Edward F. Mayberry, M. A
1599	Chester (P. O. box 235)	Brainerd Institute	J. S. Marquis
1600	Clinton	The Thornwell Orphanage	Wm. P. Jacobs, D. D
1601	Columbia	Benedict College	William B. Kelsey
1602	Gaffney	Gaffney High School	S. A. Chambers
1603	Hartsville	Welsh Neck High School	J. W. Gaines
1604	Honea Path	Honea Path High School	W. P. Coker
1605	Johnston	The Johnston Institute	W. D. Holland

* Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Bapt	1	1	20	25	40	25	....	....	....	....	12	17	....	....	....	0	1,000	$75,000	1557
Epis	1	3	0	30	0	38	0	2	....	....	0	3	0	1	4	....	1,000	.....	1558
United Br.	3	3	58	69	0	0	....	....	14	19	2	3	2	1	4	0	2,000	30,000	1559
Friends	3	3	34	26	36	39	34	26	....	....	3	6	3	3	5	0	250	50,000	1560
R. C	0	18	0	100	0	30	....	....	....	....	0	6	....	....	....	....	1,000	.....	1561
Presb	1	1	10	16	10	24	4	4	....	....	3	4	3	2	3	0	1,000	.....	1562
Epis	4	0	39	0	0	0	0	0	16	0	2	0	2	0	....	39	3,000	150,000	1563
Nonsect	0	6	0	90	0	95	0	12	....	....	0	29	0	2	....	....	2,500	50,000	1564
Nonsect	1	0	19	19	0	0	0	0	1	1	1	0	1	0	3	0	800	6,000	1565
Nonsect	0	2	0	35	1	25	0	2	....	....	0	7	0	2	3	0	1,000	25,000	1566
Friends	0	2	11	11	4	5	0	4	....	....	0	2	0	1	4	0	.....	.....	1567
Nonsect	2	1	23	27	0	0	5	0	0	0	0	0	0	0	2	0	20	60	1568
Nonsect	1	1	48	47	15	20	....	....	....	....	0	2	....	....	3	0	400	6,000	1569
Friends	9	9	80	82	10	11	....	....	....	....	13	9	5	2	....	0	5,200	.....	1570
Nonsect	5	0	70	0	30	0	20	0	16	1	10	0	9	0	6	0	300	70,000	1571
R. C	0	2	8	16	192	384	....	....	....	....	0	16	....	....	3	....	100	.....	1572
Nonsect	0	7	0	50	0	40	0	8	....	....	0	11	....	....	....	....	.....	.....	1573
M. E	5	3	67	49	45	118	2	1	2	0	9	13	2	0	....	0	.....	150,000	1574
Nonsect	0	4	9	21	4	14	....	....	....	....	0	4	0	2	....	0	.....	10,000	1575
Presb	4	3	56	26	0	0	14	2	17	6	2	4	2	4	5	0	3,000	105,000	1576
Meth	5	7	38	48	54	37	....	....	....	....	5	9	2	3	4	0	.....	68,650	1577
Nonsect	4	1	12	0	18	0	9	0	3	0	1	0	1	0	....	0	200	.....	1578
Nonsect	2	1	29	5	42	7	3	1	7	0	14	3	5	1	....	3	300	6,000	1579
Nonsect	8	1	70	0	71	0	....	....	....	....	16	0	13	0	4	70	200	1,400	1580
R. C	0	4	0	40	0	30	....	....	....	....	0	7	....	....	4	40	.....	100,000	1581
R. C	5	0	85	0	85	0	55	0	....	....	8	0	7	0	4	0	1,200	.....	1582
Nonsect	0	6	0	51	0	44	0	12	....	....	0	3	....	....	4	....	500	2,000	1583
Nonsect	1	3	0	7	51	78	....	....	0	1	1	0	....	....	4	....	.....	.....	1584
R. C	0	5	0	50	9	37	0	0	0	0	0	11	0	0	4	....	674	.....	1585
Epis	0	7	0	25	0	15	0	1	0	3	0	2	0	2	4	0	.....	.....	1586
Nonsect	5	8	0	48	0	20	0	6	....	....	0	4	0	3	5	....	.....	30,000	1587
R. C	0	2	0	6	218	473	....	....	....	....	....	....	....	....	....	....	.....	.....	1588
Nonsect	1	1	10	14	25	12	....	....	5	3	0	0	0	0	....	0	125	800	1589
Nonsect	4	0	54	0	3	0	2	0	....	....	3	0	....	....	4	54	1,200	10,000	1590
Nonsect	1	1	30	33	10	10	3	0	30	38	3	2	3	2	2	0	180	1,000	1591
Nonsect	1	2	20	20	....	....	0	0	3	3	....	....	....	....	4	0	200	3,000	1592
M. E	0	2	10	20	40	80	....	....	....	....	....	....	....	....	3	0	200	.....	1593
Nonsect	0	7	0	14	0	28	....	....	....	....	....	....	....	....	4	....	200	800	1594
Nonsect	7	0	185	0	0	0	....	....	....	....	16	0	14	0	0	....	.....	20,000	1595
Epis	5	0	52	0	18	0	1	0	5	0	16	0	6	0	3	33	.....	.....	1596
Nonsect	0	8	0	39	0	41	0	4	0	0	0	7	0	2	5	0	.....	.....	1597
Nonsect	2	0	16	0	0	0	5	0	....	....	....	....	....	....	....	....	.....	.....	1598
Nonsect	2	1	4	13	89	105	2	0	0	1	0	3	....	....	....	....	200	10,000	1599
Presb	5	8	31	49	32	60	....	....	....	....	2	13	....	....	....	....	6,000	60,000	1600
Bapt	5	3	22	29	60	81	13	6	0	0	12	14	5	5	2	0	.....	74,000	1601
Bapt	0	3	11	7	30	26	2	3	1	0	0	1	0	1	4	....	324	2,500	1602
Bapt	2	2	30	35	35	32	....	....	....	....	1	0	....	....	4	50	100	20,000	1603
Nonsect	1	0	20	25	30	35	....	....	....	....	1	5	1	5	3	0	250	1,500	1604
Nonsect	4	4	80	79	50	40	15	15	....	....	0	4	0	4	4	40	150	5,000	1605

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	SOUTH CAROLINA—cont'd.		
1606	Jordan	Jordan Academy	R. C. Newton, A. M
1607	Kershaw	Union Institution	F. M. Hemphill
1608	Leesville	Leesville College	L. B. Haynes
1609	Lexington	Lexington Classical Institute	O. D. Seay
1610	Link	Willington High School	R. B. Cheatham
1611	Manning	Manning Collegiate Institute	Mrs. E. C. Alsbrook
1612	Parnassus	Parnassus High School *	Mrs. A. A. Rogers
1613	Reidville	Reidville Female College	L. P. McGee
1614	.....do	Reidville Male High School	Geo. Briggs
1615	Rockhill	Presbyterian High School	E. L. Barnes, A. R. Banks
1616	Sumter	St. Joseph's Academy	Sister M. Loretto
1617	.....do	Sumter Institute	Mrs. L. A. Broune, Miss E. E. Cooper,
1618	Townville	Townville Academy	C. W. Moore
1619	Walhalla	McCollough's (Miss) School	Miss E. H. McCollough
	SOUTH DAKOTA.		
1620	Academy	Ward Academy	Olivia Herron
1621	Canton	Augustana College	Anthony G. Tuve
1622	Sioux Falls	All Saints' School	Helen S. Peabody
1623	.....do	Sioux Falls College	Alfred B. Price
1624	Sturgis	St. Martin's Academy *	Sister Victoria
1625	Vermilion	St. Joseph's Academy	Sister Mary Vincentia
1626	Wessington	Wessington Springs Seminary	J. G. Baird
	TENNESSEE.		
1627	Alamo	Alamo Male and Female Academy	R. L. Conley
1628	Aspen Hill	Aspen Hill Academy	C. H. Walker, M. Se
1629	Athens	Athens Female Academy	B. E. Atkins
1630	Atoka	Robinson High School	R. E. Robinson
1631	Bellbuckle	Webb School	W. R. and J. M. Webb
1632	Big Sandy	Big Sandy High School	John T. Hill
1633	Bloomingdale	Kingsley Seminary	Joseph H. Ketron, A. M
1634	Bluff City	Zollicoffer Institute *	J. J. Wolford
1635	Bryson	Bethany High School	W. W. Templeton
1636	Butler	Holly Springs College	James H. Smith
1637	Camden	Benton Seminary	W. D. Cooper
1638	Campbellsville	Campbellsville High School	J. J. Zuccarello
1639	Chapel Hill	Chapel Hill Academy	W. E. Thompson
1640	Chattanooga	Baylor's University School	John Roy Baylor
1641	.....do	Chattanooga College for Young Ladies.	John L. Cooper, A. M
1642	Chattanooga (427 High st.)	English and French School	Miss Diana Duvall
1643	Chuckey City	Warren College	M. L. Roark
1644	Clarksville (526 Madison st.)	Clarksville Female Academy	Mrs. E. G. Buford
1645	Clifton	Clifton Masonic Academy	J. F. Hughes
1646	Cloverdale	Cloverdale Seminary	W. A. Bell
1647	College	Ewing and Jefferson College	O. L. White
1648	Columbia	Columbia Female Institute	Mrs. E. H. Elliott Shoup
1649	Culleoka	Culleoka Academy	John P. Graham
1650	Cumberland City	Cumberland City Academy	J. H. Bayer
1651	Cumberland Gap	Harrow School	Joseph Marion Weaver
1652	Dayton	Dayton University	W. E. Rogers
1653	Decaturville	Decaturville High School	C. C. Newbill
1654	Dover	Fort Donelson Academy *	Jesse E. Morgan
1655	Doyle Station	Doyle College *	J. T. Rennolds
1656	Duckriver	Shady Grove Institute	R. S. Ballow
1657	East Nashville	Paxton Academic School	Alex. S. Paxton
1658	Elizabethton	Davies Academy	J. J. Loux

*Statistics of 1897–98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	0	1	12	15	22	23	0	1	0	2	0	4	0	2	4	0	100	$1,000	1606
Bapt.....	1	1	12	10	90	140	....	....	....	....	1	0	....	....	4	0	0	2,500	1607
Nonsect ..	3	4	25	40	15	20	....	....	....	....	2	12	....	....	4	0	300	3,000	1608
Luth	1	2	6	8	....	....	....	....	....	....	....	....	....	....	2	....	.....	.....	1609
Nonsect ..	1	0	11	7	16	14	0	0	0	0	0	0	0	0	4	0	.....	400	1610
Nonsect ..	1	1	15	10	10	5	10	8	2	5	....	....	....	....	....	....	.....	.....	1611
Nonsect ..	0	2	10	8	27	18	....	....	....	....	0	0	0	0	....	....	.....	.....	1612
Presb.....	0	2	1	20	6	50	....	....	....	....	0	7	....	....	3	....	300	2,000	1613
Presb.....	1	0	37	0	39	0	15	0	3	0	8	0	6	0	3	0	300	3,000	1614
Presb.....	2	0	70	0	20	0	25	0	....	....	12	0	8	0	4	40	100	7,000	1615
R. C	0	3	0	15	12	35	0	2	....	....	0	0	....	....	....	0	200	.....	1616
Presb.....	0	5	0	45	0	20	....	....	....	....	0	5	....	....	4	....	.....	20,000	1617
Nonsect ..	1	1	1	10	26	28	0	0	0	5	....	....	....	....	3	0	.....	300	1618
P. E.....	0	2	4	10	16	22	1	1	0	0	0	1	0	0	5	0	60	2,000	1619
Cong	2	3	36	17	5	2	32	15	....	....	2	1	2	1	4	0	800	12,000	1620
Nor. Luth.	4	1	17	8	74	48	20	3	0	0	4	3	2	2	3	0	1,025	10,000	1621
P. E	0	7	0	41	0	112	0	3	0	0	0	2	0	0	4	0	753	60,000	1622
Bapt.....	2	2	5	4	....	....	1	0	....	....	0	0	0	0	4	0	.....	26,000	1623
R. C	0	1	6	30	80	100	1	1	....	....	0	7	....	....	4	....	.....	.....	1624
R. C	0	3	20	30	5	50	5	10	....	....	1	1	....	....	4	0	1,500	30,000	1625
Free Meth	2	3	17	16	61	48	3	4	2	3	4	2	4	0	4	0	1,000	13,300	1626
Nonsect ..	1	0	15	10	40	33	....	....	....	....	....	....	....	....	4	....	500	.....	1627
Nonsect ..	1	1	20	21	34	30	7	4	9	4	9	4	4	4	4	0	200	2,000	1628
Nonsect ..	0	3	0	60	15	20	....	....	....	....	0	2	....	....	4	....	.....	8,000	1629
Nonsect ..	1	1	20	40	46	20	7	4	....	....	0	2	....	....	....	....	100	2,500	1630
Meth	6	0	212	16	0	0	....	....	4	0	....	....	....	....	4	0	3,500	5,000	1631
Nonsect ..	1	1	30	23	23	21	0	0	0	0	0	0	0	0	3	0	150	800	1632
M. E.....	4	1	55	17	27	22	10	1	2	1	3	0	3	0	4	0	30	2,400	1633
Nonsect ..	1	1	27	33	75	82	4	3	2	1	2	4	2	3	4	0	300	3,500	1634
Presb.....	1	2	14	26	40	37	....	....	....	....	....	....	....	....	....	0	.....	10,000	1635
Nonsect ..	1	1	28	10	0	0	....	....	....	....	....	....	....	....	....	0	600	4,000	1636
Nonsect ..	1	1	20	15	40	60	....	....	....	....	0	0	....	....	....	0	100	2,000	1637
Nonsect ..	1	2	40	45	40	25	4	4	4	4	0	0	0	0	....	0	.....	2,000	1638
Nonsect ..	1	1	25	25	50	40	....	....	....	....	....	....	....	....	....	0	.....	3,000	1639
Nonsect ..	2	1	29	0	20	0	....	....	....	....	....	....	....	....	4	0	1,000	12,000	1640
Nonsect ..	1	2	0	25	0	0	0	12	....	....	0	0	....	....	5	....	1,600	.....	1641
Nonsect ..	0	1	0	6	15	32	....	....	....	....	....	....	....	....	4	....	.....	2,000	1642
M. E.....	1	1	15	15	20	15	0	0	6	7	....	....	....	....	....	0	100	1,500	1643
M. E. So...	0	12	0	102	0	25	0	45	0	17	0	5	....	....	4	0	554	25,000	1644
Nonsect ..	1	0	12	18	40	38	....	....	1	6	....	....	....	....	5	....	69	4,000	1645
Nonsect ..	1	2	10	9	8	3	....	....	....	....	0	2	....	....	....	....	.....	.....	1646
Cum.Presb	1	1	20	16	....	....	3	0	5	6	1	0	....	....	....	....	.....	12,000	1647
Epis	0	5	0	35	60	75	0	3	....	....	0	10	0	0	4	0	10,000	75,000	1648
Nonsect ..	1	0	10	10	20	16	2	2	0	0	1	2	1	2	4	0	1,200	1,200	1649
Nonsect ..	3	1	28	17	84	88	4	3	0	0	5	0	3	0	4	0	1,000	10,000	1650
Nonsect ..	2	0	25	18	110	70	10	9	6	5	0	1	0	1	4	0	1,000	250,000	1651
Nonsect ..	1	1	15	30	15	35	....	....	....	....	....	....	....	....	4	0	200	.....	1652
Nonsect ..	1	0	20	20	30	30	....	....	4	2	....	....	....	....	....	0	.....	1,500	1653
Nonsect ..	1	1	15	11	45	35	....	....	....	....	....	....	....	....	3	0	25	1,000	1654
Bapt.....	1	1	20	15	15	17	2	1	0	0	0	0	0	0	3	0	14	3,500	1655
Nonsect ..	1	1	15	18	41	43	....	....	....	....	....	....	....	....	3	0	.....	2,500	1656
Nonsect ..	1	0	11	3	8	1	....	....	....	....	....	....	....	....	3	....	.....	.....	1657
Presb.....	0	2	17	13	68	57	1	1	....	....	0	0	0	0	3	0	0	4,000	1658

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	TENNESSEE—continued.		
1659	Evensville	Tennessee Valley Baptist Institute.	I. N. Odom
1660	Fayetteville	Dick White College	J. M. Langston, jr
1661	do	Peoples and Morgan's School *	James A. Tate
1662	Friendsville	Friendsville Academy	J. H. Moore
1663	Gillenwater	Alum Well Academy	Rev. H. L. Hoyl
1664	Grandview	Normal Institute *	G. W. Wright
1665	Grassy Cove	Grassy Cove Academy	T. J. Miles
1666	Hardisons Mills	Hardisons Mills Institute	Flanary and Robinson
1667	Henderson	Jackson District High School	J. R. Williams
1668	Hilham	The Fisk Academy	W. C. Davidson
1669	Howell	Howell Academy	Allen Hughey
1670	Jackson	Lane College	C. A. Leftwich
1671	Jasper	Pryor Training School	J. R. Hunter
1672	Knoxville	Baker-Himel University School *	Lewis M. G. Baker
1673	do	East Tennessee Female Institute	Charles C. Ross
1674	Lafollette	Big Creek Seminary	K. C. La Grange
1675	Lagrange	Male and Female College	J. E. Hopkins, A. M
1676	Leipers Fork	Hillsboro High School	E. Sparkman
1677	Lexington	Lexington Male and Female College.	Wm. R. Phillips
1678	Lewisburg	Haynes-McLean School	Terry and Hudgins
1679	Loudon	Loudon College	A. E. Handley
1680	Lynchburg	Lynchburg Normal Academy *	W. W. Templeton
1681	Lynnville	Lynnville Academy	W. B. Davidson
1682	McKenzie	McTyeire School	C. A. Waterfield
1683	McLemoresville	McLemoresville Collegiate Institute.	Albert S. Humphrey
1684	McMinnville	Cumberland College (University Training School).	G. A. Bearden
1685	Martin	McFerrin College	A. T. Ramsey
1686	Maryville	Normal and Preparatory School (Friends).	J. B. Wright
1687	Memphis	St. Agnes Academy	Sister Mary Cecelia
1688	Memphis (366 Poplar st.)	St. Mary's School	Sister Superior
1689	Memphis	University School	E. S. Werts and J. W. T. Rhea
1690	Middleton	Middleton High School	I. N. Roland
1691	Midway	Midway High School	J. W. Lucas
1692	Monteagle	Fairmount College	Miss S. P. Du Bose
1693	Mount Juliet	Caldwell Training School	W. A. Caldwell
1694	Mountpleasant	Howard Institute	Jas. A. Bostick, J. H. Dinning
1695	Mulberry	Mulberry Training School *	R. H. Peoples
1696	Nashville	Belmont College *	Miss Ida E. Hood
1697	do	Boscobel Female College	C. A. Folk, A. B
1698	do	Bowen Academic School	W. G. Bowen
1699	Nashville (28 Academy pl.)	Montgomery Bell Academy	S. M. D. Clark, A. M
1700	Nashville	St. Cecilia's Academy	Mother Frances
1701	do	St. Joseph's Academy	Sister Mary Evangelist
1702	do	University School *	Clarence B. Wallace
1703	Newmarket	Newmarket Academy	S. O. Houston
1704	Orlinda	Orlinda Normal Academy *	Wm. McNeeley
1705	Ottway (Morelock)	Ottway College	J. K. P. Saylor, acting principal
1706	Parrottsville	Parrottsville Seminary	R. P. Driskill
1707	Pelham	Pelham School	E. L. Newman
1708	Petersburg	Elizabeth Training School	W. E. Miller
1709	Readyville	Readyville High School *	Bedford F. Hines
1710	Rogersville	Swift Memorial Institute	W. H. Franklin, A. M
1711	Sale Creek	Sale Creek Institute	S. L. Hoover, W. T. Davies
1712	Saulsbury	Woodland Academy	B. B. Mooney
1713	Scotts Hill	Scotts Hill College	B. A. Tucker
1714	Sevierville	Murphy College *	H. O. Eckel

* Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Bapt.....	1	0	40	30	25	30	2	4	5	5	2	0	....	.....	5	0	300	$2,000	1659
Nonsect ..	2	1	35	45	18	22	8	3	14	5	0	0	0	0	4	0	1,000	20,000	1660
Nonsect ..	3	2	77	52	71	52	2	2	....	....	....	....	....	.....	4	0	200	8,000	1661
Friends...	2	3	29	24	20	14	....	....	....	....	1	2	....	.....	4	0	150	10,000	1662
Cong	1	4	67	44	27	30	....	....	....	....	5	2	2	1	4	0	550	12,000	1663
Cong	1	2	16	17	53	38	....	....	....	....	4	0	....	.....	....	0	300	4,000	1664
Presb	1	1	13	5	40	41	....	....	....	....	3	0	2	0	3	0	1,500	3,000	1665
Nonsect ..	2	0	14	8	29	49	10	2	....	....	....	....	....	.....	4	....	50	4,000	1666
M. E. So...	2	2	25	39	18	12	....	....	....	....	....	....	....	.....	4	0	0	2,500	1667
Nonsect ..	1	0	7	6	41	26	....	....	....	....	....	....	....	.....	....	0	.....	250	1668
Nonsect ..	2	0	22	20	41	47	3	0	0	0	4	2	3	1	4	0	200	.....	1669
M. E	3	1	63	37	105	63	15	10	14	3	9	8	2	0	3	0	2,000	30,000	1670
M. E. So...	2	1	62	41	16	14	5	1	13	21	1	0	1	0	4	0	500	30,000	1671
Nonsect ..	4	0	48	0	20	0	....	....	....	....	2	0	2	0	5	0	1,000	25,000	1672
Nonsect ..	0	4	0	25	8	57	0	6	....	....	0	5	0	5	5	....	.....	30,000	1673
Cong	2	2	75	60	75	40	1	0	0	1	1	1	1	0	4	0	200	58,000	1674
Nonsect ..	4	2	37	31	43	26	17	11	19	3	10	11	8	4	3	0	600	30,000	1675
Nonsect ..	1	0	6	3	19	12	....	....	2	2	....	....	....	....	4	0	75	2,500	1676
Nonsect ..	1	2	35	40	130	160	6	10	....	....	3	1	3	1	3	0	20	4,000	1677
Nonsect ..	3	2	60	65	25	20	....	....	....	....	4	0	....	.....	4	0	300	10,000	1678
Cum. Presb	1	1	10	15	15	10	....	....	....	....	0	0	....	.....	....	0	50	1,000	1679
Nonsect ..	1	1	20	32	48	52	....	....	....	....	0	0	0	0	....	0	.....	3,000	1680
Nonsect ..	1	1	29	18	23	29	5	3	....	....	0	0	0	0	4	0	50	2,000	1681
M. E. So...	2	0	35	15	9	6	35	15	....	....	2	1	....	.....	4	0	600	8,000	1682
M. Epis ...	2	0	29	19	40	22	2	1	....	....	2	2	....	.....	3	0	.....	3,000	1683
Cum. Presb	1	2	41	37	78	39	....	....	....	....	1	2	1	2	....	0	1,100	30,000	1684
M. E. So...	3	5	55	105	20	21	....	....	....	....	1	5	3	4	4	0	300	18,000	1685
Friends ..	2	0	22	20	72	55	1	0	0	0	....	....	....	.....	3	0	100	4,000	1686
R. C	0	10	0	35	0	20	....	....	....	....	0	10	0	10	3	....	550	100,000	1687
Epis	0	10	0	30	0	20	....	....	....	....	....	....	....	.....	4	0	1,000	30,000	1688
Nonsect ..	5	0	65	0	25	0	20	0	3	0	6	0	6	0	4	0	.....	.....	1689
Nonsect ..	1	1	20	15	20	45	....	....	....	....	10	10	....	.....	....	....	.....	.....	1690
Nonsect ..	1	0	14	4	81	70	....	....	....	....	....	....	....	.....	3	0	.....	1,000	1691
Epis	0	4	0	20	0	10	....	....	....	....	....	....	....	.....	4	0	1,000	20,000	1692
Nonsect ..	1	2	18	19	1	4	7	3	....	....	0	2	....	.....	4	0	.....	1,600	1693
M. E. So...	2	1	80	75	32	35	46	32	....	....	6	7	6	7	5	....	600	100,000	1694
Nonsect ..	2	0	45	40	26	15	15	10	....	....	....	....	....	.....	4	....	400	6,000	1695
Nonsect ..	2	20	0	100	0	31	....	....	....	....	0	12	0	0	5	....	400	75,000	1696
Bapt.....	2	6	0	70	0	13	....	....	....	....	0	9	....	.....	....	0	600	75,000	1697
Nonsect ..	4	0	80	0	3	0	40	0	20	0	5	0	5	0	4	0	800	10,000	1698
Nonsect ..	7	0	60	0	21	0	7	0	....	....	3	0	2	0	4	0	.....	.....	1699
R. C	0	12	0	75	0	25	....	....	....	....	0	7	....	.....	....	....	2,000	175,000	1700
R. C	0	4	6	29	124	171	2	0	....	....	0	5	....	.....	3	0	375	.....	1701
Presb	5	1	45	4	35	0	16	4	12	0	16	1	13	1	4	0	.....	1,200	1702
Presb	2	0	20	19	63	55	4	1	0	3	4	3	4	3	3	0	1,000	5,319	1703
Nonsect ..	1	0	20	12	35	38	0	0	0	0	0	0	0	0	3	0	300	1,200	1704
Nonsect ..	2	0	21	5	60	37	4	0	8	3	4	0	2	0	4	0	10	4,000	1705
Meth	1	1	16	13	64	62	0	0	1	2	0	0	....	.....	2	0	40	600	1706
Nonsect ..	1	0	10	12	6	6	....	....	....	....	0	0	0	0	0	0	.....	1,200	1707
Nonsect ..	3	0	80	60	60	50	11	1	2	7	1	6	1	6	4	0	500	10,000	1708
Christian .	1	0	12	7	10	20	....	....	....	....	....	....	....	.....	4	0	.....	1,000	1709
Presb	2	0	9	15	111	115	0	0	0	0	0	5	0	0	3	0	500	25,500	1710
Nonsect ..	1	1	11	11	79	77	....	....	....	....	4	2	....	.....	....	....	40	2,000	1711
Nonsect ..	1	0	10	9	....	....	....	....	....	....	0	0	....	.....	2	....	.....	2,000	1712
Nonsect ..	1	0	25	8	60	54	....	....	....	....	5	1	....	.....	2	....	250	1,000	1713
Nonsect ..	3	0	19	17	77	63	....	....	....	....	1	1	1	1	3	21	700	20,000	1714

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	TENNESSEE—continued.		
1715	Shelbyville	Dixon Academy	Geo. M. Edgar, LL. D.
1716	Smyrna	Smyrna Fitting School	W. H. Bates
1717	Southside	Southside Preparatory School*	P. L. Harned
1718	Sweetwater	Sweetwater Seminary*	J. H. Richardson
1719	Tazewell	Tazewell College	J. C. Brogan
1720	Trezevant	Male and Female Academy	J. R. Garrett
1721	Union City	Union City Training School*	D. A. Williams
1722	Viola	Viola Normal School*	C. J. Denton
1723	Walter Hill	Walter Hill High School	W. O. Cranor
1724	Wartrace	Brandon Training School	A. J. Brandon
1725	Watertown	Watertown School	F. M. Bowling
1726	Wellspring	Powells Valley Seminary	Rev. M. H. Monroe
1727	Wheat	Roane College	J. P. Griffitts, D. Sc., Ph. D.
1728	Whitepine	Edwards Academy	J. D. Droke, D. D
	TEXAS.		
1729	Abilene	Simmons College	O. C. Pope, president
1730	Albany	Reynolds Presbyterian Academy.	O. E. Arbuckle
1731	Arlington	Arlington College	L. M. Hammond, M. W. Glass.
1732	Athens	Bruce Academy	W. H. Bruce
1733	Austin (202 West 8th st.)	Hood Seminary*	Mrs. E. N. Hood
1734	Austin	St Mary's Academy	Sister Superior
1735	do	Tillotson College	Marshall R. Gaines
1736	Beckville	Hewitt Institute	W. J. Gayden
1737	Belton	Belton Academy	C. H. Wedemeyer
1738	Brenham	Blinn Memorial College	C. Urbautke
1739	do	Evangelical Lutheran College	Rev. J. Romberg
1740	Brownsville	St. Joseph's College	Rev. E. M. Chevrier
1741	Buffalo Gap	Buffalo Gap College	John Collier, D. D
1742	Burleson	Red Oak Academy*	L. C. Collier, A. M
1743	Celeste	Elmwood Institute	B. A. Stafford
1744	Cleburne	Cleburne Academy	K. A. Berry
1745	Commerce	East Texas Normal College	M. L. Mayo
1746	Corsicana	Seminary for Girls	Mrs. R. T. Miller
1747	Dallas	Central Academy	Walter Malcolmson
1748	Decatur	Decatur Baptist College	B. T. Giles
1749	Denison	Harshaw's Academy	George L. Harshaw
1750	Eddy	Literary and Scientific Institute.	J. M. Bedichek
1751	Ferris	Ferris Institute*	A. C. Speer
1752	Forney	The Lewis Academy	E. C. Lewis
1753	Fort Worth	St. Ignatius Academy	Sister Louise
1754	Galveston	St. Joseph's Academy	Sister Mary
1755	do	Ursuline Convent	Mother St. Agnes
1756	Glenrose	Glenrose Collegiate Institute	L. F. Bickford, Ph. D
1757	Greenwood	Greenwood Male and Female College.	M. L. Arnold
1758	Hearna	Hearne Academy	John F. Anderson
1759	Jacksonville	Alexander Collegiate Institute	E. R. Williams
1760	Jasper	Southeast Texas Male and Female College.	J. H. Synnott
1761	Laredo	Laredo Seminary	Miss N. E. Holding
1762	do	Ursuline Academy*	Mother St. Paul
1763	Marshall	Bishop College	Albert Loughridge
1764	do	Masonic Female Institute	W. D. Allen
1765	Minden	Rock Hill Institute	G. I. Watkins
1766	Mount Sylvan	Rose Dale High School	J. S. Magee
1767	Omen	Summer Hill School	A. W. Orr
1768	Paris.	East Side Boys' School	J. P. Downer
1769	do	Paris Female College	T. J. Sims
1770	Peaster	Peaster College	F. H. Bagby, B. A

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	0	1	12	26	14	15	2	0	....	....	....	....	....	....	....	0	0	$6,000	1715
Nonsect ..	1	1	19	14	6	10	9	0	....	....	4	1	4	0	4	0	700	4,000	1716
Nonsect ..	2	0	35	30	65	55	5	0	5	0	....	....	....	.....	4	0	100	2,500	1717
Bapt.....	0	2	0	21	0	49	....	....	....	....	....	....	....	.....	....	....	1,100	30,000	1718
Nonsect ..	1	1	19	17	61	68	11	7	8	10	12	7	....	.....	3	0	.....	8,000	1719
Nonsect ..	1	1	53	48	82	80	....	....	....	....	....	....	....	.....	4	0	200	5,000	1720
Nonsect ..	2	1	35	46	0	0	4	4	....	....	2	2	1	1	4	0	525	6,500	1721
Nonsect ..	2	1	40	46	60	40	8	2	....	....	1	1	1	1	3	0	100	6,000	1722
Nonsect ..	1	2	14	12	34	40	....	....	....	....	....	....	....	.....	....	....	.....	1,500	1723
Nonsect ..	3	0	36	27	117	94	8	8	12	0	4	3	3	2	4	0	25	6,000	1724
Nonsect ..	2	0	18	14	67	81	2	0	0	0	0	0	0	0	3	0	150	2,100	1725
M. E.....	1	1	48	16	48	57	3	1	8	3	....	....	....	.....	4	31	113	4,000	1726
Nonsect ..	3	2	30	15	50	30	4	4	8	4	10	9	3	2	4	0	400	5,000	1727
U. Breth ..	2	0	31	28	91	101	....	....	26	19	2	3	2	3	4	0	300	5,500	1728
Bapt.....	3	3	40	35	5	20	15	18	0	0	0	5	....	.....	....	0	3,500	25,000	1729
Presb.....	2	3	25	25	13	22	....	....	....	....	....	....	....	.....	4	0	300	25,000	1730
Nonsect ..	2	0	48	53	60	40	....	....	....	....	0	2	....	.....	4	0	40	6,000	1731
Nonsect ..	2	0	40	29	0	0	4	2	8	0	8	5	4	3	4	0	40	3,000	1732
Nonsect ..	1	2	7	9	0	7	2	4	....	....	....	....	....	.....	....	0	300	10,000	1733
R. C	0	5	0	30	0	170	....	....	....	....	0	4	....	.....	4	....	.....	.....	1734
Cong	2	6	26	20	61	88	1	0	....	....	6	2	1	0	4	0	2,000	40,000	1735
Nonsect ..	1	1	23	31	52	56	0	1	0	1	....	....	....	.....	2	0	68	2,500	1736
Nonsect ..	3	3	90	55	0	0	25	15	10	0	5	2	3	1	4	0	500	10,000	1737
M. E.....	4	0	65	13	21	0	....	....	1	1	15	4	....	.....	3	0	1,200	18,000	1738
Luth	3	0	22	12	22	1	....	....	....	....	3	0	....	.....	4	0	225	10,000	1739
R. C.....	2	0	16	0	114	0	....	....	1	0	....	....	....	.....	2	....	.....	.....	1740
Cum. Presb	2	0	14	18	14	18	....	....	....	....	....	....	....	.....	4	0	100	8,000	1741
Cum. Presb	1	1	29	39	39	30	4	3	....	....	8	3	....	.....	3	0	160	4,000	1742
Nonsect ..	2	1	24	20	51	47	14	10	3	2	0	0	0	0	4	0	500	12,500	1743
Nonsect ..	1	1	37	20	2	7	....	....	....	....	0	0	....	.....	4	0	200	4,000	1744
Nonsect ..	4	2	130	48	21	35	35	18	23	17	10	1	6	1	4	52	3,500	2,000	1745
Nonsect ..	1	2	0	28	3	20	2	10	0	15	0	0	0	0	4	0	300	6,000	1746
Nonsect ..	2	0	32	6	4	1	5	0	6	0	5	3	4	0	4	....	2,200	5,000	1747
Bapt.....	2	1	41	20	61	23	....	....	....	....	0	2	....	.....	4	50	100	50,000	1748
Nonsect ..	2	0	35	20	15	10	....	....	3	0	4	2	4	2	4	0	.....	.....	1749
Nonsect ..	0	1	19	15	23	28	....	....	....	....	....	....	....	.....	4	....	300	3,000	1750
Nonsect ..	3	1	89	107	142	112	7	0	....	....	3	8	2	2	5	0	1,300	25,000	1751
Nonsect ..	2	1	34	14	22	20	10	6	8	1	1	2	1	1	4	0	600	6,800	1752
R. C	0	10	0	100	0	150	0	10	0	8	0	10	0	10	3	....	600	50,000	1753
R. C	0	4	23	68	65	67	0	0	0	0	0	0	0	0	....	6	0	.....	1754
R. C	0	6	0	50	0	75	0	0	0	0	0	3	0	0	4	0	3,000	500,000	1755
Presb.....	1	3	16	23	8	10	7	14	0	0	0	0	0	0	4	0	200	8,000	1756
Nonsect ..	2	0	3	3	97	98	....	....	....	....	1	1	1	1	4	0	300	4,000	1757
Miss. Bapt.	2	3	25	40	5	10	....	....	....	....	....	....	....	.....	....	0	200	5,600	1758
M. E. So...	3	1	38	20	13	15	5	6	....	....	1	3	1	3	4	0	.....	13,500	1759
Nonsect ..	2	1	25	30	55	40	....	....	....	....	0	0	0	0	4	0	400	5,000	1760
M. E. So...	0	8	12	26	....	....	....	....	....	....	....	....	....	.....	....	38	800	80,300	1761
R. C	0	4	0	12	12	38	0	2	....	....	0	4	0	2	5	0	.....	.....	1762
Bapt.....	4	6	66	49	108	129	0	0	31	8	7	2	7	2	4	0	2,100	100,000	1763
Nonsect ..	0	3	0	60	0	55	0	5	....	....	0	6	....	.....	....	....	100	15,000	1764
Nonsect ..	1	1	40	35	40	35	1	1	2	4	....	....	....	.....	4	0	250	3,000	1765
Nonsect ..	1	1	48	40	42	34	4	2	3	1	4	4	1	0	4	0	500	3,000	1766
Nonsect ..	3	1	55	60	65	75	6	4	2	2	7	4	7	4	4	0	1,200	6,000	1767
Nonsect ..	1	0	19	0	23	0	0	0	4	0	0	0	0	0	....	....	.....	2,500	1768
Bapt.....	0	4	0	35	0	75	0	20	0	15	0	4	....	.....	4	....	1,500	18,000	1769
Nonseet ..	1	2	32	20	53	46	....	....	....	....	2	2	1	0	....	....	.....	.....	1770

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	TEXAS—continued.		
1771	Pilotpoint	Franklin College	T. E. Peters
1772	Salado	Thomas Arnold High School	S. J. Jones, A. M., Ph. D
1773	San Antonio	Our Lady of The Lake	Mother M. Florence
1774	.....do	Peacock's School for Boys	Wesley Peacock
1775	.....do	St. Mary's College	Rev. Wallace Carnahan
1776	San Antonio (1927–1935 N. Flores st.).	San Antonio Academy	W. B. Seeley, A. M., Ph. D
1777	San Antonio	Ursuline Academy	Sister Mary Ursuline
1778	.....do	West Texas Military Academy	Allen L. Burleson, M. A
1779	San Marcos	Coronal Institute	A. A. Thomas
1780	Seguin	St. Joseph's Academy	Sister St. Francis
1781	Sherman	Mary Nash College*	A. Q. Nash
1782	.....do	North Texas Female College	Mrs. Lucy Kidd Key
1783	.....do	Sherman Private School	J. H. Le Tellier
1784	Sulphur Springs	Eastman College*	H. P. Eastman
1785	Van Alstyne	Columbia College	W. B. Duncan
1786	Veal's Station	Parson's High School	Miss Virginia Moseley
1787	Victoria	Nazareth Academy	Mother Agnes
1788	Waco	Douglas's Private School*	S. A. Douglas
1789	Weatherford	Texas Female Seminary	Miss Emma E. McClure
1790	.....do	Weatherford College	David S. Switzer, A. M
1791	Whitewright	Grayson College	F. E. Butler, A. M
1792	Willis Point	Yantis's Female Institute	R. E. Yantis
	UTAH.		
1793	Ephraim	Sanpete Stake Academy	Newton E. Noyes
1794	Huntington	Huntington Seminary	David Prior
1795	Logan	New Jersey Academy	Florence J. Foster
1796	Mount Pleasant	Wasatch Academy	Geo. H. Marshall, M. S
1797	Ogden	Weber Stake Academy	Louis F. Moench
1798	Provo	Brigham Young Academy	Benjamin Cluff, jr.
1799	.....do	Proctor Academy	Bessie Chase Peck
1800	Salt Lake City	All Hallow's College	Thomas Larkin (Rev.)
1801	.....do	Latter Day Saints' College	Willard Done, president
1802	.....do	Rowland Hall	Clara Colburn, A. B.
1803	.....do	Salt Lake Collegiate Institute	Robert J. Caskey
1804	Springville	Hungerford Academy	Isaac Newton Smith
	VERMONT.		
1805	Bakersfield	Brigham Academy	Charles H. Merrill
1806	Burlington	St. Mary's Academy	Sisters of Mercy
1807	Chelsea	Chelsea Academy	John M. Comstock, A. M
1808	Derby	Derby Academy	G. A. Andrews
1809	Essex	Essex Classical Institute	Roscoe Allan Grant
1810	Lyndon Center	Lyndon Center	Fremont L. Pugsley
1811	McIndoe Falls	McIndoe Falls Academy	Carlton D Howe, A. B
1812	Manchester	Burr and Burton Seminary	E. H. Botsford
1813	Montpelier	Montpelier Seminary	W. M. Newton, A. B
1814	Newhaven	Beeman Academy	Luther A. Brown
1815	North Craftsbury	Craftsbury Academy	Arthur C. Cole
1816	Peacham	Caledonia County Grammar School.	Charles H. Cambridge
1817	Poultney	Troy Conference Academy	H. A. Durfee
1818	Royalton	Royalton Academy*	E. L. Stearns
1819	Rutland	English and Classical Institute	O. H. Perry
1820	St. Albans	Villa Barlow Convent for Girls	Sister St. Susan
1821	Saxtons River	Vermont Academy	Edward Ellery, Ph. D
1822	South Woodstock	Green Mountain Perkins Academy.*	James H. Dunbar

*Statistics of 1897–98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	1	1	12	15	24	7	8	4	2	6	1	1	....	.....	4	0	400	$8,000	1771
Nonsect ..	2	1	42	28	0	0	5	1	15	10	5	4	....	.....	4	0	250	20,000	1772
R. C	0	2	0	18	0	19	0	6	0	5	0	0	0	0	4	0	40	60,000	1773
Nonsect ..	2	0	40	0	40	0	10	0	20	0	10	0	8	0	2	0	200	7,000	1774
P. E.....	1	9	0	52	0	40	0	3	0	2	0	4	0	2	4	0	400	30,000	1775
Nonsect ..	5	1	50	13	23	5	10	0	12	0	8	1	8	1	4	0	.....	.....	1776
R. C	0	6	0	90	0	200	0	20	.....	.....	0	5	0	5	4	0	800	.....	1777
Epis	12	2	74	0	75	0	30	0	40	0	8	0	5	0	5	74	500	20,000	1778
M. E. So...	2	2	70	80	50	70	20	30	12	20	5	6	2	3	4	0	1,000	35,000	1779
R. C	0	3	32	36	20	18	....	....	....	....	....	....	....	....	....	....	.....	.....	1780
Nonsect ..	4	9	0	225	0	14	....	....	....	....	0	17	....	.....	4	....	5,000	75,000	1781
Meth	0	7	0	225	0	80	....	....	....	....	0	5	....	.....	5	....	1,200	50,000	1782
Nonsect ..	2	1	41	0	20	0	3	0	1	0	2	0	2	0	4	....	250	.....	1783
Nonsect ..	5	3	55	72	30	25	....	....	....	....	0	4	....	.....	....	....	2,000	40,000	1784
Nonsect ..	0	5	65	60	90	80	8	8	....	....	0	1	0	1	5	0	0	8,000	1785
Cum. Presb	0	3	31	30	0	0	....	....	....	....	0	1	....	.....	....	....	100	1,900	1786
R. C	0	3	0	50	0	200	....	....	....	....	0	2	....	.....	5	....	2,000	.....	1787
Nonsect ..	2	0	19	23	16	10	4	0	14	6	....	....	....	.....	3	....	550	4,500	1788
Cum. Presb	0	11	0	126	13	36	0	3	0	0	0	7	0	3	4	0	.....	30,000	1789
M. E. So ..	5	3	75	63	72	60	27	20	22	10	0	1	....	.....	2	0	2,200	2,500	1790
Nonsect ..	5	4	92	71	134	41	16	14	17	10	8	6	....	.....	4	....	4,000	40,000	1791
Nonsect ..	1	2	0	18	0	17	0	2	0	4	0	2	0	0	4	0	250	3,000	1792
L. D. S	1	1	25	20	....	....	....	....	....	....	2	6	....	.....	4	0	350	8,000	1793
L. D. S	1	0	9	11	43	30	....	....	....	....	....	....	....	.....	2	0	43	1,200	1794
Presb	0	3	10	12	....	....	....	....	....	....	....	....	....	.....	4	0	500	15,000	1795
Presb	1	2	10	20	40	59	2	8	4	5	1	1	1	0	4	....	1,000	10,000	1796
L. D. S	4	0	33	22	82	50	0	1	....	....	4	5	4	5	4	0	.....	29,000	1797
L. D. S	19	6	345	258	233	117	....	....	....	....	19	11	1	0	4	35	6,000	135,000	1798
Cong	0	3	18	3	93	82	2	0	....	....	2	2	1	1	4	0	520	11,500	1799
R. C	8	0	63	0	60	0	....	....	....	....	....	....	....	.....	5	0	1,540	120,000	1800
L. D. S	2	2	45	41	....	....	....	....	....	....	....	....	....	.....	....	....	.....	3,000	1801
Epis	1	6	10	50	40	62	0	4	0	0	0	3	0	2	4	0	1,500	20,000	1802
Presb	1	3	37	27	4	6	8	0	9	6	2	3	2	1	4	0	300	40,000	1803
Presb	1	1	8	16	82	69	4	4	2	2	1	1	1	1	3	0	250	10,000	1804
Nonsect ..	2	3	55	64	10	11	4	3	15	12	7	8	2	1	4	0	750	30,000	1805
R. C	0	5	0	25	170	200	....	....	....	....	....	....	....	.....	....	....	.....	.....	1806
Nonsect ..	1	1	25	20	8	11	2	0	2	0	1	1	0	0	3	0	185	.....	1807
Nonsect ..	0	2	23	18	35	27	....	....	....	....	6	5	3	3	4	20	500	5,000	1808
Nonsect ..	1	2	17	15	6	11	....	....	1	0	1	3	1	3	4	0	350	15,000	1809
Free Bapt.	3	4	35	45	0	0	3	1	1	1	0	6	0	0	4	0	1,150	50,000	1810
Nonsect ..	1	1	10	13	31	11	1	0	2	3	0	4	0	4	4	0	100	3,000	1811
Nonsect ..	2	3	38	30	0	1	3	1	4	2	3	7	1	1	4	0	1,000	.....	1812
Meth. Epis	5	5	82	86	0	0	8	6	5	0	18	10	7	0	4	0	.....	96,712	1813
Nonsect ..	1	1	14	17	6	5	1	0	5	6	2	3	1	2	4	0	200	.....	1814
Nonsect ..	1	2	36	38	3	1	1	0	4	3	1	2	0	1	4	0	2,400	4,000	1815
Nonsect ..	1	1	28	35	0	0	4	2	1	2	2	1	0	1	4	0	2,000	.....	1816
Meth. Epis	3	5	63	19	48	46	56	3	8	0	13	1	13	0	4	0	2,100	75,000	1817
Nonsect ..	0	2	8	10	12	20	1	0	....	....	....	....	....	.....	3	0	150	5,000	1818
Nonsect ..	4	5	84	60	1	2	6	2	3	6	23	19	2	3	4	0	500	7,500	1819
R. C	0	2	0	24	75	100	....	....	....	....	....	....	....	.....	4	0	.....	25,000	1820
Bapt.....	5	5	73	53	0	0	....	....	....	....	7	9	6	6	4	70	4,000	112,000	1821
Univ	1	0	4	7	10	20	1	1	1	6	2	1	....	.....	.....	.....	1,000	2,700	1822

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	VERMONT—continued.		
1823	Thetford	Thetford Academy	Herman Dunham
1824	Townshend	Leland and Gray Seminary	Eli Edgecomb
1825	West Brattleboro	Brattleboro Academy*	H. E. Miller
	VIRGINIA.		
1826	Abingdon	Abingdon Academy	B. R. Smith
1827	Abingdon (Villa Maria)	Academy of the Visitation	Sister Mary Agnes Broughton (Directress).
1828	Achilles	Alpha Academy	Rev. R. A. Folkes
1829	Alexandria	Potomac Academy	John S. Blackburn
1830	Amherst	Kenmore High School*	A. E. Strode
1831	Arvonia	Seven Islands School	Philip B. Ambler
1832	Bedford City	Randolph-Macon Academy	E. Sumter Smith
1833	Bellevue	Bellevue High School	Wm. R. Abbott
1834	Berkley	Berkley Institute*	J. W. Roberts
1835	do	Ryland Institute	A. E. Owen, D. D
1836	Berryville	Gold's (Miss) School	Miss Laura W. Gold
1837	do	Shenandoah University School*	W. N. McDonald
1838	Bethel Academy	Bethel Military Academy	R. A. McIntyre
1839	Blackstone	Blackstone Female Institute	Rev. James Cannon, jr., A. M.
1840	do	Hoge Military Academy	T. P. Epes, D. D
1841	Bonair	Bonair School	William D. Smith
1842	Bowling Green	Southern Seminary	Rev. E. H. Rowe
1843	Bruington	Bruington Academy	Alex. Fleet
1844	Burkeville	South Side Female Institute	R. W. Cridlin
1845	Cappahosie	The Gloucester Agricultural and Industrial School.	W. G. Price
1846	Chase City	Southside Academy	Edward C. James
1847	Churchland	Churchland Academy	John Wise Kelly
1848	Claremont	Temperanee Industrial and Collegiate Institute.	John J. Smallwood, president.
1849	Covesville	Cove Academy	Rev. Daniel Blair
1850	Culpeper	Culpeper Female Seminary*	Mrs. S. C. Biggers
1851	Danville	Danville Institute (Military)	I. H. Saunders
1852	do	Randolph-Macon Institute	William Holmes Davis, A. B.
1853	Dayton	Shenandoah Institute	E. U. Hoenshel
1854	Effna	Sharon College School	J. T. Crabtree
1855	Farnham	Farnham Academy	Rev. R. Williamson
1856	Floyd C. H	Oxford Academy*	Rev. John K. Harris
1857	Fort Defiance	Augusta Military Academy	Charles S. Roller, M. A.
1858	Franklin	Franklin Academy	J. G. Mills
1859	do	Franklin Female Academy*	Miss Eunice McDowell
1860	Friends Mission	Blue Ridge Academy*	J. A. Griffitts
1861	Front Royal	Randolph-Macon Academy	W. W. Smith
1862	Gloucester	Summerville Home School	John Tabb
1863	Hampton	Hampton College	Miss Fitchett
1864	Herndon	Herndon Seminary*	Misses Castleman
1865	Lebanon	The Russell College	R. M. Copenhaver
1866	Lewiston	Bel-air School	Miss N. E. Scott
1867	Locustdale	Locustdale Academy	W. W. Briggs
1868	Lodi	Liberty Hall Home School	W. G. Edmondson
1869	Lynchburg	Virginia Baptist Seminary*	G. W. Hayes
1870	Mendota	Hamilton Institute*	W. A. Evans
1871	Millwood	Clay Hill Academy	W. H. Whitney, jr., M. A.
1872	Mt. Clinton	West Central Academy	I. S. Wampler
1873	Newport News	Newport News Military Academy.	E. W. Huffman
1874	Norfolk (138 Granby st.)	Leach-Wood—"School for Young Ladies." *	Agnes Douglas West
1875	Norfolk	Norfolk Academy	Robert Tunstall
1876	do	Norfolk Mission College	Wm. McKirahan

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for College.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Cong	1	1	20	25	0	0	1	0	1	2	1	5	0	0	4	0	3,000	$5,000	1823
Bapt	2	4	21	37	5	10	3	1	2	0	2	4	1	1	3	0	500	8,000	1824
Cong	1	2	34	35	3	5	....	....	....	....	....	....	....	.....	4	0	300	.....	1825
Nonsect	2	0	30	0	12	0	9	0	1	0	0	0	0	0	4	0	600	10,000	1826
R. C	0	4	0	40	0	0	....	....	....	....	0	5	0	3	4	0	.....	25,000	1827
Baptist	1	1	10	14	5	2	1	0	0	0	0	0	0	0	5	0	100	100	1828
Nonsect	3	0	29	0	0	0	....	....	....	....	....	....	....	.....	....	0	.....	.....	1829
Nonsect	2	0	45	0	0	0	10	0	....	....	....	....	....	.....	5	....	200	6,000	1830
Nonsect	2	0	8	0	0	0	2	0	....	....	3	0	3	0	4	0	1,000	5,000	1831
M. E. So	6	0	106	0	0	0	....	....	....	....	....	....	....	.....	....	0	500	100,000	1832
Nonsect	4	0	50	0	0	0	19	0	18	0	....	....	....	.....	4	0	3,000	25,000	1833
Nonsect	2	2	30	20	30	30	10	6	8	4	3	2	3	2	....	....	200	10,000	1834
Baptist	1	5	0	25	8	25	....	....	....	....	....	....	....	.....	4	0	300	2,000	1835
Nonsect	0	3	0	19	11	5	0	0	0	0	0	0	0	0	....	0	75	2,000	1836
Epis	2	0	20	0	2	0	2	0	....	....	....	....	....	.....	....	0	.....	6,000	1837
Nonsect	6	0	60	0	0	0	15	0	25	0	0	0	0	0	4	50	1,200	15,000	1838
Meth	1	14	0	172	6	14	....	....	....	....	0	20	....	.....	....	....	600	40,000	1839
Presb	5	0	81	0	0	0	40	0	25	0	10	0	10	0	3	80	2,500	22,500	1840
Nonsect	1	0	5	1	10	7	1	0	1	0	0	0	0	0	0	....	.....	3,000	1841
Meth	2	6	0	69	0	22	....	....	....	....	0	4	....	.....	4	0	.....	.....	1842
Nonsect	1	0	9	0	2	1	6	1	0	0	....	....	....	.....	4	0	800	3,000	1843
Bapt	0	3	0	60	0	20	....	....	....	....	0	3	....	.....	4	....	200	18,000	1844
Nonsect	2	2	32	31	12	15	0	0	0	0	0	7	0	0	3	0	.....	20,000	1845
Bapt	0	1	6	43	33	38	2	1	1	0	0	2	0	1	3	0	100	5,000	1846
Protestant	2	1	20	11	8	7	9	6	2	0	....	....	....	.....	4	....	100	5,000	1847
Nonsect	2	3	14	19	26	46	4	10	2	6	2	4	1	0	3	....	1,291	25,470	1848
Nonsect	2	0	18	0	2	0	16	0	....	....	....	....	....	.....	4	0	0	.....	1849
Nonsect	1	4	0	32	0	20	....	....	....	....	0	5	....	.....	3	0	500	10,000	1850
Nonsect	2	0	68	0	22	0	21	0	16	0	16	0	6	0	4	68	.....	45,000	1851
M. E. So	1	8	0	66	0	10	....	....	....	....	0	3	0	3	4	0	350	38,000	1852
U. Breth	5	1	33	39	2	6	3	0	....	....	3	0	1	0	4	0	1,500	6,000	1853
Nonsect	1	1	9	15	19	17	....	....	....	....	2	2	2	2	3	....	450	.....	1854
Nonsect	1	0	6	5	3	1	1	1	2	0	0	0	0	0	....	0	.....	.....	1855
Presb	1	2	6	8	29	32	2	0	....	....	2	0	2	0	2	0	1,000	2,000	1856
Nonsect	2	0	36	0	16	0	7	0	10	0	7	0	5	0	4	36	3,000	9,000	1857
Nonsect	1	0	34	0	17	0	21	0	....	....	5	0	4	0	5	0	300	6,000	1858
Nonsect	0	4	0	58	0	25	0	12	....	....	0	8	....	.....	5	0	100	7,000	1859
Friends	1	0	7	8	47	44	....	....	2	1	0	0	0	0	4	0	.....	1,500	1860
M. E. So	5	1	83	0	0	0	....	....	....	....	....	....	....	.....	4	0	1,000	80,000	1861
Nonsect	0	1	0	10	0	7	....	....	....	....	....	....	....	.....	....	0	500	.....	1862
Nonsect	1	4	0	34	0	16	0	1	....	....	....	....	....	.....	....	0	500	20,000	1863
Epis	0	1	0	10	4	10	....	....	....	....	0	0	0	0	4	0	.....	.....	1864
Nonsect	2	0	22	5	41	32	6	2	....	....	....	....	....	.....	2	0	500	8,000	1865
Presb	0	3	2	10	1	3	1	0	1	0	2	3	2	0	3	0	550	.....	1866
Nonsect	4	1	45	0	20	0	....	....	....	....	....	....	....	.....	4	30	.....	15,000	1867
Presb	1	1	18	10	12	3	7	0	7	0	3	0	3	0	4	50	50	3,000	1868
Bapt	4	2	32	48	84	100	2	0	....	....	6	10	2	0	3	....	350	.....	1869
Nonsect	1	0	19	9	53	40	7	2	4	0	....	....	....	.....	3	0	150	3,000	1870
Nonsect	2	0	28	0	3	0	11	0	2	0	....	....	....	.....	....	0	600	10,000	1871
Nonsect	7	0	56	37	11	7	6	1	4	0	3	1	2	0	4	0	500	8,000	1872
Nonsect	5	0	51	0	15	0	2	0	3	0	3	0	1	0	4	50	250	16,500	1873
Nonsect	0	7	0	50	0	40	....	....	....	....	0	1	....	.....	5	....	500	30,000	1874
Nonsect	5	0	70	0	50	0	....	....	....	....	2	0	2	0	4	0	5,000	75,000	1875
U. Presb	4	2	37	58	317	342	....	....	....	....	9	11	....	.....	3	0	2,000	60,000	1876

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	VIRGINIA—continued.		
1877	Norfolk	Phillips and West Seminary	Misses Phillips and West
1878	Norfolk (76 Holt st.)	St. Mary's Male Academy	Brother Raymond
1879	Portsmouth	Portsmouth Academy	W. H. Stokes
1880	do	St. Joseph's Academy	Sister Agnes
1881	Richmond	Academy of the Visitation	Sister Justina Prevost
1882	do	Hartshorn Memorial College	Lyman B. Tefft
1883	do	Nolley's School for Boys	G. M. Nolley
1884	do	University School	W. Gordon McCabe, M. A
1885	Roanoke	Alleghany Institute	Sidney Speiden Handy
1886	Rockfish	Kleinberg School	Misses Wailes
1887	Rural Retreat	Hawkins Chapel Institute	E. H. Copenhaver
1888	South Boston	South Boston Female Institute	J. P. Snead
1889	Spottswood	Valley High School	Gordon R. Houston
1890	Staunton	The Mary Baldwin Seminary	Miss E. C. Weimar
1891	do	Staunton Male School *	S. G. Anspach, A. B.
1892	do	Staunton Military Academy	Wm. H. Kable
1893	Strasburg	Strasburg Institute *	W. H. Foster
1894	Suffolk	Nansemond Seminary	Mrs. Lucy H. Quinsby
1895	do	Suffolk College	Sallie A. Finney
1896	Suffolk (86 Kilby st.)	Suffolk Military Academy	W. G. Welborn
1897	Tazewell	Tazewell College	A. R. Ramey
1898	Ursus	Elk Creek Academy	M. L. Roark
1899	Warrenton	Fauquier Institute for Young Ladies.	Geo. G. Butler, A. M
1900	Waynesboro	Fishburne Military School	James A. Fishburne
1901	do	Valley Seminary	J. B. Winston
1902	Westpoint	Westpoint Female Seminary	Mrs. W. R. Broaddus
1903	Winchester	Fairfax Hall Seminary	Cornelia Billings Shepard
1904	Wise	Gladeville College	C. Y. Chapman
1905	Woodlawn	Woodlawn Normal School	Everett Edridge Worrell
	WASHINGTON.		
1906	Ahtanum	Woodcock Academy	O. C. Palmer, L. K. Brooks
1907	College Place	Walla Walla College	W. R. Sutherland
1908	Olympia	Providence Academy	Sister M. Wilfrid
1909	Parkland	Pacific Lutheran University	W. J. Hong
1910	Ross	Seattle Seminary	Clark W. Shay
1911	Seattle	Academy of the Holy Names	Sister Mary Alodia
1912	Snohomish	Puget Sound Academy	E. R. Loomis
1913	South Park	College of Our Lady of Lourdes	Brother Philip
1914	Spokane	Academy of the Holy Names	Sister M. Geraldine
1915	do	St. Mary's Hall	Mrs. Lemuel H. Wells
1916	Tacoma	Annie Wright Seminary	Mrs. Sarah K. White
1917	do	Tacoma Academy	Alfred P. Powelson, Ph. D
1918	Waitsburg	Waitsburg Academy	J. A. Keener
	WEST VIRGINIA.		
1919	Alderson	Alleghany Collegiate Institute	W. S. Anderson, A. M
1920	Buckhannon	West Virginia Conference Seminary.*	Frank B. Trotter
1921	Burnsville	Burnsville Academy	G. F. Queen
1922	Charlestown	Stephenson Seminary	C. N. Campbell, D. D
1923	Clarksburg	Broaddus Classical and Scientific Institute.	Bertha B. Stout
1924	Fayetteville	Fayetteville Academy	W. G. Brown
1925	Lewisburg	Lee Military Academy	James M. Lee
1926	do	Lewisburg Female Seminary *	R. L. Telford
1927	Parkersburg	Academy of the Visitation	Sister Mary Xavier Reilly
1928	Salem	Salem College *	Theo. L. Gardiner, A. M

*Statistics of 1897-98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	1	5	0	30	0	52	....	....	....	....	....	....	....	....	5	30	.....	.....	1877
R. C	2	0	13	0	185	0	....	....	....	....	....	....	....	....	3	....	278	.....	1878
Nonsect ..	1	0	16	0	50	0	....	....	....	....	0	0	0	0	....	0	.....	.....	1879
R. C	0	5	0	20	19	117	....	....	....	....	0	4	....	....	3	0	.....	.....	1880
R. C	0	2	0	40	0	20	....	....	....	....	....	....	....	....	5	....	.....	.....	1881
Bapt.....	1	1	1	19	0	35	1	1	....	....	0	11	....	....	....	....	.....	$50,000	1882
Nonsect ..	2	0	25	0	20	0	15	0	5	0	....	....	....	....	3	0	.....	3,000	1883
Nonsect ..	6	0	62	0	40	0	....	....	....	....	....	....	....	....	3	0	6,000	.....	1884
Nonsect ..	5	0	30	0	60	0	4	0	1	0	3	0	....	....	4	....	1,000	40,000	1885
Presb.....	0	2	0	15	0	5	....	....	....	....	....	....	....	....	....	....	.....	.....	1886
Luth	2	0	20	10	17	23	....	....	....	....	0	2	....	....	3	0	100	7,000	1887
Nonsect ..	1	1	0	6	7	17	....	....	....	....	0	0	0	0	....	....	.....	.....	1888
Nonsect ..	2	0	40	3	0	0	8	0	1	0	3	0	2	0	5	0	0	1,000	1889
Presb.....	0	13	0	133	0	77	....	....	....	....	0	12	....	....	....	0	2,000	100,000	1890
Nonsect ..	2	0	13	0	7	0	6	0	....	....	0	0	0	0	4	0	.....	4,000	1891
Nonsect ..	3	0	25	0	5	0	10	0	5	0	2	0	2	0	5	25	400	12,000	1892
Nonsect ..	0	2	15	6	16	14	....	....	....	....	....	....	....	....	....	....	.....	4,000	1893
Epis	0	2	0	15	3	6	....	....	....	....	0	2	....	....	5	0	300	.....	1894
Meth	0	7	0	60	0	31	0	6	0	0	0	6	0	6	4	0	.....	34,000	1895
Nonsect ..	2	0	16	0	4	0	2	0	3	0	0	0	....	....	4	10	.....	6,000	1896
Christian .	0	2	49	32	19	16	25	10	....	....	0	0	0	0	4	0	.....	6,000	1897
Nonsect ..	1	0	25	28	30	30	....	....	....	....	....	....	....	....	3	0	.....	1,000	1898
Nonsect ..	1	2	0	25	5	15	....	....	....	....	0	5	....	....	4	....	300	10,000	1899
Nonsect ..	4	0	34	0	16	0	10	0	....	....	....	....	....	....	4	34	250	15,000	1900
Presb.....	0	6	0	80	3	9	0	1	....	....	0	7	....	....	....	0	200	6,000	1901
Nonsect ..	0	2	0	20	1	24	0	2	....	....	0	4	0	4	3	0	100	5,000	1902
Presb.....	0	4	0	18	0	9	0	0	0	0	....	....	....	....	....	0	565	.....	1903
Nonsect ..	3	0	25	17	84	66	....	....	....	....	0	0	0	0	4	0	.....	4,000	1904
Nonsect ..	1	1	31	17	43	34	8	7	....	....	0	0	0	0	3	0	20	2,500	1905
Cong	3	1	5	8	16	21	....	....	....	....	0	1	0	1	....	0	75	8,000	1906
7. D. Adv..	1	2	25	27	50	75	0	0	30	30	5	8	....	....	....	0	1,000	50,000	1907
R. C.....	0	4	23	70	....	....	....	....	....	....	0	2	....	....	2	0	.....	20,000	1908
Luth	3	2	27	20	30	30	....	....	....	....	0	3	....	....	4	0	500	50,000	1909
Free Meth	1	1	17	13	24	28	4	0	1	1	4	2	2	1	4	....	500	15,000	1910
R. C	0	6	0	35	0	200	0	0	0	0	0	4	0	0	4	0	600	.....	1911
Cong	4	3	9	11	19	36	2	0	6	5	....	....	....	....	....	....	1,000	30,000	1912
R. C	1	0	40	0	30	0	20	0	....	....	8	0	12	0	....	0	1,000	30,000	1913
R. C	0	11	0	58	0	309	0	4	0	14	0	4	0	4	....	0	800	58,000	1914
Epis	0	5	0	25	0	25	0	1	....	....	0	0	0	0	4	0	.....	30,000	1915
Epis	4	13	0	40	0	60	0	4	....	....	0	3	0	3	4	0	1,500	40,000	1916
Cong	1	4	10	15	9	2	2	2	8	6	0	1	0	1	4	0	260	.....	1917
U. Presb ..	1	0	20	17	21	6	0	1	1	0	2	4	1	1	4	0	500	1,800	1918
Nonsect ..	2	2	27	27	16	8	4	5	....	....	1	1	1	1	3	....	200	9,000	1919
M. E	1	2	20	30	180	122	....	....	....	....	14	10	....	....	....	0	3,000	75,000	1920
Nonsect ..	1	1	20	20	30	30	2	0	2	0	1	4	....	....	....	....	150	4,000	1921
Presb.....	1	3	1	21	0	23	0	0	0	0	0	2	0	1	5	0	.....	10,000	1922
Bapt.....	1	5	17	75	8	24	....	....	....	....	1	10	....	....	3	....	600	1,700	1923
Nonsect ..	4	0	43	48	62	126	5	1	2	0	....	....	....	....	3	0	275	4,000	1924
Nonsect ..	3	0	22	0	20	0	6	0	0	0	2	0	2	0	4	22	1,000	4,200	1925
Presb.....	0	5	0	34	0	38	....	....	....	....	0	2	....	....	....	....	1,200	26,000	1926
R. C	0	5	0	20	0	50	....	....	....	....	....	....	....	....	....	....	.....	.....	1927
7 D. Bapt..	2	1	30	23	44	65	20	18	2	2	2	1	....	....	4	0	2,000	10,000	1928

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	WEST VIRGINIA—continued.		
1929	Wheeling	Lancastrian Academy	John M, Birch, Ph. D
1930	.....do	Academy of the Visitation (Mount de Chantal).	Sister M. Gertrude Reilly
	WISCONSIN.		
1931	Ashland	North Wisconsin Academy	S. F. Henry
1932	Beaver Dam	Wayland Academy	Homer J. Vosburgh
1933	Delafield	St. John's Military Academy	Sidney T. Smythe, Ph. D
1934	Evansville	Evansville Seminary	A. L. Whitcomb
1935	Fond du Lac	Grafton Hall	B. T. Rogers
1936	Hillside	Hillside Home School	Ellen C. Lloyd Jones
1937	Kenosha	Kemper Hall	Sister Superior
1938	.....do	University School	Nicholas Rowe
1939	Madison	Sacred Heart Academy	Mother Reginald
1940	Marinette	St. Mary's Institute	Mary Gonzalva
1941	Milwaukee (558–568 Broadway).	German-English Academy	Emil Dapprich
1942	Milwaukee (469 Van Buren st).	Milwaukee Academy	Julius Howard Pratt, Ph. D
1943	Mount Calvary	St. Lawrence College	Antonine Wilmer
1944	Poynette	Poynette Academy	Mary McCarle
1945	Prairie du Chien	St. Mary's Academy	Sister M. Seraphia
1946	Racine	East Park School	Mrs. A. O. Simpkin
1947	.....do	Racine College	Rev. Arthur Piper, S. T. D
1948	Racine (1215 Park avenue).	St. Catherine's Academy	Mother M. Hyacintha
1949	St. Francis	Catholic Normal School of the Holy Family.	Rev. M. J. Lochemes
1950	.....do	Provincial Seminary of St. Francis of Sales.	Rev. Joseph Rainer
1951	Scandinavia	Scandinavia Academy	L. M. Larson
1952	Sinsinawa	St. Clara Academy	Dominican Sisters
1953	Stoughton	Stoughton Academy	K. A. Kasberg
1954	Watertown	Sacred Heart College	Rev. John O. Keefe, C. S. C
1955	Waukesha (201 East ave.)	Carroll College	Walter L. Rankin
	WYOMING.		
1956	Big Horn	Wyoming Collegiate Institute *	Rev. Charles Anderson
1957	Sheridan	Sheridan College	F. O. Hellier

*Statistics of 1897–98.

and other private secondary schools for the scholastic year 1898–99—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1899.		College preparatory students in the class that graduated in 1899.						
							Classical course.		Scientific courses.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	3	0	55	0	15	0	2	0	14	0	10	0	8	0	4	55	.....	.....	1929
R. C	0	12	0	60	0	34	....	....	....	....	0	9	....	.....	....	....	6,000	$1	1930
Cong	2	2	9	4	1	1	2	0	3	0	2	1	2	0	4	0	700	40,000	1931
Bapt.....	7	8	65	65	4	3	12	3	40	20	3	1	3	1	4	0	2,000	90,000	1932
Epis	10	1	123	0	12	0	10	0	13	0	30	0	23	0	4	33	3,000	150,000	1933
Free Meth	2	5	30	22	40	63	12	9	....	....	3	7	1	3	....	0	500	40,000	1934
Epis	3	11	0	40	0	7	....	....	....	....	0	3	0	1	4	0	600	50,000	1935
Nonsect ..	3	12	13	26	23	19	0	6	3	2	0	5	0	4	4	0	3,000	42,000	1936
Epis	0	10	0	59	0	36	0	20	0	0	0	11	0	2	5	....	3,000	100,000	1937
Nonsect ..	1	0	8	0	0	0	....	....	....	....	....	....	....	.....	4	0	400	.....	1938
R. C	0	5	0	25	0	45	....	....	....	....	0	4	....	.....	....	....	400	.....	1939
R. C	0	3	0	30	0	2	0	2	0	10	0	4	0	2	4	0	300	20,000	1940
Nonsect ..	4	1	18	15	68	65	....	....	....	....	13	3	....	.....	....	0	1,500	80,000	1941
Nonsect ..	5	0	45	0	27	0	18	0	14	0	5	0	5	0	5	0	800	30,000	1942
R. C	13	0	151	0	0	0	....	....	....	....	7	0	6	0	5	0	2,800	75,000	1943
Presb	0	4	14	10	8	8	....	....	....	....	1	5	....	.....	4	0	533	20,725	1944
R. C	0	3	0	30	0	28	....	....	....	....	0	5	....	.....	4	....	.....	.....	1945
Epis	0	1	0	4	0	30	....	....	....	....	0	0	....	.....	4	....	700	15,000	1946
P. E	5	1	60	0	0	0	12	0	....	....	1	0	1	0	....	0	10,000	.....	1947
R. C	0	6	0	60	0	136	....	....	....	....	0	5	....	.....	....	....	.....	.....	1948
R. C	6	0	61	0	3	0	....	....	....	....	12	0	....	.....	4	0	2,000	.....	1949
R. C	10	0	125	0	90	0	....	....	....	....	25	0	....	.....	4	0	12,500	180,000	1950
Nonsect ..	2	0	10	17	20	3	1	0	....	....	6	1	1	0	3	0	200	20,000	1951
R. C	0	10	0	80	0	60	....	....	....	....	0	14	0	5	4	0	3,000	125,000	1952
Luth	3	1	30	20	74	18	2	0	5	0	14	3	4	0	4	0	700	12,000	1953
R. C	3	0	70	0	30	0	50	0	20	0	12	0	6	0	....	70	10,000	.....	1954
Presb	3	2	54	26	19	6	....	....	....	....	15	6	....	.....	3	0	500	42,000	1955
Cong	2	1	11	12	25	9	....	....	2	0	....	....	....	.....	3	0	500	7,000	1956
Cong	2	3	24	36	0	0	....	....	....	....	....	....	....	.....	....	0	.....	250	1957

TABLE 44.—*Public and private high schools for boys only, for girls only, and for both sexes.*

State or Territory.	Public.							Private.						
	For boys only.		For girls only.		Coeducational.			For boys only.		For girls only.		Coeducational.		
	Schools.	Students.	Schools.	Students.	Schools.	Boys.	Girls.	Schools.	Students.	Schools.	Students.	Schools.	Boys.	Girls.
United States	34	11,088	22	13,644	5,439	186,039	265,456	324	19,945	541	22,041	1,092	31,955	29,897
North Atlantic Division	13	7,855	8	9,167	1,321	55,681	77,980	152	10,830	208	8,888	304	9,967	9,640
South Atlantic Division	9	1,525	6	2,077	391	8,753	13,329	69	3,419	76	3,545	232	5,526	5,193
South Central Division	11	1,193	6	1,852	581	13,487	19,100	34	1,585	70	3,204	313	8,750	7,397
North Central Division	1	515	1	10	2,914	98,176	140,360	44	3,334	133	4,857	194	6,353	6,096
Western Division	..	.....	1	538	232	9,942	14,687	25	777	54	1,547	49	1,359	1,571
North Atlantic Division:														
Maine	..	.....	..	.....	157	3,870	4,973	1	18	2	95	34	1,175	1,293
New Hampshire	1	50	..	.....	51	1,496	1,918	8	901	4	259	19	659	626
Vermont	..	.....	..	.....	54	1,367	1,802	...	.....	2	49	19	670	627
Massachusetts	5	1,801	2	1,437	225	13,010	18,147	22	1,665	37	1,596	42	1,353	940
Rhode Island	..	.....	..	.....	18	1,448	1,988	3	167	7	227	2	67	53
Connecticut	..	.....	..	.....	69	3,039	3,924	16	722	21	881	21	444	441
New York	3	4,770	3	4,330	363	17,496	24,194	58	3,333	81	3,714	63	1,707	2,128
New Jersey	..	.....	..	.....	89	3,932	6,222	18	1,162	26	773	27	774	777
Pennsylvania	4	1,234	3	3,400	295	9,993	14,812	26	2,862	28	1,294	77	3,118	2,755
South Atlantic Division:														
Delaware	..	.....	..	.....	13	424	663	...	.....	...	.....	2	119	101
Maryland	7	1,175	3	1,153	38	645	1,117	12	646	14	900	11	228	201
District of Columbia	..	.....	..	.....	5	1,254	2,062	4	126	11	320	4	104	187
Virginia	1	150	..	.....	66	1,434	2,382	28	1,105	25	1,112	27	570	523
West Virginia	..	.....	..	.....	26	588	1,190	1	55	3	114	8	180	244
North Carolina	..	.....	..	.....	17	410	527	12	791	7	447	100	2,396	2,015
South Carolina	..	.....	1	320	98	1,567	2,048	6	414	4	113	21	365	462
Georgia	1	200	2	604	106	2,045	2,717	6	282	8	444	57	1,546	1,423
Florida	..	.....	..	.....	22	386	623	...	.....	4	95	2	18	37
South Central Division:														
Kentucky	2	577	1	667	66	1,759	2,423	10	396	19	622	53	1,169	890
Tennessee	1	38	..	.....	100	2,208	3,088	5	282	13	654	84	2,534	2,035
Alabama	4	244	3	491	47	1,050	1,281	4	259	5	241	47	1,053	811
Mississippi	1	20	..	.....	90	1,633	2,213	4	200	8	239	34	920	862
Louisiana	1	262	2	694	18	322	547	4	181	9	307	18	350	372
Texas	..	.....	..	.....	201	5,127	7,818	5	190	15	1,119	44	1,796	1,514
Arkansas	..	.....	..	.....	53	1,263	1,549	2	77	...	.....	22	700	675
Oklahoma	..	.....	..	.....	4	115	173	...	.....	1	22	1	21	12
Indian Territory	2	52	..	.....	2	10	8	...	.....	...	.....	10	207	226
North Central Division:														
Ohio	..	.....	..	.....	613	18,687	24,281	8	574	28	1,077	17	479	438
Indiana	..	.....	..	.....	362	10,647	14,821	3	219	11	570	14	703	642
Illinois	1	515	1	10	341	14,058	22,536	6	455	30	834	29	1,012	1,130
Michigan	..	.....	..	.....	286	11,574	15,572	2	94	12	506	9	275	317
Wisconsin	..	.....	..	.....	183	7,566	9,982	7	643	8	328	9	243	205
Minnesota	..	.....	..	.....	112	4,862	7,002	6	409	11	478	12	383	240
Iowa	..	.....	..	.....	330	11,193	16,206	1	84	7	189	27	824	801
Missouri	..	.....	..	.....	211	7,723	11,801	9	815	17	615	48	1,669	1,570
North Dakota	..	.....	..	.....	25	405	599	...	.....	...	.....	2	20	48
South Dakota	..	.....	..	.....	29	788	1,083	...	.....	1	41	6	101	105
Nebraska	..	.....	..	.....	233	5,394	8,198	...	.....	4	121	11	262	294
Kansas	..	.....	..	.....	189	5,279	8,279	1	41	4	98	10	382	306
Western Division:														
Montana	..	.....	..	.....	15	433	559	...	.....	2	53	.....	.....	.....
Wyoming	..	.....	..	.....	6	118	151	...	.....	...	.....	2	35	48
Colorado	..	.....	..	.....	41	2,242	3,215	1	18	2	20	3	35	67
New Mexico	..	.....	..	.....	6	60	116	2	31	2	52	.....	.....	.....
Arizona	..	.....	..	.....	2	55	117	...	.....	1	10	.....	.....	.....
Utah	..	.....	..	.....	4	366	575	1	63	...	.....	11	550	480
Nevada	..	.....	..	.....	7	160	263	...	.....	...	.....	.....	.....	.....
Idaho	..	.....	..	.....	7	129	225	3	11	1	7	2	79	73
Washington	..	.....	..	.....	36	1,114	1,874	1	40	4	158	8	136	181
Oregon	..	.....	..	.....	15	670	1,107	3	168	7	287	9	225	248
California	..	.....	1	538	93	4,595	6,485	14	446	35	960	14	299	474

CHAPTER XLII.

MANUAL AND INDUSTRIAL TRAINING.

References to recent Reports of the United States Commissioner of Education, in which this subject has been treated or statistics published: Annual Report for 1888-89, pages 411-428, 1362-1367; 1889-90, pages 1148, 1209-1212, 1351-1356; 1891-92, page 1197; 1892-93, pages 186-188, 569-575; 1893-94, pages 877-949, 2093-2169; 1894-95, page 2170; 1895-96, pages 989-992, 1001-1152, 1321-1329, 1510-1521 (column 8); 1896-97, pages 193-197, 699-703, 2211-2222 (column 8), 2279-2294; 1897-98, pages 141, 194, 723, 2370-2382 (column 8), 2419-2440.

The number of manual or industrial training schools reporting statistics to this office for the school year 1898-99 was 125, an increase of 11 over the preceding year. This includes the 24 industrial schools for Indian children.

The 125 schools have 1,077 teachers in the manual and industrial training departments, 548 men and 529 women, as shown in Table 3. This was an increase of 132 in the number of teachers over the previous year. The number of pupils receiving manual training in these schools was 38,621, an increase of 7,938. The number of boys receiving manual training was 23,002, an increase of 3,850, and the number of girls 15,619, an increase of 4,088.

The total expenditure for manual training by 96 of the 125 schools was $913,450, as compared with $655,247 expended by 86 schools the year before. Of the aggregate of expenditure for 1898-99 the sum of $676,478 was paid teachers, $98,807 for materials, $53,187 for new tools and repairs, and $84,978 for incidentals and for items not classified.

The statistics in detail for the 101 manual and industrial training schools other than Indian schools will be found in Table 4. In these 101 schools there were employed 815 teachers, 432 men and 383 women. In the same schools there were 33,257 pupils, 19,926 boys and 13,331 girls.

Table 5 gives in detail the statistics of the 24 Indian schools. There were 262 teachers employed in these schools, 116 men and 146 women. The number of pupils was 5,364, the number of boys being 3,076 and girls 2,288.

The branches of manual training or the trades taught and the number of pupils in each branch, so far as reported by the individual schools mentioned in Tables 4 and 5, are shown in Table 6.

This office did not attempt to ascertain the number of pupils receiving manual or industrial training in 1898-99 in institutions not distinctively manual or industrial training schools. General statistics of this character were collected in 1893-94 and printed in the Report of this office for that year, pages 2093 to 2169.

Table 1, on the next page, shows the number of cities of 8,000 population and over in whose public schools manual training has been given in the last ten years. In 1890 it was given in 37 cities, in 1894 in 95 cities, in 1896 in 121 cities, in 1898 in 146 cities, and in 1899 in 170 cities.

Table 2 gives a list of the 170 cities in whose public schools manual training (other than drawing) was given in 1898-99, and indicates the grades in each city system in which such instruction was given.

TABLE 1.—*Cities of 8,000 population and over in each State, in which manual training was given.*

Geographical location.	1890	1894	1896	1898	1899
United States	37	95	121	146	170
N. Atlantic Division	23	52	72	80	97
S. Atlantic Division	3	3	6	5	6
S. Central Division	1	2	2	5	6
N. Central Division	10	30	31	45	48
W. Division	-----	8	10	11	13
N. Atlantic Division:					
Maine	-----	2	1	4	4
New Hampshire	1	1	3	2	4
Vermont	-----	-----	-----	-----	1
Massachusetts	6	17	22	33	39
Rhode Island	-----	2	7	3	3
Connecticut	1	3	6	7	8
New York	6	10	18	16	16
New Jersey	4	12	8	10	13
Pennsylvania	5	5	7	15	9
S. Atlantic Division:					
Delaware	1	1	1	1	1
Maryland	1	1	1	1	1
Dist. Columbia	1	1	-----	1	2
Virginia	-----	-----	2	1	1
West Virginia	-----	-----	-----	-----	-----
North Carolina	-----	-----	2	1	1
South Carolina	-----	-----	-----	-----	-----
Georgia	-----	-----	-----	-----	-----
Florida	-----	-----	-----	-----	-----
S. Central Division:					
Kentucky	-----	2	2	3	3
Tennessee	1	-----	-----	-----	-----
Alabama	-----	-----	-----	-----	1
S. Central Division:					
Mississippi	-----	-----	-----	-----	1
Louisiana	-----	-----	-----	1	-----
Texas	-----	-----	-----	1	1
Arkansas	-----	-----	-----	-----	-----
Oklahoma	-----	-----	-----	-----	-----
Indian Ter	-----	-----	-----	-----	-----
N. Central Division:					
Ohio	2	3	7	11	8
Indiana	-----	1	2	2	3
Illinois	2	7	5	9	8
Michigan	2	2	4	3	6
Wisconsin	2	5	4	8	9
Minnesota	1	4	5	5	5
Iowa	-----	4	3	4	4
Missouri	-----	2	-----	2	4
North Dakota	-----	-----	-----	-----	-----
South Dakota	-----	-----	-----	-----	-----
Nebraska	1	2	1	1	1
Kansas	-----	-----	-----	-----	-----
Western Division:					
Montana	-----	-----	-----	-----	-----
Wyoming	-----	-----	-----	-----	-----
Colorado	-----	2	3	3	3
New Mexico	-----	-----	-----	-----	-----
Arizona	-----	-----	-----	-----	-----
Utah	-----	-----	-----	-----	-----
Nevada	-----	-----	-----	-----	-----
Idaho	-----	-----	-----	-----	-----
Washington	----	2	1	1	2
Oregon	-----	-----	-----	-----	-----
California	-----	4	6	7	8

TABLE 2.—*Cities in which manual training (other than drawing) was given in the public schools in 1898–99.*

Cities.	Grades in which manual training was given.
ALABAMA.	
New Decatur	All.
CALIFORNIA.	
Fresno	7, 8, 9, and 10.
Los Angeles	6, 7, 8, and 9.
Oakland	8 and 9.
San Diego	6, 7, and 8.
San Francisco	High school.
Santa Barbara	3, 4, 5, 6, 7, and 8.
Santa Cruz	1, 2, 3, 4, 5, 6, 7, 8, and 9.
Stockton	9, 10, 11, and 12.
COLORADO.	
Colorado Springs	1, 2, 3, 4, 5, 6, and 7.
Denver:	
District No. 1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12.
District No. 17	All.
Pueblo:	
District No. 1	4, 5, and 6.
District No. 20	6, 7, 8, 9, and 10.
CONNECTICUT.	
Bristol	5, 6, 7, and 8.
Hartford	8 and 9.
Manchester (South)	5, 6, 7, 8, and 9.
Naugatuck	7, 8, 9, and high school.
New Britain	8 and 9.
New Haven	4, 5, 6, and 7.
New London	6, 7, and 8.
Stamford	6, 7, 8, and high school.
DELAWARE.	
Wilmington	High school.
DISTRICT OF COLUMBIA.	
Washington:	
7th to 8th divisions	3, through high school.
9th to 11th divisions	7 and 8.
FLORIDA.	
St. Augustine	Grammar school.
GEORGIA.	
Athens	1, 2, 3, 4, 5, and 6.
Columbus	1, 2, 3, 4, 5, 6, 7, and 8.
ILLINOIS.	
Canton	4, 5, 6, and 7.
Champaign	High school.
Chicago	Grammar and high.
Galesburg	9, 10, and 11.
Moline	7, 8, 9, and 10.
Oakpark	High school.
Rockford	7, 8, and high school.
Springfield	7, 8, and 9.
INDIANA.	
Frankfort	Primary.
Indianapolis	4, 5, 6, 7, and 8.
Laporte	All.
IOWA.	
Davenport	9 and high school.
Des Moines (West)	High school.
Iowa City	5, 6, 7, 8, 9, 10, 11, and 12.
Mason City	7, 8, 9, 10, 11, and 12.

TABLE 2.—*Cities in which manual training (other than drawing) was given in the public schools in 1898–99*—Continued.

Cities.	Grades in which manual training was given.
KANSAS.	
Pittsburg	Primary.
KENTUCKY.	
Frankfort	7, 8, and high school.
Lexington	Primary.
Louisville	High school.
MAINE.	
Lewiston	6, 7, 8, 9, and 10.
Oldtown	All.
Portland	7, 8, and 9.
Saco	5, 6, 7, 8, and 9.
MARYLAND.	
Baltimore	6, 7, 8, 9, 10, and 11.
MASSACHUSETTS.	
Amherst	6, 7, 8, and 9.
Arlington	7, 8, 9, and 10.
Belmont	7, 8, 9, 10, 11, and 12.
Boston	Grammar school.
Braintree	6, 7, 8, and 9.
Bridgewater	8 and 9.
Brockton	High school.
Brookline	Grammar and high school.
Cambridge	High school.
Concord	5, 6, 7, and 8.
Dedham	5, 6, 7, 8, 9, and 1 class in high school.
Easton	5, 6, 7, 8, and 9.
Everett	5, 6, 7, and 8.
Fall River	High school.
Fitchburg	9, 10, 11, and 12.
Gardner	High school.
Greenfield	2 to high school.
Haverhill	5, 6, 7, 8, 9, 10, 11, and 12.
Holyoke	6, 7, 8, 9, and high school.
Lawrence	High school.
Lowell	10, 11, and 12.
Lynn	High school.
Malden	9 and high school.
Medford	5, 6, 7, 8, and 9.
Milton	5, 6, 7, 8, and high school.
Natick	5, 6, and 7.
New Bedford	7, 8, and 9.
Newton	8 and 9.
North Adams	Do.
Northampton	5, 6, and 7.
Salem	Grammar school.
Somerville	High school.
Southbridge	5 and 6.
Springfield	8, 9, and high school.
Wakefield	5, 6, 7, 8, and 9.
Waltham	6, 7, 8, 9, and 2 of high school.
Watertown	5, 6, and 7.
Woburn	1, 2, 3, and 4.
Worcester	9 and high school.
MICHIGAN.	
Bay City	8, 9, 10, and 11.
Flint	6, 7, 8, 9, 10, 11, and 12.
Ishpeming	High school.
Kalamazoo	5, 6, 7, 8, 9, and 10.
Menominee	7, 8, and high school.
Muskegon	All.
MINNESOTA.	
Duluth	High school.
Minneapolis	Do.
St. Cloud	Grammar school.
St Paul	High school.
Stillwater	Do.
MISSISSIPPI.	
Greenville	6 and 7.
MISSOURI.	
Carthage	7, 8, and high school.
Kansas City	High school.
Moberly	Do.
St. Louis	7, 8, and high school.
NEBRASKA.	
Omaha	9, 10, 11, and 12.
NEW HAMPSHIRE.	
Concord	7, 8, 9, and high school.
Manchester	Grammar school.
Nashua	1, 2, 3, 4, 5, and 6.
Portsmouth	4 and 5.
NEW JERSEY.	
Bayonne	All.
Camden	High school.
Hackensack	Grammar school.
Hoboken	6, 7, 8, and 9.
Newark	5, 6, 7, 8, and high school.
Orange	All.
Passaic	3, 4, 6, 7, and 8.
Paterson	7, 8, and high school.
Phillipsburg	2, 3, 4, 5, and 6.
Redbank	All.
Union	3, 4, 5, 6, 7, 8, 9, and 10.
Vineland	Grammar and high school.
Woodbury	High school.
NEW YORK.	
Albany	High school.
Batavia	Primary.
Binghamton	9, 10, 11, and 12.
Buffalo	8 and 9.
Corning	Primary.
Glens Falls	5, 6, 7, and 8.
Ithaca	Do.
Jamestown	All.
Newburg	8, 9, 10, and 11.
New York	Elementary, secondary, and truant.
Port Chester	Primary.
Rochester	4, 5, 6, and 7 in six schools only.
Syracuse	7 and 8.
Utica	5, 6, 7, and 8.
Whitehall	High school.
Yonkers	Grammar and high school.
NORTH CAROLINA.	
Durham	6, 7, 8, 9, and 10.
OHIO.	
Akron	All.
Bucyrus	Do.
Cleveland	Do.
Dayton	7 and 8.
Elyria	1, 2, 3, 4, 5, and 6.
Toledo	5, 6, 7, 8, 9, 10, 11, and 12.
Wapakoneta	All.
Youngstown	High school.
PENNSYLVANIA.	
Allegheny	Grammar school.
Conshohocken	All above primary.
Homestead	4 to high school.
Norristown	7 and high school.
Philadelphia	High school.
Pittsburg	Grammar school.
Shamokin	Primary.
Warren	High school.
West Chester	High school.
RHODE ISLAND.	
Newport	Intermediate, grammar, and high school.
Providence	High school.
Woonsocket	7, 8, and 9.

TABLE 2.—*Cities in which manual training (other than drawing) was given in the public schools in 1898–99*—Continued.

Cities.	Grades in which manual training was given.	Cities.	Grades in which manual training was given.
SOUTH DAKOTA.		WISCONSIN.	
Sioux Falls	All grades.	Appleton	High school.
TEXAS.		Eau Claire	7, 8, and high school.
Austin	9, 10, and 11.	Fond du Lac	High school.
VERMONT.		Janesville	Do.
St. Johnsburg	7 and 8.	La Crosse	Do.
VIRGINIA.		Menomonie	All.
Staunton	1, 2, 3, 4, 5, 6, 7, 8, and 9.	Milwaukee	2 high schools.
		Oshkosh	All.
		Portage	High school.

TABLE 3.—*Summary of statistics of manual and industrial training schools in the United States in 1898–99.*

State or Territory.	Number of schools.	Different teachers of manual and industrial training.			Different pupils who received manual and industrial training.			Expenditure for manual and industrial training during 1898–99 for 96 schools.				
		Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repair.	For incidentals.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
United States	125	548	529	1,077	23,002	15,619	38,621	$676,478	$98,807	$53,187	$84,978	$913,450
North Atlantic Division	50	230	223	483	10,430	6,800	17,230	360,883	34,232	30,022	40,760	465,837
South Atlantic Division	15	44	39	83	1,463	903	2,366	33,596	12,683	5,296	1,740	53,315
South Central Division	6	14	40	54	516	438	954	10,576	1,944	275	700	13,495
North Central Division	31	136	126	262	7,374	5,439	12,813	166,363	36,670	12,563	18,519	234,115
Western Division	23	94	101	195	3,219	2,039	5,258	105,060	13,278	5,031	23,319	146,688
North Atlantic Division:												
Massachusetts	10	49	97	146	1,885	1,658	3,543	57,969	3,685	6,216	1,079	68,949
Rhode Island	6	17	15	32	921	951	1,872	10,390	200	25	15	10,630
Connecticut	3	7	4	11	345	227	572	7,640	167	30	5,060	12,897
New York	19	109	60	169	3,819	2,804	6,623	160,710	16,131	5,651	24,494	206,986
New Jersey	3	9	19	28	116	190	306	12,885	4,582	12,000	271	29,738
Pennsylvania	9	69	28	97	3,344	970	4,314	111,289	9,467	6,100	9,781	136,637
South Atlantic Division:												
Delaware	2	8	1	9	59	0	59	2,800	600	100	50	3,550
Maryland	5	18	6	24	992	285	1,277	16,600	3,067	2,767	150	22,584
District of Columbia	2	3	13	16	46	82	128	1,096	5,916	29	.....	7,041
Virginia	1	6	5	11	115	65	180	10,000	3,000	2,000	1,500	16,500
North Carolina	5	9	14	23	251	471	722	3,100	100	400	40	3,640
South Central Division:												
Kentucky	3	8	28	36	340	378	718	7,686	1,644	125	600	10,055
Alabama	1	3	0	3	16	0	16	900	.....	.....	.....	900
Louisiana	1	2	10	12	100	0	100	450	300	150	100	1,000
Oklahoma	1	1	2	3	60	60	120	1,540	.....	.....	.....	1,540
North Central Division:												
Ohio	5	29	21	50	3,308	2,978	6,286	32,302	7,619	4,056	1,093	45,070
Indiana	2	17	8	25	596	529	1,125	16,500	926	317	98	17,841
Illinois	7	30	12	42	1,863	615	2,478	43,950	2,952	894	4,969	52,765
Michigan	2	4	13	17	109	176	285	5,225	40	.....	.....	5,265
Wisconsin	4	6	18	24	89	279	368	2,940	1,200	100	300	4,540
Minnesota	4	6	22	28	317	343	660	13,216	700	358	600	14,874
Iowa	1	1	1	2	95	17	112	2,800	200	25	125	3,150
Missouri	1	6	0	6	234	0	234	6,850	533	*113	104	7,600
North Dakota	1	6	9	15	125	100	225	8,060	5,000	500	500	14,060
South Dakota	2	5	9	14	78	43	121	7,100	1,500	200	150	8,950
Kansas	2	26	13	39	560	359	919	27,420	16,000	6,000	10,580	60,000
Western Division:												
Montana	1	8	9	17	175	125	300	9,440	.....	.....	.....	9,440
Colorado	3	15	13	28	1,034	335	1,369	25,498	583	718	22,318	49,117
New Mexico	2	11	12	23	400	205	605	14,352	1,200	390	.....	15,942
Arizona	4	14	24	38	281	238	519	7,490	2,800	1,050	10	11,350
Nevada	2	4	4	8	100	45	145	4,000	1,000	.....	.....	5,000
Idaho	1	2	1	3	30	30	60	.....	.....	.....	.....	.....
California	10	40	38	78	1,199	1,061	2,260	44,280	7,695	2,873	991	55,839

TABLE 4.—*Statistics of manual and industrial schools in the United States in 1898–99.*

Location.	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who received industrial training.			Expenditure for industrial training during 1898-99.				
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Camp Hill, Ala	The Southern Industrial College	Lyman Ward	Elementary, secondary, and collegiate.	3	0	3	16	0	16	$900	------	------	------	$900
Healdsburg, Cal	Healdsburg College *	R. S. Owen	----do	4	2	6	29	19	48	1,080	$1,400	$200	------	2,680
Oakland, Cal	Central School (public)	P. M. Fisher	Secondary	2	1	3	242	175	417	3,600	336	153	$221	4,310
San Francisco, Cal	California School of Mechanical Arts *	Geo. A. Merrill	----do	5	2	7	228	82	310	9,000	3,934	400	720	14,054
Do	Mechanics' Institute *	Ernst A. Denicke	Elementary	1	0	1	40	30	70	540	0	0	0	540
Do	Polytechnic High School	Walter N. Bush	Secondary	10	15	25	110	250	360	6,400	100	300	50	6,850
Do	St. Francis Technical School (branch of R. C. Orphan Asylum).*	Sister Louise	----do	0	6	6	0	50	50	------	------	------	------	------
Santa Barbara, Cal	Anna S. C. Blake Manual Training School.	Miss Ednah A. Rich.	Elementary	0	3	3	265	315	580	2,900	------	1,300	------	4,200
Waterman, Cal	Preston School of Industry (boys) *	E. M. Preston	----do	13	1	14	141	0	141	18,360	1,895	500	------	20,755
Denver, Colo	Brightside Industrial School *	Ralph Field	----do	5	5	10	650	0	650	------	------	------	------	------
Do	Manual Training School	Charles A. Bradley	Secondary	3	3	6	189	195	384	6,300	583	718	------	7,601
Bridgeport, Conn	Trade School and Institute of Y. M. C. A.	I. De Ver Warner	Elementary	4	0	4	112	0	112	700	110	------	------	810
New Haven, Conn	Boardman Manual Training School	Thos. W. Mather	Secondary	3	3	6	233	157	390	6,550	------	------	5,000	11,550
Ridgefield, Conn	Manual Training School *	Nellie Dean	Elementary	0	1	1	0	70	70	390	57	30	60	537
Clayton, Del	St. Joseph's Industrial School for Colored Boys.*	L. J. Welbers	Secondary	7	1	8	35	0	35	2,000	------	------	------	2,000
Marshallton, Del	Ferris Industrial School	Caleb Harlan, M. D.	Elementary	1	0	1	24	0	24	800	600	100	50	1,550
Washington (West), D. C.	Industrial Home School *	J. Ormond Wilson	----do	3	6	9	46	14	60	1,096	826	------	------	1,922
Do	St. Rose's Industrial School *	Sister Clara Moloney	----do	0	7	7	0	68	68	------	5,090	29	------	5,119
Chicago, Ill. (126–128 South Jefferson street).	Chicago English High and Manual Training School.	Albert R. Robinson	Secondary	8	0	8	578	0	578	12,000	250	150	4,500	16,900
Chicago, Ill. (Michigan avenue and 12th street).	Chicago Manual Training School	Henry H. Belfield	----do	5	0	5	258	0	258	7,800	502	94	304	8,700
Chicago, Ill. (18–26 Van Buren street).	Chicago Sloyd School	Miss Anna Murray	Collegiate	0	1	1	0	10	10	------	------	------	------	------
Chicago, Ill	Jewish Training School	Gabriel Bamberger	Elementary	3	4	7	350	360	710	3,700	200	50	15	3,965

* Statistics of 1897–98.

TABLE 4.—*Statistics of manual and industrial schools in the United States in 1898-99*—Continued.

Location.	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who received industrial training.			Expenditure for industrial training during 1898-99.				
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Chicago, Ill	Lewis Institute	George N. Carman	Secondary	8	3	11	400	150	550	$12,200	$500	$500	$100	$13,300
Peoria, Ill	Bradley Polytechnic Institute	Edward O. Sisson	do	4	4	8	180	95	275	7,850	1,200			9,050
Springfield, Ill	Springfield Manual Training School	J. H. Collins	Elementary	2	0	2	97	0	97	400	300	100	50	850
Indianapolis, Ind	Manual Training High School	Charles E. Emmerich	Secondary	7	4	11	477	452	929	10,200	926	315	98	11,539
Knightstown, Ind	Indiana Soldiers and Sailors' Orphans' Home.	A. H. Graham	Elementary	10	4	14	119	77	196	6,300				6,300
Des Moines, Iowa	West Des Moines High and Industrial School.	W. O. Riddell	Secondary	1	1	2	95	17	112	2,800	200	25	125	3,150
Frankfort, Ky	Manual Training School*	James E. Givens	Collegiate	2	1	3	70	68	138	2,366	524	0	0	2,890
Louisville, Ky	Hope Presbyterian Mission and Industrial School.	Mrs. Andrew Cowan	Elementary	0	27	27	30	310	340	20	70			90
Do	Manual Training High School	H. G. Brownell	Secondary	6	0	6	240	0	240	5,300	1,050	125	600	7,075
New Orleans, La	Home Institute (free night school)	Sophie B. Wright	do	2	10	12	100	0	100	450	300	150	100	1,000
Baltimore, Md	Baltimore Polytechnic Institute	William R. King, U. S. A.	Secondary and collegiate.	9	0	9	525	0	525	9,600	1,195	369	0	11,164
Do	House of Refuge	Joshua Levering	Elementary	3	0	3	125	0	125	2,200	500	200	100	3,000
Do	Samuel Ready School	Miss Helen J. Rowe	Elementary and secondary.	0	4	4	0	60	60					
McDonogh, Md	McDonogh Educational Fund and Institute.	Sidney T. Moreland	do	4	0	4	212	0	212	1,000	472	200		1,672
Port Deposit, Md	Jacob Tome Institute (manual training department).*	William P. Eveland	do	2	2	4	130	225	355	3,800	900	2,000	50	6,750
Boston, Mass	Friendford Industrial School	Mrs Henry Hinckley	Elementary	16	63	79	110	426	536					
Boston, Mass. (17 Allen street).	Hebrew Industrial School	Mrs. J. H. Hecht		2	14	16	45	500	545	3,150	750	25	125	4,050
Boston, Mass	Mechanic Arts High School*	Chas. W. Parmenter	Secondary	7	0	7	343	0	343	12,000	1,200	200	50	13,450
Boston, Mass. (39 North Bennet street).	North Bennet Street Industrial School	Mrs. Quincy A. Shaw	Elementary	3	8	11	843	360	1,203	4,955	483	123		5,561
Boston, Mass	Sloyd Normal Training School*	Mrs. A. W. Fiske		2	2	4	34	64	98	4,445	172	5,563	902	11,082

Boston, Mass. (38 Boylston street).	Woman's Educational and Industrial Union.*	Mrs. E. F. Osborn		0	4	4	0	200	200	1,589			1,589
Cambridge, Mass	Manual Training School	Charles H. Morse	Secondary	5	1	6	175	0	175	15,930			15,930
Lowell, Mass	Trustees of the Lowell Textile School	Wm. Wyman Crosby	Collegiate	12	0	12	303	8	311	14,000	500	300	14,800
Roxbury, Mass	South End Industrial School	Miss Louise Howe		1	5	6	14	100	114	1,800	550		2,350
Salem, Mass	Plummer Farm School	C. A. Johnson		1	0	1	18	0	18	100	30	5	2	137
Springfield, Mass	High School of Mechanic Arts *a*												
Battle Creek, Mich	James White Memorial Home *a*												
Lansing, Mich	Lansing Industrial Aid Society	Mrs. H. A. Woodworth.		0	6	6	0	75	75	300	40		340
Minneapolis, Minn	Household Economic Association*	Mrs. B. Y. Coffin		0	4	4	0	85	85				
Do	James Industrial Training School*	Mrs. Mary B. James	Secondary	0	5	5	0	115	115	1,500	150	25	600	2,275
St. Paul, Minn	Mechanic Arts High School	George Weitbrecht	do	3	2	5	261	83	344	4,900	550	333		5,783
Columbus, Miss	Mississippi Industrial Institute and College for Girls. *a*													
St. Louis, Mo	Manual Training School of Washington University.	Calvin M. Woodward	Secondary	6	0	6	234	0	234	6,850	533	113	104	7,600
Carson, Nev	New State Orphans' Home*	A. M. Beebe	do	1	1	2	20	20	40					
Bordentown, N. J	Manual Training and Industrial School for Colored Youth.	James M. Gregory	do	3	7	10	30	79	109	2,875	382	0	271	3,528
Hoboken, N. J	Trinity Industrial School*	Mrs. J. F. Dalrymple		0	12	12	0	97	97	10				10
Woodbine, N. J	Baron de Hirsch Agricultural and Industrial School.	H. L. Sabsovich, A. M.	Elementary and secondary.	6	0	6	86	14	100	10,000	4,200	12,000		26,200
Binghamton, N. Y	Barlow School of Industrial Arts	Vinton S. Paessler	Secondary	1	1	2	98	69	167	2,100	210	148	25	2,483
Brooklyn, N. Y. (217 Sterling place).	Brooklyn Industrial School Association.	Mrs. William H. Lyon.	Elementary	2	6	8	180	100	280					
Brooklyn, N. Y. (141 South 3d street).	Industrial School Association (E. D.)*	M. E. Whittelsey	do	0	6	6	80	130	210					
Brooklyn, N. Y.	Manual Training School	Charles Larkins	Secondary	4	4	8	337	392	729	50,000				50,000
Do	Pratt Institute (Department of Science and Technology).	Arthur L. Williston	Secondary and normal.	13	0	13	416	141	557	13,264	1,050	1,560	3,500	19,374
Fordham Heights, N. Y.	Webb's Academy and Home for Shipbuilders.	Stevenson Taylor	Collegiate	3	0	3	33	0	33	6,000	1,700	80	700	8,480
New York, N. Y. (140–142 West 23d street).	Artist Artisans' Institute	Geo. H. Shorey		3	2	5	23	32	55	4,000	1,000	0	200	5,200
New York, N. Y. (109 West 54th street).	Ethical Culture Schools	John F. Reigart	Elementary and secondary.	1	2	3	202	143	345	4,050	381	295	30	4,756
New York, N. Y. (13 East 16th street).	General Society of Mechanics and Tradesmen.*	Robert Christie	None	8	1	9	388	86	474	3,833	354	331	280	4,798
New York, N. Y. (36 Stuyvesant street).	Hebrew Technical Institute	Edgar S. Barney	Secondary	12	0	12	210	0	210	14,356	3,948	1,101	3,065	22,473
New York, N. Y. (1260 1st avenue).	New York Trade School	R. Fulton Cutting		30	0	30	550	0	550	19,822	4,258	666	3,262	28,008
New York, N. Y. (520 East 11th street).	St. George's Evening Trade School	Arthur A. Hamerschlag.	Secondary	6	0	6	320	0	320	2,500	1,500	500	500	5,000

a No report received.

*Statistics of 1897–98.

TABLE 4.—*Statistics of manual and industrial schools in the United States in 1898-99*—Continued.

Location.	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who received industrial training.			Expenditure for industrial training during 1898-99.				
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
New York, N. Y. (159 West 23d street).	School of Industrial Art and Technical Design.	Mrs. Florence E. Cory.	.....	1	3	4	1	78	79	.....	.....	.....	.....	.....
New York, N. Y. (239 East Houston street).	Senior Evening School for Girls*	Rufina R. Cregin	Elementary	0	3	3	0	145	145	.....	.....	.....	.....	.....
New York, N. Y. (222 Bowery).	Technical School for Carriage Draftsmen and Mechanics.	Franklin Murphy	.....	1	0	1	24	0	24	$1,500	$50	0	0	$1,550
New York, N. Y.	Teachers' College*	James E. Russell	Elementary and secondary.	9	11	20	300	285	585	24,000	1,000	$800	$800	26,600
New York, N. Y. (125 St. Marks place).	Wilson Industrial School for Girls	Mrs. H. H. G. Sharpless.	Elementary	0	2	2	0	240	240	720	190	0	0	910
Rochester, N. Y.	Rochester Athenæum and Mechanics' Institute*	E. C. Colby	Secondary	14	18	32	657	959	1,616	14,485	490	152	12,132	27,259
Suffern, N. Y.	The Herbart Preparatory School	Wm. J. Eckoff	do	1	1	2	0	4	4	80	.....	15	.....	95
Blowing Rock, N. C.	Skyland Institute	A. F. Beard	do	0	1	1	0	22	22	.....	.....	.....	.....	.....
Denmark, N. C.	Asheville Farm School*	Samuel Jeffrey	Elementary	3	4	7	98	0	98	2,500	50	150	.....	2,700
Hot Springs, N. C.	Dorland Industrial Institute	Julia E. Phillips	Elementary and secondary.	1	3	4	50	350	400	600	50	250	40	940
North Wilkesboro, N. C.	Academical and Industrial Institute	S. G. Walker	Elementary	2	0	2	12	10	22	.....	.....	.....	.....	.....
Cincinnati, Ohio	Ohio Mechanics' Institute, Industrial and Art School.	J. L. Shearer	do	15	0	15	295	0	295	5,776	.....	.....	.....	5,776
Do	Technical School of Cincinnati	T. L. Feeney	Secondary	4	0	4	136	1	137	3,300	400	.....	.....	3,700
Cleveland, Ohio	Jewish Orphan Asylum	S. Wolfenstein	Elementary and secondary.	2	2	4	56	51	107	2,700	210	60	.....	2,970
Cleveland, Ohio (317 Euclid avenue).	Young Woman's Christian Association	Mrs. D. P. Eells	Secondary	0	3	3	0	117	117	.....	.....	.....	.....	.....
Toledo, Ohio	Toledo University Manual Training School.	Virgil G. Curtis	Elementary and secondary.	8	16	24	2,821	2,809	5,630	20,526	7,009	3,996	1,093	32,624
Philadelphia, Pa	Central Manual Training School	Wm. L. Sayre	Secondary	7	0	7	430	0	430	32,350	3,000	2,000	500	37,850
Do	Drexel Institute *a*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Do	Friends' Select School	J. Henry Barlett	Secondary	1	1	2	82	174	256				
Do	Girard College for Orphans	Adam H. Fetteroff, Ph. D.	do	10	0	10	893	0	893	12,839			4,281	17,120
Do	Northeast Manual Training School	Andrew J. Morrison	do	5	0	5	348	0	348	8,400	1,500	500		10,400
Do	Pennsylvania Museum School of Industrial Art.	Leslie W. Miller		20	6	26	619	225	841	33,000	2,000	2,000	5,000	42,000
Do	Spring Garden Institute*	Addison B. Burk		6	0	6	180	0	180	3,980	300	700		4,980
Pittsburg, Pa	School of Design for Women*	Charles J. Clarke		1	4	5	3	84	87					
Williamson School, Pa	Williamson Free School of Mechanic Trades.	John M. Shirgley	Secondary	7	0	7	186	0	186	8,815	2,667	500		11,982
Newport, R. I	Miss Sayer's School	Miss Mary A. Sayer	Elementary and secondary.	0	1	1	5	28	33					
Do	Townsend Industrial School	Geo. H. Bryant	Secondary	3	4	7	397	452	849	8,690				8,690
Providence, R. I	Providence Manual Training High School.	Geo. F. Weston, A. M	do	7	4	11	222	88	310					
Do	Rhode Island School of Design	Warren S. Locke	do	6	1	7	168	150	318					
Do	St. Xavier's Academy	Sister M. Eulalia	All	0	3	3	14	103	117					
Do	Tyler School*	Matthew Harkins	Elementary	1	2	3	115	130	245	1,700	200	25	15	1,940
Miller School, Va	Miller Manual Labor School*	C. E. Vawter	Secondary	6	5	11	115	65	180	10,000	3,000	2,000	1,500	16,500
Milwaukee, Wis	Milwaukee Cooking School	Mary L. Clarke	Elementary	0	2	2	0	65	65					
			and secondary.	0	6	6	0	123	123					
Do	St. Rose's Orphan Asylum	Rev. F. X. Kater	Elementary											
Total for the above 101 schools				432	383	815	19,926	13,331	33,257	548,892	70,077	44,527	51,120	714,616

a No report received.

* Statistics of 1897-98.

TABLE 5.—*Industrial schools for Indian children.*

Location.	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who received industrial training.			Expenditure for industrial training during 1898-99.				
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Keams Canyon, Ariz	Moqui Training School	Charles E. Burton, supt.	Elementary	4	6	10	68	56	124	.....	.....	.....	.....	.....
Mohave City, Ariz	Fort Mohave Indian Industrial School	John J. McKoin	Secondary	6	9	15	99	66	165	.....	.....	.....	.....	.....
Phœnix, Ariz	Indian Industrial School*	S. M. McCowan	do	2	7	9	100	100	200	$5,490	$2,000	$1,000	.....	$8,490
Yuma, Ariz	Fort Yuma Indian School*	Miss Mary O'Neill	do	2	2	4	14	16	30	2,000	800	50	$10	2,860
Greenville, Cal	Greenville Indian Industrial School*	Edward N. Ament	do	1	4	5	30	30	60	2,400	30	20	.....	2,450
Perris (post-office Riverside), Cal.	Indian School	Harwood Hall, supt.	do	4	4	8	114	110	224	.....	.....	.....	.....	.....
Grand Junction, Colo	United States Indian School *a*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hesperus (Fort Lewis), Colo.	Fort Lewis Indian Industrial School	Thomas H. Breen	Elementary	7	5	12	195	140	335	19,198	.....	.....	22,318	41,516
Lapwai, Idaho	Fort Lapwai Indian Industrial School	William H. Smith	do	2	1	3	30	30	60	.....	.....	.....	.....	.....
Arkansas City, Kans	Chilocco Indian Training School	C. W. Goodman	do	11	4	15	230	139	369	27,420	16,000	6,000	10,580	60,000
Lawrence, Kans	Haskell Institute	H. B. Peairs	Elementary and secondary.	15	9	24	330	220	550	.....	.....	.....	.....	.....
Mount Pleasant, Mich	Mount Pleasant Indian School	Rodney S. Graham	Elementary	4	7	11	109	101	210	4,925	.....	.....	.....	4,925
Pipestone, Minn	Pipestone Indian Training School	De Witt S. Harris	do	3	11	14	56	60	116	6,816	.....	.....	.....	6,816
Sun River (Fort Shaw), Mont.	Fort Shaw Indian Training School	F. C. Campbell	do	8	9	17	175	125	300	9,440	.....	.....	.....	9,440
Carson, Nev	Carson Indian Industrial School	James K. Allen	do	3	3	6	80	25	105	4,000	1,000	.....	.....	5,000
Albuquerque, N. Mex	United States Indian Industrial School	W. F. Hollard	do	8	7	15	175	125	300	9,080	.....	.....	.....	9,080
Santa Fe, N. Mex	do	C. J. Crandall	do	3	5	8	225	80	305	5,272	1,200	390	.....	6,862
Cherokee, N. C	Cherokee Training School*	Henry W. Spray	do	3	6	9	91	89	180	.....	.....	.....	.....	.....
Fort Stevenson, N. Dak	United States Indian School *a*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fort Totten, N. Dak	United States Indian Industrial School	Wm. F. Canfield	Elementary	6	9	15	125	100	225	8,060	5,000	500	500	14,060
Colony, Okla	Seger Colony School	John H. Seger	Secondary	1	2	3	60	60	120	1,540	.....	.....	.....	1,540
Carlisle, Pa	United States Indian Industrial School	R. H. Pratt, U. S. A	do	12	17	29	603	487	1,090	11,905	.....	400	.....	12,305
Flandreau, S. Dak	Flandreau Indian Industrial School*	Leslie D. Davis	do	2	5	7	.....	.....	.....	3,400	1,500	200	150	5,250
Pierre, S. Dak	Pierre Indian Industrial School	Crosby G. Davis	Elementary	3	4	7	78	43	121	3,700	.....	.....	.....	3,700
Tomah, Wis	Tomah Indian Industrial School	L. M. Compton	do	3	6	9	39	36	75	.....	.....	.....	.....	.....
Wittenberg, Wis	United States Indian Industrial School	Axel Jacobson	do	3	4	7	50	50	100	2,940	1,200	100	300	4,540
Total for 24 industrial schools for Indian children				116	146	262	3,076	2,288	5,364	127,586	28,730	8,660	33,858	198,834

* Statistics of 1897-98.

a No report received.

TABLE 6.—*Statistics of manual and industrial training—Branches taught.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
The Southern Industrial College, Camp Hill, Ala.	Carpentry	1	10	0	36
	Farm or garden work	1	5	0	36
	Printing	1	1	0	36
Healdsburg College, Healdsburg, Cal.	Sewing	1	0	1	30
	Cooking	1	0	1	38
	Tent making	1	1	0	38
	Broom making	1	1	0	38
	Farm or garden work	1	1	0	38
	Printing	1	1	0	29
Central School (public), Oakland, Cal.	Free-hand drawing	1	20	20	40
	Mechanical drawing	1	170	5	40
	Sewing	1	------	175	80
	Cooking	1	------	175	80
	Carpentry	1	242	------	80
	Wood turning	1	125	------	40
	Carving	1	242	------	40
California School of Mechanical Arts, San Francisco, Cal.	Free-hand drawing	2	168	64	80
	Mechanical drawing	1	168	64	80
	Clay modeling	1	99	36	40
	Sewing	1	------	64	80
	Cooking	1	------	11	40
	Carpentry	1	99	------	20
	Carving	1	69	28	40
	Pattern making	1	99	------	20
	Forging	1	69	------	30
	Molding (metal)	1	69	------	10
	Vise work	1	44	------	20
Mechanics' Institute, San Francisco, Cal.	Free-hand drawing	1	20	30	40
	Mechanical drawing	1	20	------	40
	Electricity	1	40	------	------
Polytechnic High School, San Francisco, Cal.	Free-hand drawing	2	75	220	120
	Mechanical drawing	2	82	0	120
	Clay modeling	1	40	108	40
	Carpentry	1	60	0	40
	Wood turning	1	25	0	20
	Carving	1	40	90	40
	Pattern making	1	35	0	20
	Forging	1	60	0	40
	Vise work	1	40	0	20
	Machine-shop work	1	41	0	80
Anna S. C. Blake Manual Training School, Santa Barbara, Cal.	Free-hand drawing	------	------	------	------
	Mechanical drawing	------	------	------	------
	Clay modeling	------	------	------	120
	Paper cutting and folding	------	------	------	120
	Sewing	1	------	60	160
	Cooking			50	80
	Sloyd	2	265	5	200
Preston School of Industry (boys), Waterman, Cal.	Sewing	1	12	0	------
	Cooking	1	13	0	------
	Carpentry	1	3	0	------
	Laundry	1	12	0	------
	Baking	1	6	0	------
	Blacksmithing	1	4	0	------
	Machine-shop work	1	8	0	------
	Shoemaking	1	10	0	------
	Farm or garden work	2	27	0	------
	Bricklaying	1	11	0	------
	Printing	1	2	0	------
	Housework	2	25	0	------
Brightside Industrial School, Denver, Colo.	Sewing	1	1	------	------
	Cooking	1	10	------	------
	Carpentry	1	10	------	------
	Farm or garden work	3	60	------	------
	Printing	1	3	------	------
	Laundry	1	18	------	------
	Shoemaking	1	1	------	------
	Engineering	1	6	------	------

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Manual Training High School, Denver, Colo.	Free-hand drawing	1	189	195	114
	Mechanical drawing	1	189	195	114
	Clay modeling	2	54	66	16
	Sewing	2	.....	165	76
	Cooking	1	.....	50	38
	Carpentry	1	80	.....	16
	Wood turning	1	80	.....	12
	Carving	2	80	95	20
	Pattern making	1	54	.....	12
	Forging				20
	Sheet-metal work				2
	Molding (metal)				4
	Vise work	1	31	.....	8
	Machine-shop work				30
Trade School and Institute of the Y. M. C. A., Bridgeport, Conn.	Free-hand drawing	1	19	.....	20
	Mechanical drawing	1	66	.....	20
	Carpentry	1	14	.....	30
	Plumbing	1	13	.....	30
Boardman Manual Training High School, New Haven, Conn.	Free-hand drawing	2	233	157	160
	Mechanical drawing	1	233	70	160
	Sewing	1	.....	157	160
	Cooking	1	.....	157	160
	Carpentry	1	135	.....	40
	Wood turning	.....	.....	.....	.....
	Carving	.....	.....	157	160
	Venetian iron	.....	.....	87	120
	Basket weaving				
	Pyrography				
	Pattern making	1	46	.....	40
	Forging	1	30	.....	40
	Sheet-metal work	1	.....	.....	.....
	Molding (metal)	.....	.....	.....	.....
	Machine-shop work	1	20	.....	40
Manual Training School, Ridgefield, Conn.	Sewing	1	0	38	24
	Cooking	1	0	32	48
St. Joseph's Industrial School for Colored Boys, Clayton, Del.	Clay modeling	1	4	0	.....
	Carpentry	1	2	0	.....
	Farm or garden work	3	12	0	.....
	Printing	1	6	0	.....
	Painting	1	4	0	.....
	Tailoring	1	4	0	.....
	Shoemaking	1	3	0	.....
Ferris Industrial School, Marshallton, Del.	Free-hand drawing	1	24	0	.....
	Carpentry	1	24	0	.....
	Wood turning	1	24	0	.....
Industrial Home School, Georgetown, D. C.	Free-hand drawing	2	.....	.....	.....
	Clay modeling	1	.....	.....	.....
	Paper cutting and folding	1	.....	.....	.....
	Sewing	4	.....	.....	.....
	Cooking	1	.....	.....	.....
	Carpentry	1	.....	.....	.....
	Wood turning	1	.....	.....	.....
	Farm or garden work	2	.....	.....	52
St. Rose's Industrial School, Washington, D. C.	Sewing	5	0	65	36
	Cooking	1	0	3	52
Chicago English High and Manual Training School, Chicago, Ill.	Free-hand drawing	2	578	0	120
	Mechanical drawing	2	578	0	120
	Carpentry	4	308	0	40
	Wood turning				
	Pattern making				
	Forging	1	165	0	20
	Molding (metal)	1	165	0	20
	Vise work, machine-shop work	2	105	0	40
Chicago Manual Training School, Chicago, Ill.	Free-hand drawing	1	124	0	20
	Mechanical drawing	2	258	0	100
	Carpentry	1	124	0	10
	Wood turning	1	124	0	10
	Cabinetmaking	1	124	0	10
	Pattern making	1	124	0	10
	Forging	1	75	0	10

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Chicago Manual Training School, Chicago, Ill.	Molding	------	75	0	30
	Vise work	1	45	0	8
	Machine-shop work	1	45	0	32
Chicago Sloyd School, Chicago, Ill	Mechanical drawing	1	0	10	------
	Sewing	1	0	2	------
	Carpentry	1	0	10	------
	Carving	1	0	10	------
Jewish Training School, Chicago, Ill.	Free-hand drawing	1	350	360	40
	Mechanical drawing	2	350	140	40
	Clay modeling	1	350	360	40
	Paper cutting and folding	2	70	60	40
	Sewing	2	------	360	40
	Carpentry	2	350	140	40
	Wood turning	1	66	------	40
	Carving	1	130	------	40
	Machine-shop work	1	66	------	40
	Painting	2	350	360	40
	Designing	1	36	30	40
Lewis Institute, Chicago, Ill.	Free-hand drawing	2	100	50	72
	Mechanical drawing	2	100	------	72
	Sewing	1	------	50	24
	Cooking	2	------	100	30
	Carpentry	1	150	------	6
	Wood turning	1	150	------	6
	Pattern making	1	50	------	24
	Forging	1	100	------	36
	Molding (metal)	1	50	------	24
	Vise work	1	50	------	36
	Machine-shop work				
Bradley Polytechnic Institute, Peoria, Ill.	Free-hand drawing	1	------	------	------
	Mechanical drawing	3	------	------	------
	Sewing	2	------	------	------
	Cooking	1	------	------	------
	Carpentry	2	------	------	------
	Wood turning	2	------	------	------
	Pattern making	1	------	------	------
	Vise work	2	------	------	------
	Machine-shop work	1	------	------	------
Springfield Manual Training School, Springfield, Ill.	Carpentry	2	97	------	38
	Wood turning	1	25	------	38
Manual Training High School, Indianapolis, Ind.	Free-hand drawing	3	208	49	38
	Mechanical drawing	2	269	1	124
	Sewing	4	0	296	38
	Cooking	2	0	61	38
	Carpentry	2	185	0	19
	Wood turning	1	160	0	19
	Hygiene and nursing	1	0	45	19
	Pattern making	1	39	------	38
	Forging	2	102	------	38
	Molding (metal)	1	39	------	38
	Machine-shop work	2	30	------	38
Indiana Soldiers and Sailors Orphans' Home, Knightstown, Ind.	Free-hand drawing	1	320	250	60
	Sewing	1	------	34	40
	Cooking	1	4	20	20
	Carpentry	1	10	------	60
	Baking	1	13	------	60
	Shoemaking	1	6	------	60
	Laundry work	1	7	------	------
	Machine-shop work	1	9	------	60
	Floriculture	1	12	------	60
	Farm or garden work	1	18	------	60
	Printing	1	30	------	60
	Tailoring	1	7	5	60
West Des Moines High and Industrial School. Des Moines, Iowa.	Free-hand drawing	1	10	14	36
	Mechanical drawing	1	35	3	72
	Sloyd, or knife work	1	40	------	72
	Carpentry	1	27	1	36
	Wood turning	1	11	------	24
	Carving	1	11	2	12

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Manual Training School, Frankfort, Ky.	Free-hand drawing	1	35	22	36
	Mechanical drawing	1	7	0	36
	Clay modeling	1	15	16	.....
	Paper cutting and folding	1	15	16	.....
	Sewing	1	0	68	36
	Cooking	1	0	68	.....
	Carpentry	1	7	0	36
	Wood turning	1	7	0	36
	Carving	1	7	0	.....
	Farm or garden work	1	50	0	36
Hope Presbyterian Mission and Industrial School, Louisville, Ky.	Sewing	24	0	310	.....
	Cooking	1	0	30	.....
	Basket weaving	2	0	30	.....
	Iron-wire work	2	0	12	.....
Manual Training High School, Louisville, Ky.	Free-hand drawing	1	125	.....	30
	Mechanical drawing	2	240	.....	130
	Carpentry	2	140	.....	20
	Wood turning	2	120	.....	12
	Carving	2	100	.....	7
	Pattern making	2	75	.....	40
	Forging	1	60	.....	35
	Sheet-metal work	1	30	.....	4
	Molding (metal)	1	75	.....	40
	Vise work Machine-shop work	1	34	.....	38
Home Institute—Free night school, New Orleans, La.	Free-hand drawing	2	100	0	.....
	Mechanical drawing	2	50	0	.....
Baltimore Polytechnic Institute, Baltimore, Md.	Free-hand drawing	1	252	0	a 160
	Mechanical drawing	1	139	0	230
	Carpentry	1	279	0	80
	Wood turning	1	114	0	50
	Carving	1	107	0	60
	Pattern making	1	114	0	120
	Forging	1	69	0	90
	Sheet metal work	1	252	0	100
	Molding (metal), theoretical	1	114	0	10
	Vise work	1	70	0	90
	Machine-shop work	1	70	0	120
House of Refuge, Baltimore, Md	Sewing	1	12	0	.....
	Cooking	1	6	0	.....
	Carpentry Wood turning	1	47	0	.....
	Forging Sheet-metal work Molding (metal) Vise work Machine-shop work	1	52	0	.....
	Farm or garden work	1	3	0	.....
	Printing	1	15	0	.....
	Painting	1	3	0	.....
Samuel Ready School, Baltimore, Md.	Free-hand drawing	1	.....	39	.....
	Clay modeling	1	.....	18	.....
	Paper cutting and folding	1	.....	18	.....
	Sewing	1	.....	60	.....
	Cooking	1	.....	27	.....
	Typewriting	1	.....	21	.....
	Shorthand	1	.....	5	.....
	Vocal music	1	.....	60	.....
	Piano	2	.....	12	.....
	Pipe organ	1	.....	4	.....
McDonogh Educational Fund and Institute, McDonogh, Md.	Free-hand drawing	2	123	.....	200
	Mechanical drawing	1	24	.....	80
	Carpentry	1	15	.....	30
	Wood turning	1	15	.....	15
	Carving	1	15	.....	15
	Pattern making	1	15	.....	10
	Machine-shop work	1	10	.....	30
	Printing	1	18	.....	100

a Number of 100-minute periods in entire course.

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Jacob Tome Institute (manual training department).	Free hand drawing	2	130	225	494
	Mechanical drawing	1	65	27	152
	Clay modeling	1	46	39	76
	Sewing	7	130	225	494
	Cooking	1	------	35	76
	Sloyd, or knife work	1	72	40	114
	Carpentry	1	44	------	76
	Wood turning	2	21	------	38
	Carving	1	44	------	76
	Pattern making	1	13	------	24
	Sheet-metal work	1	13	------	6
	Molding	1	13	------	10
Friendford Industrial School, Boston, Mass.	Free hand drawing	2	20	------	27
	Mechanical drawing	4	15	------	27
	Paper cutting and folding	3	10	------	------
	Sewing	57	------	315	27
	Cooking	1	------	18	27
	Sloyd, or knife work	2	12	------	27
	Carpentry	1	12	------	27
	Wood turning	1	------	------	------
	Carving	1	12	------	27
	Embroidery	1	------	9	27
	Millinery	1	------	14	27
	Housekeepers	3	------	70	27
Hebrew Industrial School, Boston, Mass.	Sewing	10	------	400	40
	Cooking	2	------	75	40
	Printing	2	------	45	30
Mechanic Arts High School, Boston, Mass.	Free-hand drawing	2	343	0	40
	Mechanical drawing	2	343	0	80
	Carpentry	2	185	0	30
	Wood turning	1	123	0	16
	Carving	2	185	0	10
	Pattern making	1	123	0	4
	Forging	1	123	0	20
	Machine-shop work	1	35	0	40
North Bennet Street Industrial School, Boston, Mass.	Clay modeling	4	345	0	------
	Sewing	1	------	------	------
	Cooking	1	------	------	------
	Sloyd, or knife work	1	215	------	------
	Leather work	1	175	------	------
	Millinery	1	21	------	------
	Dressmaking	1	27	------	------
	Printing	1	207	------	------
Woman's Educational and Industrial Union, Boston, Mass.	Sewing	4	------	200	36
Rindge Manual Training School, Cambridge, Mass.	Free-hand drawing	1	175	0	40
	Mechanical drawing	1	175	0	40
	Carpentry	1	67	0	20
	Wood turning	1	58	0	20
	Pattern making	1	58	0	20
	Forging	1	58	0	20
	Machine-shop work, first year	1	50	0	20
	Machine-shop work, second year.	1	67	0	20
Trustees of the Lowell Textile School, Cambridge, Mass.	Free-hand drawing	2	14	9	90
	Mechanical drawing	2	25	0	90
	Power weaving	2	88	0	90
	Handloom weaving	1	80	6	90
	Cotton spinning	2	74	------	90
	Woolen and worsted spinning	2	65	------	90
	Dyeing	3	50	------	90
	Textile designing	2	118	------	90
South End Industrial School, Roxbury, Mass.	Free hand drawing	1	14	16	44
	Mechanical drawing	1	14	------	40
	Sewing	------	------	100	31
	Cooking	1	------	32	------
	Carpentry	1	12	------	40
	Dressmaking	2	------	36	40
	Housekeeping	1	------	16	40
	Printing	2	10	16	48

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Plummer Farm School, Salem, Mass.	Carpentry	1	18	------	17
	Farm or garden work	2	30	------	35
Lansing Industrial Aid Society, Lansing, Mich.	Sewing	6–10	------	75	30
	Cooking	1	------	6	30
Household Economic Association, Minneapolis, Minn.	Sewing	2	------	------	------
	Cooking	2	------	------	------
James Industrial Training School, Minneapolis, Minn.	Sewing	3	6	100	48
	Cooking	2	0	115	24
	Carving	1	0	5	------
	Laundry	1	0	10	6
	Millinery	1	------	30	16
Mechanic Arts High School, St. Paul, Minn.	Free-hand drawing	1	157	72	------
	Mechanical drawing	1	264	13	152
	Clay modeling	1	122	83	------
	Carpentry	1	134	------	19
	Wood turning	1	62	------	19
	Cabinetwork	1	42	------	19
	Pattern making, Forging, Molding (metal)	1	61	------	19
	Vise work	1	37	------	19
	Machine-shop work	1	39	------	39
Manual Training School of Washington University, St. Louis, Mo.	Free hand drawing	1	234	0	20
	Mechanical drawing	1	234	0	100
	Carpentry	2	------	0	25
	Wood turning	------	117	0	10
	Carving	------			5
	Pattern making				5
	Forging	1	54	0	26
	Sheet-metal work				2
	Molding (metal)		54	0	5
	Vise work	1	58	0	10
	Machine-shop work		58	0	30
	Soldering	------	54	0	2
New State Orphans' Home, Carson, Nev.	Sewing	1	0	20	------
	Cooking	2	0	4	------
	Farm and garden work	1	20	0	------
Manual Training and Industrial School, Bordentown, N. J.	Free-hand drawing	1	33	47	105
	Paper cutting and folding	1	19	7	35
	Sewing	1	0	33	105
	Cooking	------	0	20	105
	Carpentry	------	30	0	70
	Dressmaking	1	0	26	70
	Farm or garden work	1	10	0	70
Trinity Industrial School, Hoboken, N. J.	Sewing	12	------	97	20
Baron de Hirsch Agricultural and Industrial School, Woodbine, N. J.	Mechanical drawing	1	13	2	24
	Carpentry	1	24	------	24
	Blacksmithing	1	24	------	24
	Farm or garden work	6	86	------	156
Barlow School of Industrial Arts, Binghamton, N. Y.	Mechanical drawing	1	50	0	40
	Sewing	1	0	14	40
	Cooking	1	0	81	40
	Carpentry	1	39	0	20
	Wood turning	1	28	0	20
	Forging	1	41	0	40
Brooklyn Industrial School Association, Brooklyn, N. Y.	Free-hand drawing	4	180	100	40
	Mechanical drawing	1	30	------	40
	Clay modeling	6	180	100	40
	Paper cutting and folding	6	180	100	40
	Sewing	2	------	50	30
	Sloyd, or knife work	1	30	------	40
Industrial School Association, Brooklyn, N. Y.	Free-hand drawing	2	58	50	------
	Paper cutting and folding	3	56	40	41
	Sewing	4	------	130	41
Manual Training High School, Brooklyn, N. Y.	Free-hand drawing	3	337	392	729
	Mechanical drawing	3	337	392	729
	Clay modeling	1	------	100	100
	Sewing	3	------	329	329
	Carpentry	3	337	------	337

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Manual Training High School, Brooklyn, N. Y.	Wood turning	2	100	------	100
	Carving	2	40	40	80
	Pattern making	1	60	------	60
	Forging	1	100	------	100
	Sheet-metal work	2	40	40	80
Pratt Institute (department of science and technology), Brooklyn, N. Y.	Free-hand drawing	1	64	110	36
	Mechanical drawing	4	230	86	144
	Clay modeling	------	------	------	------
	Sewing	2	------	58	36
	Cooking	2	------	33	36
	Sloyd, or knife work	1	5	55	36
	Carpentry	1	120	60	48
	Wood turning		120	60	12
	Evening carpentry	------	29	0	48
	Carpentry and house building	------	18	0	36
	Pattern making	1	78	0	24
	Forging	------	60	0	36
	Sheet-metal work	1	26	0	12
	Molding (metal)		78	0	24
	Vise work	1	52	0	36
	Machine-shop work				
	Evening machine work	------	45	0	48
	House and sign painting	1	16	0	48
	Frescoing (evening painting)	1	10	0	48
Webb's Academy and Home for Shipbuilders, Fordham Heights, N. Y.	Plumbing	2	55	0	48
	Mechanical drawing	2	33	------	38
	Carpentry	1	33	------	38
Artist Artisan Institute, New York	Free-hand drawing	5	23	32	52
	Clay modeling	1	6	5	52
	Carving	1	6	0	52
Ethical Culture Schools, New York, N. Y.	Free-hand drawing	1	202	143	35
	Clay modeling	1	202	143	35
	Paper cutting and folding	4	77	75	35
	Sewing	1	77	143	35
	Sloyd, or knife work	------	------	------	------
	Carpentry	1	46	8	35
	Wood turning	1	15	------	18
	Bent iron	1	16	------	35
	Basket making	1	36	36	18
	Carving	1	8	13	7
	Cardboard	1	13	------	18
General Society of Mechanics and Tradesmen, New York, N. Y.	Free-hand drawing	1	125	------	60
	Mechanical drawing	2	107	------	90
	Clay modeling	1	35	------	30
	Architectural drawing	2	120	------	90
Hebrew Technical Institute, New York, N. Y.	Free-hand drawing	1	184	------	96
	Mechanical drawing	1	210	0	144
	Carpentry	3	210	0	144
	Wood turning	1	90	0	48
	Carving	1	65	0	48
	Electricity	1	30	0	48
	Physics	------	180	0	------
	Pattern making	1	5	0	48
	Forging	1	5	0	24
	Vise work	1	60	0	48
	Machine shop work	1	30	0	48
New York Trade School, New York, N. Y.	Architectural and mechanical drawing.	2	16	0	------
	Carpentry	1	20	0	------
	Electrical work	4	50	0	------
	Plastering	1	7	0	------
	Steam fitting	1	39	0	------
	Forging	1	13	0	------
	Sheet metal work	3	26	0	------
	Plumbing	5	252	0	------
	Bricklaying	2	39	0	------
	Printing	2	14	0	------
	Painting, house	3	22	0	------
	Painting, sign	1	22	0	------
	Painting, fresco	2	30	0	------

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
St. George's Evening Trade School, New York, N. Y.	Free-hand drawing	2	30	0	30
	Mechanical drawing	1	80	0	33
	Paper cutting and folding	1	81	------	------
	Sloyd, or knife work	1	81	0	------
	Carpentry	1	76	0	------
	Wood turning	1	16	0	------
	Pattern making	1	20	0	------
	Plumbing	1	48	0	------
	Printing	1	42	0	------
School of Industrial Art and Technical Design, New York, N. Y.	Free-hand drawing	1	1	78	24
	Mechanical drawing	1	1	78	24
	Practical designing	1	1	78	24
Senior Evening School for Girls, New York, N. Y.	Sewing	2	------	------	------
	Cooking	1	------	------	------
	Vise work	------	------	------	18
	Machine shop	------	------	------	18
Teachers' College, New York, N. Y.	Free-hand drawing	4	4	75	160
	Mechanical drawing	2	48	55	200
	Clay modeling	1	3	22	40
	Paper cutting and folding	2	13	12	33
	Sewing	5	40	156	145
	Cooking	2	------	62	30
	Sloyd	1	3	59	38
	Carpentry	1	63	9	34
	Wood turning	1	68	------	21
	Carving	1	3	55	80
	Pattern making	1	68	------	13
	Forging	1	45	------	8
	Vise work	1	45	------	4
	Machine-shop work	1	45	------	18
Technical School for Carriage Draftsmen and Mechanics, New York, N. Y.	Free-hand drawing	1	10	------	10
	Mechanical drawing	1	14	------	28
Wilson Industrial School for Girls, New York, N. Y.	Sewing	1	------	------	10
	Cooking	1	------	------	4
	Kitchen gardening	1	------	------	8
Rochester Athenæum and Mechanics Institute, Rochester, N. Y.	Free-hand drawing	6	142	154	30-90
	Mechanical drawing	7	220	10	90
	Clay modeling	1	10	10	30
	Sewing	2	------	403	36
	Cooking	3	------	400	36
	Sloyd, or knife work	1	240	38	34
	Carpentry	3			
	Dressmaking	4	------	268	36
	Shirt waists	1	------	59	36
	Millinery	2	------	81	36
	Lettering	1	------	6	30
Rochester Athenæum and Mechanical Institute, Rochester, N. Y.	Electricity	1	49	6	30
	Telegraphy	1	9	9	30
Herbart Preparatory School, Suffern, N. Y.	Free-hand drawing	1	------	4	40
	Carpentry, Wood turning, Carving	1	1	------	40
	Farm or garden work	1	1	------	40
Skyland Institute, Blowing Rock, N. C.	Sewing	1	------	22	30
	Cooking	1	------	22	30
Dorland Institute, N. C.	Sewing	1	------	75	------
	Cooking	1	50	------	------
	Laundry work	1	50	------	------
	Farm or garden work	------	10	25	------
Asheville Farm School, Denmark, N. C.	Free-hand drawing	1	30	0	38
	Mechanical drawing	1	12	0	38
	Cooking	1	18	0	------
	Carpentry	1	20	0	38
	Laundry work	1	30	0	------
	General housework	1	98	0	------
	Farm or garden work	2	98	0	------
Academical and Industrial Institute, North Wilkesboro, N. C.	Free-hand drawing	1	12	10	------
	Sewing	------	------	4	28
	Cooking	1	------	3	------
	Carpentry	1	------	3	------

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Academical and Industrial Institute, North Wilkesboro, N. C.	Laundrying	------	------	3	------
	Housekeeping	------	------	4	------
	Farm or garden work	------	4	4	28
Ohio Mechanics' Institute, Industrial and Art School, Cincinnati, Ohio.	Free-hand drawing	3	185	------	75
	Mechanical drawing	6	295	------	------
	Architectural drawing	3	82	------	75
	Electricity	1	65	------	50
Technical School of Cincinnati, Cincinnati, Ohio.	Free-hand drawing	1	136	1	40
	Mechanical drawing	------	136	1	30
	Sloyd, or knife work	------	18	------	20
	Carpentry	1	50	1	30
	Wood turning	------	50	1	10
	Forging	1	41	0	40
	Vise work	1	31	0	20
	Machine shop work		31	0	20
Jewish Orphan Asylum, Cleveland, Ohio.	Free-hand drawing	4	208	90	38
	Mechanical drawing	2	66	------	40
	Paper cutting and folding	2	74	42	0
	Sewing	2	------	90	------
	Cooking	1	------	36	30
	Sloyd, or knife work	1	36	------	30
	Carpentry	1	27	------	38
	Wood turning	1	12	------	38
	Carving	1	12	------	16
	Vise work	1	12	------	16
	Machine-shop work	1	12	------	16
	Printing	1	6	------	24
Young Women's Christian Association, Cleveland, Ohio.	Sewing	1	------	117	30
	Cooking	------	------	24	30
	Millinery	1	1	55	30
	Domestic training	1	------	7	24
Toledo University Manual Training School, Toledo, Ohio.	Free-hand drawing	2	9	113	10
	Mechanical drawing	2	143	1	10
	Clay modeling	1	15	134	10
	Dressmaking	------	------	65	10
	Sewing	2	------	122	10
	Cooking	1	2	93	10
	Carpentry	2	174	------	6
	Wood turning	1	78	------	6
	Carving	1	------	35	6
	Venetian iron	1	9	6	3
	Machine work	1	38	------	------
	Pattern making	1	10	------	------
	Forging	1	38	------	------
Central Manual Training School, Philadelphia, Pa.	Free-hand drawing	1	430	0	40
	Mechanical drawing	1	430	0	40
	Clay modeling	1	430	0	40
	Carpentry	1	430	0	40
	Wood turning	1	430	0	40
	Carving	1	430	0	40
	Pattern making	1	430	0	40
	Forging	1	430	0	40
	Sheet metal work	1	430	0	40
	Molding	1	430	0	40
	Vise work	1	430	0	40
	Machine-shop work	1	430	0	40
Friends' Select School, Philadelphia, Pa.	Free-hand drawing	1	58	136	------
	Mechanical drawing	1	19	37	------
	Sloyd, or knife work	1	43	63	------
Girard College, Philadelphia, Pa.	Mechanical drawing	1	572	------	210
	Sloyd, or knife work	1	321	------	164
	Carpentry	1	572	------	210
	Wood turning				
	Pattern making	1	572	------	210
	Forging	1	572	------	210
	Molding (metal)	1	572	------	210
	Vise work	1	572	------	210
	Machine-shop work				
	Electricity	1	572	------	210
	Plumbing	1	572	------	210

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Northeast Manual Training School, Philadelphia, Pa.	Free-hand drawing	1	348	.....	80
	Mechanical drawing	1	348	.....	120
	Clay modeling	1	109	.....	13
	Carpentry	1	167	.....	28
	Wood turning	1	167	.....	14
	Carving	1	109	.....	14
	Pattern making	1	109	.....	28
	Forging	1	109	.....	28
	Sheet-metal work	1	167	.....	28
	Molding (metal)	1	167	.....	14
	Vise work	1	267	.....	14
	Machine-shop work	1	72	.....	40
Pennsylvania Museum and School of Industrial Art, Philadelphia, Pa.	Free-hand drawing	10	500	300	36
	Mechanical drawing	2	.....	.....	.....
	Clay modeling	1	.....	.....	.....
	Carpentry	1	.....	.....	.....
	Vise work	1	.....	.....	.....
	Painting	2	.....	.....	.....
	Weaving	3	.....	.....	.....
	Dyeing	4	.....	.....	.....
	Textile designs	3	.....	.....	.....
	Carding and spinning	1	.....	.....	.....
Spring Garden Institute, Philadelphia, Pa.	Mechanical drawing	2	189	.....	80
	Pattern making	1	10	.....	80
	Vise work	2	30	.....	80
	Machine-shop work	2	30	.....	80
	Electricity	2	114	.....	52
School of Design for Women, Pittsburg, Pa.	Free-hand drawing	5	.....	.....	.....
Williamson Free School of Mechanic Trades, Williamson School, Pa.	Mechanical drawing	2	186	.....	156
	Carpentry	1	32	.....	156
	Pattern making	1	37	.....	156
	Vise work, Machine-shop work	1	77	.....	132
	Bricklaying	1	38	.....	132
	Electrical machinists	1	12	.....	132
Miss Sayer's School, Newport, R. I.	Free-hand drawing	1	0	1	36
	Sewing	.....	.....	1	36
	Painting	1	.....	1	36
Townsend Industrial School, Newport, R. I.	Free-hand drawing	1	25	25	80
	Mechanical drawing	1	19	0	140
	Sewing	2	0	402	160
	Cooking	2	0	402	160
	Sloyd, or knife work	2	315	0	160
	Carpentry	1	8	.....	30
	Wood turning	1	8	.....	10
	Pattern making	1	6	0	10
	Forging	1	20	0	24
	Molding (metal)	1	6	0	6
	Vise work	1	5	0	10
	Machine-shop work	1	5	0	50
Providence Manual Training High School, Providence, R. I.	Free-hand drawing	3	2	1	40
	Mechanical drawing	2	2	0	40
	Clay modeling, Carving	1	1	0	20
	Sewing	2	0	2	20
	Cooking	1	0	1	20
	Carpentry	1	1	.....	20
	Wood turning	1	.....	.....	20
	Dressmaking	1	.....	1	20
	Millinery	1	.....	1	20
	Pattern making	1	1	.....	10
	Forging	1	1	.....	40
	Molding (metal)	1	1	.....	10
	Vise work	1	1	.....	10
	Machine-shop work	1	1	.....	40
Rhode Island School of Design, Providence, R. I.	Free-hand drawing	.....	31	8	32
	Mechanical drawing	.....	138	1	32
	Clay modeling	.....	12	4	32

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Rhode Island School of Design, Providence, R. I.	Carving	------	4	------	------
	Beaten copper	------	1	------	------
St. Xavier's Academy, Providence, R. I.	Free-hand drawing	1	14	103	------
	Mechanical drawing	1	------	42	------
	Paper cutting and folding	1	------	34	------
	Sewing	1	------	69	------
	Painting, China, pastel, Oil and water	2	0	20	------
Tyler School, Providence, R. I	Mechanical drawing	1	115	------	------
	Sewing	1	------	130	------
	Cooking	1	------	60	------
	Sloyd	1	115	------	------
Miller Manual Labor School, Miller School, R. I.	Free-hand drawing	4	70	50	------
	Mechanical drawing	3	20	------	------
	Sewing	4	------	70	------
	Cooking	1	------	30	------
	Sloyd	1	------	------	------
	Carpentry	2	40	------	------
	Wood turning	1	20	------	------
	Carving	1	10	------	------
	Pattern making	1	30	------	------
	Forging	2	24	------	------
	Molding	2	24	------	------
	Vise work	1	16	------	------
	Machine-shop work	2	16	------	------
	Farm or garden work	2	40	------	------
	Printing	1	19	------	------
	Painting	1	2	------	------
Milwaukee Cooking School, Milwaukee, Wis.	Cooking	2	0	65	------
St. Rose's Orphan Society, Milwaukee, Wis.	Free hand drawing	3	------	92	35
	Clay modeling	1	------	40	35
	Paper cutting and folding	2	------	40	35
	Sewing	1	------	92	35
	Cooking	2	------	60	25
Moqui Training School, Keams Canyon, Ariz.	Free hand drawing	3	68	56	------
	Sewing	1	0	36	------
	Cooking	1	20	36	------
	Carpentry	1	------	------	------
	Farm or garden work	1	40	0	------
Fort Mohave Indian Industrial School, Mohave City, Ariz.	Free-hand drawing	4	3	1	40
	Clay modeling	2	1	1	40
	Paper cutting and folding	1	0	1	40
	Sewing	1	0	50	40
	Cooking	1	0	50	40
	Carpentry	1	16	0	40
	Forging	1	20	0	40
	Vise work	1	20	0	40
	Farm or garden work	1	50	0	40
	Bricklaying	1	10	0	40
	Painting	1	16	0	40
Indian Industrial School, Phœnix, Ariz.	Free-hand drawing	2	200	200	80
	Clay modeling	1	50	40	40
	Paper cutting and folding	1	50	40	40
	Sewing	3	20	50	120
	Cooking	2	10	50	40
	Sloyd	1	30	30	40
	Carpentry	1	15	------	120
	Wood turning	1	12	------	40
	Carving	1	12	------	40
	Farm or garden work	3	24	------	80
	Bricklaying	1	6	------	80
	Painting	1	12	------	80
Fort Yuma Indian School, Yuma, Ariz.	Sewing	1	------	12	40
	Cooking	1	------	4	40
	Carpentry	1	6	------	40
	Shoe and harness maker	1	6	------	40
	Farm or garden work	1	2	------	30

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Greenville Indian Industrial School, Greenville, Cal.	Clay modeling	1	5	10	.....
	Paper cutting and folding	1	10	20	.....
	Sewing	1	.....	35	.....
	Cooking	1	.....	20	.....
	Carpentry	1	.....	.....	.....
	Farm or garden work	1	10	.....	.....
Indian School, Perris, Cal	Sewing	1	.....	112	52
	Cooking	1	.....	112	52
	Carpentry	1	.....	99	52
	Nursing	1	12	12	52
	Laundry	1	.....	112	52
	Farm or garden work	1	99	.....	52
	Painting	1	99	.....	52
Fort Lapwai Indian Industrial School, Lapwai, Idaho.	Paper cutting and folding	1	30	30	.....
	Sewing	1	0	24	.....
	Cooking	1	0	24	.....
Chilocco Indian Industrial School, Arkansas City, Kans.	Sewing	4	.....	.....	.....
	Cooking	2	.....	.....	.....
	Carpentry	1	.....	.....	.....
	Wood turning	1	.....	.....	.....
	Carving	1	.....	.....	.....
	Nursing	1	.....	.....	.....
	Forging	1	.....	.....	.....
	Vise work	1	.....	.....	.....
	Machine-shop work	1	.....	.....	.....
	Farm or garden work	2	.....	.....	.....
	Bricklaying	1	.....	.....	.....
	Printing	1	.....	.....	.....
	Painting	1	.....	.....	.....
Haskell Institute, Lawrence, Kans	Free-hand drawing	5	200	120	200
	Mechanical drawing	1	150	.....	160
	Clay modeling	1	20	20	80
	Paper cutting and folding	1	20	20	80
	Sewing	2	.....	30	120
	Cooking	2	.....	100	160
	Sloyd or knife work	.....	75	.....	40
	Carpentry	1	12	.....	120
	Forging	1	20	.....	120
	Wagon shop	1	10	.....	120
	Pipe and steam fitting	1	20	.....	120
	Farm or garden work	2	20	.....	120
	Masonry, plastering, and bricklaying.	1	6	.....	120
	Printing	1	8	.....	120
	Painting	1	10	.....	120
	Bakery	1	5	.....	80
	Tailoring	1	20	.....	120
	Harness and shoe making	2	30	.....	120
Mount Pleasant Indian School, Mount Pleasant, Mich.	Sewing	2	.....	101	40
	Cooking	2	.....	101	40
	Carpentry	1	8	.....	40
	Housekeeping	2	.....	101	40
	Laundry work	1	.....	101	40
	Farm or garden work	2	57	.....	40
Pipestone Indian Industrial School, Pipestone, Minn.	Free-hand drawing	1	56	0	.....
	Clay modeling	1	.....	.....	.....
	Sewing	4	0	60	.....
	Cooking	4	0	60	.....
	Farm or garden work	4	56	0	.....
Fort Shaw Indian Training School, Sun River, Mont.	Free hand drawing	6	175	125	20
	Paper cutting and folding	1	35	37	8
	Sewing	1	0	125	4
	Cooking	2	0	75	8
	Sloyd or knife work	2	80	0	20
	Carpentry		10	0	40
	Carving		10	0	20
	Dining room	1	0	100	8
	Laundry	2	125	100	8
	Housekeeping and mending	4	0	100	40

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Fort Shaw Indian Training School, Sun River, Mont.	Forging, Sheet-metal work, Vise work	1	8	0	40
	Shoe and harness making	1	12	0	20
	Farm and garden work	2	36	0	40
	Bricklaying				
Carson Indian Industrial School, Carson City, Nev.	Tailoring	1	20	4	30
	Sewing	1		40	40
	Cooking	1		40	40
	Carpentry	1	20		40
	Wood turning	1	5		40
	Laundering	1		20	40
	Cobbling	1	1		40
	Forging	1	4		40
	Vise work	1	20		40
	Machine shop work	1	1		40
	Farm or garden work	1	25		40
	Printing	1	5		40
United States Indian Industrial School, Albuquerque, N. Mex.	Free hand drawing, Mechanical drawing	1	60	40	40
	Clay modeling, Paper cutting and folding	1	14	12	40
	Sewing	2		52	40
	Cooking	3	4	28	40
	Carpentry	1	14		40
	Tailoring	1	19	0	40
	Shoemaking	1	15	0	40
	Harness making	1	13	0	40
	Blacksmithing	1	2	0	40
	Farm or garden work	1	26	0	40
	Painting	1	14	0	40
	Laundering	1	20	0	40
United States Indian Industrial School, Santa Fe, N. Mex.	Paper cutting and folding	1			52
	Sewing	2		3	52
	Cooking	2	4	0	52
	Sloyd or knife work		35	5	52
	Carpentry, Wood turning, Carving	1	14		52
	Tailoring	1	15	0	
	Baking	1	2	0	
	Shoemaking	1	12		
	Pattern making, Forging, Sheet-metal work, Molding (metal), Vise work, Machine-shop work	1	7	0	
	Farm or garden work	1	2	0	
	Painting				
Cherokee Training School, Cherokee, N. C.	Engineering	1	2	0	
	Free-hand drawing	3	80	72	
	Clay modeling	1	13	12	
	Paper cutting and folding	3	20	33	
	Sewing	2		72	
	Cooking	2		72	
	Carpentry	1	24		
	Farm or garden work	2			28
	Painting	1	6		10
United States Indian Industrial School, Fort Totten, N. Dak.	Sewing	2			
	Cooking	5			
	Carpentry	1			
	Farm or garden work	2			
	Painting	1			
Seger Colony School, Colony, Okla.	Clay modeling	1	10	3	4
	Paper cutting and folding	1	10	3	4
	Sewing	1	3	30	40
	Cooking	1		30	40
	Carpentry	1	1		40

TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Seger Colony School, Colony, Okla	Farm or garden work	1	40	.....	40
	Bricklaying	1	2	.....	2
United States Indian Industrial School, Carlisle, Pa.	Free-hand drawing	1	603	487	.....
	Mechanical drawing		50	.....	40
	Clay modeling	1	24	23	.....
	Paper cutting and folding	1	24	26	40
	Sewing	6	.....	404	40
	Cooking	3	12	404	52
	Sloyd or knife work	1	72	26	40
	Baking	2	6	.....	52
	Tailoring	1	45	.....	40
	Plastering	1	12	.....	16
	Forging	1	25	.....	52
	Sheet-metal work	1	15	.....	52
	Shoemaking	1	50	.....	.....
	Machine-shop work, steam fitting.	1	10	.....	40
	Farm or garden work	2	603	.....	52
	Bricklaying	1	12	.....	16
	Printing	1	30	1	52
	Painting	1	12	.....	52
	Laundering	5	12	404	52
	Harness making	1	60	.....	.....
Pierre Indian School, Pierre, S. Dak	Free-hand drawing	.....	.....	121	.....
	Paper cutting and folding	.....	.....	20	.....
	Sewing	.....	.....	43	.....
	Cooking	.....	.....	43	.....
Tomah Indian Industrial School, Tomah, Wis.	Farm or garden work	12	.....	.....	.....
	Sewing	2	.....	36	.....
	Cooking	2	.....	36	.....
	Sloyd or knife work	1	.....	.....	.....
	Wood turning		.....	.....	.....
	Carpentry		15	.....	.....
	Carving		.....	.....	.....
United States Indian Industrial School, Wittenberg, Wis.	Farm or garden work	1	24	.....	.....
	Sewing	1	.....	50	12
	Cooking	2	.....	50	12
	Carpentry	1	21	.....	26
	Laundering	1	.....	30	26
	Farm or garden work	2	50	.....	26

CHAPTER XLIII.

COMMERCIAL AND BUSINESS SCHOOLS.

REPORT OF THE COMMITTEE OF THE DEPARTMENT OF BUSINESS EDUCATION OF THE NATIONAL EDUCATIONAL ASSOCIATION ON A COURSE OF STUDY FOR COMMERCIAL COLLEGES.

The Correlation of Studies in the Commercial Course.

The term correlation, as used in this report, your committee understands to refer not only to the co-relation of the studies in the commercial course, but also to the relation of the school to the office and to the relation of the training and conduct of the student in the school to the conditions he will meet in the business house in which he is to begin his career as a business man, it being deemed of the utmost importance that the step the student must take between the business school and the business office be made as short and easy as possible.

Much assistance and information have been received by this committee from the commercial school people not of the committee, and, in addition to this, the former reports of the proceedings of this body have been freely drawn upon, for all of which the members of this committee hereby render their acknowledgment and express their thanks.

CORRELATION.

Whatever else may be said of the business college curriculum, there are, perhaps, no other schools that possess a course of study the several branches of which are so unified and correlated.

It has for its foundation bookkeeping, which requires a knowledge of arithmetic, in order that the computation necessary to its conduct may be performed with accuracy and dispatch.

The bookkeeper who does not know the legal rules governing business transactions and who does not understand the penalties for their violation would certainly be unfit to manage the affairs of a modern business office. Therefore no one can lay claim to the title of bookkeeper, or, rather, accountant, in the true sense of the word without a reasonably accurate knowledge of commercial law; and thus we have a third element in the course.

Further, bookkeeping as an art depends largely upon good handwriting, and thus the fourth element in the course of study is brought into close connection with the three branches already named.

Again, bookkeeping, as a record of business transactions, is closely allied to business correspondence, and the bookkeeper, as well as the correspondent, requires a knowledge of English, including grammar, spelling, and composition; thus these branches are intimately connected with the other subjects of the course.

Since the introduction of the typewriter into the business house, no one having

any considerable amount of correspondence can dispense with its use, and hence shorthand and typewriting have been added to the commercial course.

As the work of the business correspondent and amanuensis requires accuracy and close discrimination, punctuation assumes the importance of a separate branch of study, and some knowledge, at least, of rhetoric becomes necessary.

To enforce and fix in the student's mind the principles of bookkeeping, and to assist in giving him a knowledge of business methods and customs, a course in business practice has been introduced. This feature of the course, in connection with intercommunication, or trading between colleges in different parts of the country, is an excellent introduction to commercial geography, another branch of study of great importance to the future business man.

Inasmuch as the education of a business man is not complete without the ability to stand before his peers in public and express his views, public speaking becomes a branch of business training of no little importance.

A knowledge of the laws relating to production, distribution, and consumption is necessary to an understanding of the facts of commerce in their true light and to a correct view of their relations to each other. A place for economics must, therefore, be found in the business course.

Whether we regard the principal work of the business college to be the training of young men and women for positions in business houses, thereby opening the avenue of business life to them, or look beyond this work to broader fields of usefulness, we must, through a series of lectures, if not in some more formal manner, strive to teach the elements of business ethics.

Further, it is none the less our duty than that of other schools to prepare young men and women for intelligent citizenship: for this reason the subject of civil government must be given a place in the curriculum of the business school.

Your committee is aware that this outline will appear to many to be too comprehensive. It is not claimed by your committee that these several branches of study shall be considered to be of equal importance; some of them may, and indeed must, be taught incidentally, but they all, none the less, belong to the education of the modern American business man.

SUGGESTIVE OUTLINE OF BUSINESS COLLEGE STUDIES.

Mathematics:
- (*a*) Bookkeeping.
- (*b*) Arithmetic, including rapid calculation.

Writing:
- (*a*) Penmanship.
- (*b*) Shorthand.
- (*c*) Typewriting.

Business:
- (*a*) Business practice, including business methods and customs.
- (*b*) The history of commerce.
- (*c*) Commercial geography.

English:
- (*a*) Spelling.
- (*b*) Grammar and punctuation.
- (*c*) Business correspondence.
- (*d*) Composition and rhetoric.
- (*e*) Public speaking.

Civics:
- (*a*) Commercial law.
- (*b*) Civil government.
- (*c*) Economics.

Suggestions on the Outline.

TIME REQUIRED.

The time mentioned under each topic in this outline is the probable time required, but it must be borne in mind that in commercial or business schools the qualifications of students vary greatly, and their fitness for business life must be measured by their attainments and not by the time they have spent in school.

The ability or power to do certain things neatly and accurately in a limited time alone decides the student's qualifications, and he should be graduated when he can meet these requirements, regardless of the time he has spent in securing this attainment.

ELEMENTARY BOOKKEEPING.

Time, three hours (by hours is here meant periods of sixty minutes) daily for two months, exclusive of the time spent on bookkeeping in business and office practice.

As before stated, your committee assumes bookkeeping to constitute the basis of the commercial course. The student should begin the study of bookkeeping only when he writes sufficiently well, and can perform ordinary computations under the fundamental rules of arithmetic, including interest, with a reasonable degree of accuracy. It may be necessary, therefore, for the incoming student to pass through a preparatory course of study before entering upon the course here described.

Bookkeeping should be taught individually. Drills and lectures may be given in classes, but each pupil should pursue the course in bookkeeping independently of other students, except in so far as is necessary to carry out a scheme of practice as hereinbefore mentioned.

This plan of individual study has many advantages:

First. The bright student is not held back by others who are slow, but is allowed to proceed as fast as he can do his work well.

Second. The slow student is not pushed ahead of his ability by those who are more rapid in their work, but is allowed to understandingly master the work as he progresses.

Third. This individual work in bookkeeping renders the course flexible; the student may devote all the time he can spare from other studies to this subject, and therefore may be always kept busy. Where this arrangement is made no student need be idle at any time, and as bookkeeping is the groundwork of the course of study, it is eminently fitting that it should be thus made the subject of special individual instruction.

Special test exercises in this subject, illustrating various applications of the principles of bookkeeping and fixing, by review, the work the student has already gone over, may be given to advantage throughout the course. In these tests the student should be thrown upon his own resources, and he should satisfy both himself and his teacher as to his ability to work independently of aids of any kind.

Here, as elsewhere, weekly class drills or oral quizzes are recommended as valuable in assisting to fix in the minds of students the principles underlying the subject taught.

BUSINESS PRACTICE AND ADVANCED BOOKKEEPING.

Time: Three hours of sixty minutes, daily for six months.

Before entering upon what is usually known as "business practice" pupils should have in some measure the qualifications that they would be required to possess before beginning actual work. These should include order, neatness,

good penmanship, etc. In correspondence and business forms they should have a clear idea of the mechanical arrangement of a letter and a knowledge of the forms and uses of checks, notes, drafts, etc., with a fair understanding of the use of the daybook, journal, ledger, cashbook, sales book, and bill book. They should be quick and apt in journalizing, and should have at least passed the test in the first division of arithmetic.

Your committee will not undertake to designate what the course in business practice shall or shall not be, but takes the liberty of submitting the following propositions:

First. As the course in business practice is especially designed to correlate the school work with the work of the office, the business transactions in the business-practice course should come to the student bookkeeper for record in the same way they come to the bookkeeper in the business house; and the business done by the student, and the transactions made and booked by him, should be done and recorded as nearly as possible as they would be done and recorded in a first-class business house.

Second. The books, stationery, and appliances used in the school should be modern in form, well bound, of good material, well printed or engraved, and in every respect the equal, at least, of those found in use in business houses. Good books and stationery tend to the formation of habits of neatness and accuracy.

Third. A reasonable variety of books should be used, in order that the student may, when going out of the business-practice department of the school, pass into the actual work of the office without feeling that books of account are all fashioned alike, but he should rather go out with a fair degree of knowledge concerning various forms of books of account, especially those that may be considered standard. But, on the other hand, this variety of forms should not be so great as to confuse and annoy the student. Whatever is undertaken should be well done. And here, as elsewhere, one thing done well is better than any number of things poorly or loosely done.

Fourth. The student should remain a sufficient time in each office or subdivision of the business practice work to gain a fair knowledge of the detail of such office or employment. Your committee believes that a week in a bank, for instance, is almost futile, and tends rather to confuse the student than to make plain the principles and modes of modern banking. Not less than a month should be given to the actual work in the bank, and a proportionate time should be spent in the other offices. Nothing should be attempted that can not be done thoroughly and well.

Fifth. From the time assigned to bookkeeping and business practice in this report it will be seen that your committee believes that from two-thirds to three-fourths of the whole time given to bookkeeping in the commercial course should be devoted to this business-practice work.

Sixth. Accuracy in this department should be insisted upon to the letter, and all the "checks" possible should be placed upon the student, that his work may be done thoroughly and accurately. All loose and haphazard work should be rewritten, and neatness and accuracy should be insisted upon. Let all this work be done under an experienced and competent supervisor.

Seventh. The student in the business-practice department should be taught to conscientiously care for all original documents coming into his hands, to file letters and papers with care and accuracy, and to keep everything in and about his office neat, clean, and orderly.

Eighth. The strictest attention should be given to correspondence, and, as the intercommunication work usually connected with this department gives rise to a large amount of correspondence, which, in the nature of things, no other plan can secure, the student should be made to profit by this opportunity to develop his ability to write a good business letter. All work in this line should be performed

with care and fidelity, and every letter and document written in this department should pass under the eye of a careful teacher, who should firmly decline to accept anything but reasonably good work.

Ninth. A plain, easy, rapid style of business writing, without shade or flourish, should be taught in this department, and students not meeting a reasonable requirement in handwriting should be debarred from the work in bookkeeping, and should receive special attention in penmanship until such a handwriting is acquired. A constant improvement in the student's handwriting during the whole course should be insisted upon.

Tenth. Special attention should be given in this department to the art of bookkeeping, such as indexing, the arrangement of accounts in the ledger, the proper manner of closing accounts, forwarding, etc.; the handling and care of books, the filing of papers, and every detail connected with office work.

Eleventh. The student should be taught to be exhaustive in the examination of statements and accounts; to check his books when balancing, even though they balance after the first addition; to check all statements received, and to carefully go over a second time all statements rendered. He should be taught to examine and audit books, and should acquire the skill necessary to perform these operations with reasonable dispatch.

Twelfth. The order and discipline in this department should be that of a well-conducted modern office; communication between students should be allowed concerning the business in hand only. Necessary conversation should be carried on only in a low, soft tone of voice, and no unnecessary noise, heavy walking, or irregularities in deportment should be permitted.

ARITHMETIC.

Time: Five periods a week for six months.

To facilitate coordination with bookkeeping, the work in arithmetic may be arranged in four divisions, as follows:

First. The fundamental rules, United States money, factoring, common and decimal fractions, and denominate numbers.

Second. Percentage, with its applications, profit and loss, discounts, commission and brokerage, simple and compound interest, and partial payments.

Third. Insurance, exchange, equation of accounts, and stocks and bonds.

Fourth. Taxes, partnerships, national and savings banks, etc.

Tests or examinations should be given as these parts of the arithmetic are severally completed, and the student's progress in arithmetic should be made to keep pace with his advancement in bookkeeping.

Rapid calculation should include addition, substraction, multiplication, extension, cancellation, and interest and discount, by short and rapid methods.

"Mental arithmetic," whether formally or incidentally taught, should have a place in all arithmetic work.

A brief practical course in mensuration should be given to all students in the business course, either in classes or as a general exercise.

The metric system, longitude and time, marine and life insurance, foreign exchange, and general average may usually be omitted; not because they are not important, but because other more important subjects demand all the time that can be given to arithmetic in these schools. It is urged by some teachers that the metric system should be taught, but, for the reason given, your committee suggests that it be omitted.

Equation of payments should be performed by the "interest method," in order to afford additional practice in interest computations and to insure a rational view of the subject.

The work in partnership settlements should be performed, as far as possible, on

paper ruled by the students in the form of statements, trial balances, etc. This work, done in such manner, tends to greatly increase the student's efficiency in the practice of accounting.

Students failing to pass the tests in arithmetic may proceed with their work and be given such tests again when time has been afforded them for review or private study, providing, however, that the student shall not be allowed to advance in his bookkeeping beyond the point where such test in arithmetic is required to be passed.

Your committee recommends the analytic method, and the avoidance of formulas of all kinds throughout the whole course in arithmetic. If it be thought best to use a formula, it should be thoroughly explained, that each student may fully understand the process upon which such formula is based. The fact that the arithmetic of business is preeminently the arithmetic of common sense should not for a moment be lost sight of in drilling classes in this branch in our schools.

PENMANSHIP.

Time: Five periods a week throughout the course.

Your committee believes that nothing but plain, practical business writing should be taught in these schools except to those taking a special course in ornamental penmanship (and ornamental penmanship constitutes no part of a commercial course). A student whose writing is below a reasonable standard should be made to discontinue work in bookkeeping until his writing is improved. Figures should receive close attention, and students should be drilled in both their form and their rapid execution. Skill in accommodating writing to the space to be occupied should be carefully cultivated. An easy arm movement should be early acquired. Unnatural and unhealthful positions of the body should be guarded against. Every teacher in the school should give attention to the correction of the writing of students as to position, movement, and form in the branches taught by him, and nothing but the best work of the student should be accepted anywhere. The student should be induced to write to the best of his ability always, and always in a correct position.

No criticism upon the usual methods of teaching this branch is here intended, but it is the opinion of your committee that there is generally too much of oral explanation attempted by teachers of penmanship, an effort to hold the attention of pupils to extended and minute descriptions of form, when the students are not prepared for such explanations. As a rule but a few moments should be devoted to any explanation in this branch until the student has attempted to write the copy. After making such attempt his attention should be again called to the form for a short time, and he should again be allowed to attempt its reproduction. All long and tedious analysis should be avoided. Especially is this true concerning the teaching of those who are beginning the systematic study of penmanship. Persistent practice under careful direction is what is needed to produce good business penmanship.

COMMERCIAL LAW.

Time: Three periods a week for four months.

It is the sense of your committee that commercial law should be taught as a regular class recitation. The student should be provided with a text-book and be required to prepare his lessons as in other branches. Lectures on law are valuable, but lectures should not be depended upon to the exclusion of regular text-book work. The application of business law to bookkeeping should be most carefully enforced, and the student's knowledge of business law should be carefully correlated with his work in business practice. While the teacher of this branch should be well acquainted not only with the facts in the book he is using, but be

well informed in law generally and acquainted with the rules of pleading and practice in the courts, it is by no means necessary that he should be a lawyer. Lawyers are often not teachers, and more often they are not disciplinarians, and when employed to teach commercial law in business colleges they are not likely to give sufficient attention to the order and discipline of their classes. For this reason what is gained in the direction of law is often lost or more than lost in other directions.

The common forms of legal and business documents should be exhibited in the classes as the subject of the lesson deals with them, and it is better to use forms that are now or have been used in the regular course of business. For instance, the policy of insurance, the protested bill, the deed, the mortgage, etc.

An occasional "moot court," judiciously conducted, may be made very useful in illustrating the practical details of lawsuits and the practice of law. Such "moot courts" must, however, be managed with the greatest care to prevent them degenerating into a mere amusement.

CIVIL GOVERNMENT, INCLUDING CIVICS.

Time: Two periods a week for four months.

These subjects are sometimes taught in our schools incidentally and through lectures, but many schools use a text-book and do regular class work in these branches. Your committee recommends that these branches be taught formally, even if they are made elective. No finishing school can afford to assume the business education of young men and women to be complete till they have acquired a reasonable knowledge of the methods by which our government is conducted and have also a fair comprehension of the rights and duties of citizenship.

ECONOMICS.

Time: Two periods a week for three months.

The subject of economics should find a place in schools devoted to the training of young men and women for business life. However this branch may be taught, its teaching should so impress the student that he will desire to continue reading and thinking on the subject.

SPELLING.

Time: Three to five periods a week till excused by meeting the requirements.

The following is a very excellent method of teaching spelling:

The pupil studies fifty words from a text-book on spelling; the teacher pronounces these, and the student writes them in a blank book kept for that purpose. When this is done the misspelled words are checked by the students as they are spelled by the teacher. The words checked are immediately afterwards written correctly by the student on a separate slip of paper. At the opening of the next lesson they are copied from this slip into the back of his blank speller. But whatever method may be used, no student should be graduated from any course in our schools who has not attained a reasonable degree of proficiency in this branch. The passing grade should not be less than 95 per cent in the shorthand course and 90 per cent in the commercial course, but students should not be excused from spelling until they reach a grade of 95 per cent. All misspelled words in any work the student may do should be marked by the teacher and corrected by the student by rewriting.

GRAMMAR.

Time: Three periods a week for four months.

Grammar should be taught with a view to the correction of errors in speech and writing. The subtleties of the subject may well be avoided, but much that

is usually termed "technical grammar," but which is necessary to the understanding of our language, should be carefully taught and persistently drilled upon. The test of all instruction should be, "Will it aid the student in the construction of the English sentence?" Blunders should not be allowed to pass without correction, either in class recitations, written exercises, or ordinary conversation, and all papers containing inaccuracies in language should be corrected and rewritten. Care must be taken and tact used that the spontaneity of students be not suppressed by this work.

It has been suggested that the student should learn grammar by copying rules, etc., on the typewriter, but while the typewriter is an important aid in the improvement of language, nothing but careful, formal instruction, persistent and regular, can be depended upon to secure good results in the teaching of this subject.

BUSINESS CORRESPONDENCE.

Time: Two periods a week for four months.

Business correspondence should receive most careful attention:

(1) As to mechanical arrangement. (2) As to style. A text-book on this subject should be used, and, in addition to the work of the text-book, many letters should be written by the student, criticised by the teacher, and returned to be rewritten, if deemed necessary. The letters of the entire class should be read in the class, signatures omitted, and comments and criticisms should be made upon them by the class and the teacher, applying the principles of grammar and rhetoric to their correction where those principles have been violated. Such work affords excellent additional drill in composition and rhetoric, but this work should not be relied on exclusively for instruction in those subjects. A good collection of business letters from good business houses may be profitably used in this work to inspire and encourage students to excellence in letter writing.

COMPOSITION.

Time: Two periods a week throughout the course.

Composition should receive attention in an incidental way through every paper in school. Not less than twice each week every student in the school should submit to his teacher in this branch a paper in his own language of not less than one page in length of ordinary letter paper. The teacher should correct this paper with reference to grammar, spelling, arrangement, etc., or rather suggest the correction with red ink, and return the paper for the student's examination and correction. If thought necessary, it should be rewritten.

As much instruction on various topics must be given in the form of lectures, abstracts of these lectures should be written by the student, and when criticised by the teacher, they form the best means for the composition work mentioned.

RHETORIC.

Time: Two periods a week throughout the course.

This branch, with few exceptions, must be taught incidentally in our schools; but nevertheless it may be well taught, and that, too, without consuming much time.

PUBLIC SPEAKING.

Time: One period a week throughout the course.

Students should receive, through lectures and familiar talks, instruction in public speaking and should be required to take part in exercises that will give them opportunity for practical training. Every student should be required to stand while reciting and to clothe his thoughts in the best language he can command. This alone will aid him greatly in the art of public speaking. It is a very

important thing that men and women of affairs should be able to appear to advantage when presenting their business, and public speaking is one of the best means to acquire this ease and grace of manner. Students should be encouraged to form societies for practice in public debating and parliamentary practice, and to take part in them.

BUSINESS METHODS AND CUSTOMS.

Time: Two lectures a week throughout the course.

In addition to the work done in this line in the practice department, business methods and customs should be taught through lectures and familiar talks. An important feature in connection with this instruction as well as in commercial law, and a very interesting one, is the use of original documents in connection with the subject, such as the freight receipt and bill of lading in shipping, the deposit slip, check, and draft in banking, etc. In addition to such methods of giving instruction on these subjects, the various departments of arithmetic and commercial law afford a most excellent opportunity to acquaint students with the methods adopted and employed in the conduct of business.

The history of commerce will occupy a place under this head, as, for the present at least, it must be taught through lectures.

COMMERCIAL GEOGRAPHY.

Time: Two periods a week for three months.

This branch may be taught through lectures and general exercises, though your committee advises that, where possible, it be taught formally in classes. There is no subject connected with commerce more interesting than this. Just now the acquisition of islands by our Government, the extension of our trade, the competition between our Gulf and Eastern ports, and many other matters of commercial interest are attracting the attention of the business men of the entire country, and the teacher who reads and thinks will not want for material to make this subject attractive.

Shorthand Course.

SHORTHAND STUDY.

Time: Five periods a week for eight months.

Each lesson in shorthand should be thoroughly understood by the pupil before advancing to the next. The principles contained in the lesson should be fixed upon the mind of the student by reading exercises illustrative thereof. Such exercises should be copied by the student with the greatest accuracy a sufficient number of times to enable him to commit not only the matter but the shorthand characters contained therein to memory. It is suggested that not less than ten times is usually sufficient. The exercises should then be read to the student at an increasing speed until he has reached the limit of his ability to make good notes; illegible characters should never be allowed under any circumstances. Accuracy and not speed is the great desideratum in early work in shorthand.

READING SHORTHAND NOTES.

The student should never be permitted to write anything in shorthand which he does not thereafter read; and should read each exercise often enough to enable him to give fluency and expression to the reading. He should not be permitted to hesitate over his notes, but should translate them at once with good expression and in a clear tone.

SPEED WORK.

The student should not be allowed to use any new matter, for speed or other work, until the text-book has been mastered. But the speed work outlines under

"Shorthand study" should be carried through to the end of the book. The "writing exercises" should be translated into shorthand by the student, and, when they have been corrected by the teacher, should be used the same as the "reading exercises" spoken of under the head last mentioned.

DICTATION.

Time: Throughout the course.

The students should be arranged in couples or groups, in each of which the students will have as nearly as possible the same speed ability. A selection should be given to the group, and they should read it around, turn about. When it is read, the reader should call upon the one to the left to read his notes, and at the very first error made the reader should call "next." If the next does not at once respond, "next" should be again called, and so on, until some one corrects the error made by the first one who read, and proceeds. If no one reads, the reader should correct the error and proceed as before. When the matter has been read back correctly, the one to the left becomes the reader and proceeds as before; and so on, round and round, until all have the matter by heart, and the notes as well. Then another selection should be given them, and the work shou'd proceed as before.

The matter used in these groups should be engraved matter furnished by the author of the text-book or by the teacher, and before it is used in the groups it should have been copied by each member of the group in the manner outlined under "Shorthand study."

No new matter should be used until each member of a group has reached a speed of at least 150 words per minute upon the copied matter.

Note: By "new matter" is meant that which the student has not copied and as to which he forms the outlines upon his own responsibility as it is being read to him.

SHORTHAND TESTS.

Your committee would recommend the following tests:

First, to write 300 words in three minutes and read it back without a mistake in the same length of time.

Second, to write 300 words in three minutes and make a transcript of the same on the typewriter in thirty minutes.

Third, to write 300 words in three minutes and make a transcript of the same on the typewriter in twenty minutes.

TYPEWRITING.

Time: Five periods a week for six months.

The student should complete some good typewriting manual, containing, in addition to the usual drill for fingering, etc., all the ordinary business and legal forms in common use, and hand each lesson to the teacher without an error or erasure. After completing the manual, from five to ten pages of typewritten matter should be handed to the teacher daily for correction. The typewriter manual having been completed and the foundation for accuracy laid, the student should copy from new matter a stated number of words per minute, and upon reaching the required speed, dictation should be given direct to the machine, and letters should be taken in shorthand and transcribed upon the typewriter. He should be required to arrange and tabulate figures in statements and to correct and improve matter from "rough draft" where the matter is poorly arranged and improperly tabulated.

TYPEWRITING TESTS.

Your committee would recommend the following tests:

First, to copy from manuscript at the rate of 30 words per minute for three

minutes, returning a neat, accurate page, free from erasures or letters struck over each other.

Second, to copy manuscript at the rate of 35 words per minute for three minutes.

Third, to write from dictation at the rate of 45 words per minute for three minutes.

COLLATERAL BRANCHES.

Penmanship, spelling, grammar and punctuation, composition and rhetoric, and rapid calculations, as recommended for the student of the commercial course, with equal proficiency therein, are absolutely necessary for the graduate of the shorthand course. Especially should all the branches necessary to give the student a good understanding of the English language receive the closest attention in all cases where such student is not well qualified in English before entering on the study of shorthand. In the latter case, such students should pass the test in grammar before being excused from the study of this branch.

BOOKKEEPING.

At least such a knowledge of bookkeeping as will enable the student to act as assistant bookkeeper is recommended to be required of all taking this course.

OTHER TESTS.

In addition to the tests in shorthand and typewriting, students should be required before graduating to pass examinations in grammar and punctuation with grades of not less than 85 per cent, and to correctly spell at least 95 reasonably difficult common words out of a possible 100. Daily drills in penmanship and rapid calculation should be given from the time the student enters until he leaves the school.

General Remarks.

ARRANGEMENT OF CLASSES, TIME, TERMS, ETC., OF SCHOOL.

As most commercial schools in this country continue in session throughout the entire year, admit students at any time, and teach bookkeeping, at least individually, but little can be profitably said in this report concerning the above-named subjects. These matters must be left to the management of the individual schools as their needs seem apparent.

PROGRAMMES.

It must not be forgotten that (unlike the public schools, where students usually enter at the beginning of a term and continue throughout the course) in commercial schools students are coming and going constantly; some for a month's instruction only, others for two, many for three, and some for a full course. It would seem, therefore, useless to give in this report any outlines even of programmes, arrangement of studies, or order of classes, further than to say that all work should be done by schedule and all classes called and dismissed regularly and promptly.

LIBRARIES, MAGAZINES, ETC.

It is pertinent to suggest that all schools should contain libraries for the use of students, and the commercial school is no exception to the rule. Students, in addition to the use of the library, should be urged to subscribe for and read some of the best periodicals published on the subjects they are studying.

A MORE COMPLETE REPORT.

It is confidently hoped that ere long a more complete and more advanced course of study than this now submitted will be required for the use of the commercial

schools of America, and if this elementary effort shall afford any help in that direction it will amply recompense this committee for the labor expended.

Respectfully submitted.

J. M. MEHAN.

STATISTICS OF COMMERCIAL AND BUSINESS SCHOOLS.

There are 2,350 institutions of various grades in the United States in which there were 131,518 students reported as pursuing commercial or business studies in the scholastic year 1898-99. The number of each class of institution and the number of business and commercial students in each of the five classes is shown in the following summary:

Class of institution.	Number schools.	Males.	Females.	Total.
Universities and colleges	191	5,127	1,336,	6,463
Public and private normal schools	105	4,023	2,103	6,126
Private high schools and academies	670	7,136	3,473	10,609
Public high schools	1,064	19,597	18,737	38,134
Commercial and business schools	320	46,421	23,765	70,186
Total	2,350	82,104	49,414	131,518

The number of students in each State pursuing business or commercial studies in the five classes of institutions named above will be found in Table 6.

Table 1 gives the number of commercial students in universities and colleges in each State. The same table shows the number of such students in public and private normal schools in each State.

Table 2 summarizes by States the number of business and commercial students in private high schools and academies. The number of such students in the public high schools in each State is given in the same table.

Table 3 is the first of a series of three tables summarizing the statistics of the 320 commercial and business schools reporting to this office for 1898-99. These schools employed 1,781 instructors—1,196 men and 585 women. Of the 70,186 students enrolled, there were 46,421 males and 23,765 females. Many of these institutions have both day and evening schools. The number of students enrolled in the day schools was 56,109, the number of males being 36,185, females 19,924. The number of students in the evening schools of these institutions, and not attending any of the day schools, was 12,071, the number of males being 8,679, females 3,392, as shown in Table 4. A number of the schools reported only total enrollment, without dividing day and evening attendance.

Table 4 shows that the 320 commercial and business schools had 8,449 graduates from commercial courses and 7,755 graduates from amanuensis courses during the year 1898-99.

The number of students in each of four courses of study in each State as reported by the 320 business and commercial schools is shown in Table 5. The number of students in each course is summarized as follows:

	Male.	Female.	Total.
Commercial course	25,439	7,241	32,680
Amanuensis course	9,920	12,749	22,669
English courses	5,916	2,615	8,531
Course in telegraphy	721	260	981
Total	41,996	22,865	64,861

On account of incomplete reports from many of the schools several thousand students enrolled are not accounted for in the above summary.

Table 6 summarizes the number of commercial and business students in various institutions. As mentioned already, the grand total for 1898–99 was 131,518, an increase of 7,605. The commercial and business schools did not contribute to this increase, as the following comparative statement shows:

	1897–98.	1898–99.
In universities and colleges	5,869	6,463
In normal schools	5,721	6,126
In private high schools and academies	9,740	10,609
In public high schools	31,633	38,134
In commercial and business schools	70,950	70,186
Total for United States	123,913	131,518

TABLE 1.—*Students in commercial and business courses in universities and colleges and public and private normal schools in 1898–99.*

State or Territory.	Universities and colleges.				Public and private normal schools.			
	Number of institutions.	Students.			Number of schools.	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States	191	5,127	1,336	6,463	195	4,023	2,103	6,126
North Atlantic Division	21	778	33	811	10	255	185	440
South Atlantic Division	20	316	66	382	13	132	330	462
South Central Division	32	603	86	689	27	469	184	653
North Central Division	96	2,982	1,031	4,013	50	3,045	1,353	4,398
Western Division	22	448	120	568	5	122	51	173
North Atlantic Division:								
New Hampshire	1	9	0	9				
Rhode Island	1	4	9	13				
New York	6	236	0	236	1	50	30	80
New Jersey	1	14	0	14				
Pennsylvania	12	515	24	539	9	205	155	360
South Atlantic Division:								
Maryland	2	41	0	41	1	3	0	3
District of Columbia	1	24	0	24				
Virginia	3	30	5	35	4	35	13	48
West Virginia	2	19	36	55	3	80	61	141
North Carolina	6	91	11	102	2	0	49	49
South Carolina	1	3	0	3	1	0	138	138
Georgia	2	38	0	38	1	0	65	65
Florida	3	70	14	84	1	14	4	18
South Central Division:								
Kentucky	7	115	15	130	7	130	62	192
Tennessee	6	101	29	130	6	112	62	174
Alabama	4	70	0	70	3	104	29	133
Mississippi	1	10	2	12	5	82	5	87
Louisiana	3	132	0	132				
Texas	9	164	35	199	1	21	1	22
Arkansas	2	11	5	16	5	70	25	95
North Central Division:								
Ohio	13	423	173	596	7	435	133	568
Indiana	3	63	10	73	9	1,001	337	1,338
Illinois	15	568	161	729	6	241	115	356
Michigan	2	45	37	82	2	93	50	148
Wisconsin	5	136	67	203				
Minnesota	3	112	8	120	1	29	4	33
Iowa	17	420	144	564	19	301	204	505
Missouri	14	252	82	334	6	274	161	435
North Dakota	1	23	3	26	1	75	10	85
South Dakota	5	105	36	141				
Nebraska	6	76	30	106	2	366	234	600
Kansas	12	759	280	1,039	6	225	105	330
Western Division:								
Montana	3	49	25	74				
Colorado	2	72	17	89	1	11	31	42
New Mexico	2	28	20	48	1	3	4	7
Arizona	1	12	0	12				
Utah					1	101	14	115
Nevada	1	19	15	34				
Washington	5	60	7	67				
Oregon	5	93	27	120	1	5	0	5
California	3	115	9	124	1	2	2	4

TABLE 2.—*Students in commercial and business courses in private high schools and academies and in public high schools in 1898–99.*

State or Territory.	Private high schools and academies.				Public high schools.			
	Number of schools	Students.			Number of schools	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States	670	7,136	3,473	10,609	1,064	19,397	18,737	38,134
North Atlantic Division	186	2,236	1,161	3,397	366	8,354	8,658	17,012
South Atlantic Division	124	1,098	313	1,411	84	1,328	1,515	2,843
South Central Division	139	1,238	531	1,769	106	864	629	1,493
North Central Division	159	2,620	1,018	3,638	440	7,700	6,459	14,159
Western Division	62	544	450	994	68	1,151	1,476	2,627
North Atlantic Division:								
Maine	11	106	41	147	31	219	210	429
New Hampshire	9	152	45	197	8	75	69	144
Vermont	11	234	127	361	12	26	84	110
Massachusetts	17	62	79	141	74	1,802	2,220	4,022
Rhode Island	5	63	50	113	10	266	316	582
Connecticut	13	79	33	112	24	350	429	779
New York	63	658	217	875	98	3,213	2,100	5,313
New Jersey	19	185	101	286	38	839	667	1,506
Pennsylvania	38	697	468	1,165	71	1,564	2,563	4,127
South Atlantic Division:								
Delaware	1	16	9	25	3	64	76	140
Maryland	13	168	35	203	11	230	325	555
District of Columbia	7	71	24	95	2	394	364	758
Virginia	28	97	34	131	19	329	416	745
West Virginia	6	92	18	110	5	36	41	77
North Carolina	48	538	105	643	3	18	12	30
South Carolina	8	59	11	70	12	90	64	154
Georgia	11	57	59	116	20	95	128	223
Florida	2	0	18	18	9	72	89	161
South Central Division:								
Kentucky	25	247	114	361	11	96	76	172
Tennessee	28	158	70	228	23	182	114	296
Alabama	19	118	94	212	10	73	96	169
Mississippi	18	294	48	342	13	83	30	113
Louisiana	10	95	39	134	5	34	26	60
Texas	29	252	152	404	32	265	179	435
Arkansas	8	67	11	78	11	123	117	240
Indian Territory	2	7	3	10	1	8	0	8
North Central Division:								
Ohio	12	74	55	129	65	1,310	900	2,210
Indiana	12	110	94	204	28	391	297	688
Illinois	28	510	199	709	61	949	1,219	2,168
Michigan	8	50	229	279	50	965	743	1,708
Wisconsin	8	97	54	151	27	477	527	1,004
Minnesota	11	258	46	304	17	196	160	356
Iowa	22	302	72	374	80	2,225	1,163	3,388
Missouri	36	392	153	545	32	420	530	950
North Dakota					4	16	17	33
South Dakota	4	33	23	56	3	35	51	86
Nebraska	8	77	53	130	29	285	391	676
Kansas	10	117	40	157	44	431	461	892
Western Division:								
Montana	2	0	7	7	4	33	39	73
Wyoming					1	7	8	15
Colorado	4	40	16	56	9	137	149	286
New Mexico	2	25	3	28	3	12	6	18
Arizona					2	10	23	33
Utah	7	186	39	225	2	57	74	131
Nevada					4	78	138	216
Idaho	4	16	5	21	2	3	11	14
Washington	7	67	91	158	9	104	116	220
Oregon	11	82	75	157	6	139	164	303
California	25	128	214	342	26	570	748	1,318

TABLE 3.—*Instructors and students in commercial and business schools in the United States reporting in 1898–99.*

State or Territory.	Number of schools.	Instructors.			Students enrolled.			Students in day schools.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	320	1,196	585	1,781	46,421	23,765	70,186	36,185	19,924	56,109
North Atlantic Division	93	373	186	559	14,534	8,064	22,598	11,072	6,616	17,688
South Atlantic Division	20	80	48	128	3,425	1,633	5,058	2,687	1,470	4,157
South Central Division	23	102	26	128	4,514	1,369	5,883	3,921	1,239	5,160
North Central Division	153	529	257	786	19,695	10,052	29,747	15,199	8,451	23,650
Western Division	31	112	68	180	4,253	2,647	6,906	3,306	2,148	5,454
North Atlantic Division:										
Maine	5	12	8	20	755	473	1,228	603	365	968
New Hampshire	2	4	1	5	68	38	106	58	31	89
Vermont	1	2	2	4	57	41	98	50	34	84
Massachusetts	10	48	22	70	1,308	959	2,357	1,160	729	1,889
Rhode Island	2	9	3	12	253	190	443	215	175	390
Connecticut	12	29	22	51	1,230	604	1,834	1,057	536	1,593
New York	29	135	85	220	5,601	2,910	8,511	4,489	2,408	6,897
New Jersey	7	32	18	50	1,492	763	2,255	862	602	1,464
Pennsylvania	25	102	25	127	3,680	2,086	5,766	2,578	1,736	4,314
South Atlantic Division:										
Delaware	1	11	1	12	308	80	388	189	60	249
Maryland	2	9	0	9	264	180	444	171	148	319
District of Columbia	4	9	28	37	880	732	1,612	657	667	1,324
Virginia	4	17	9	26	706	224	930	585	226	811
West Virginia	2	13	1	14	235	143	378	150	111	261
North Carolina	1	1	0	1	8	2	10	6	2	8
Georgia	5	18	7	25	927	203	1,130	862	198	1,060
Florida	1	2	2	4	97	69	166	67	58	125
South Central Division:										
Kentucky	2	10	2	12	625	278	903	574	266	840
Tennessee	5	20	8	28	1,028	387	1,415	994	362	1,356
Alabama	1	2	1	3	112	100	212	112	100	212
Mississippi	5	31	4	35	607	37	644	601	35	636
Louisiana	1	8	2	10	426	51	477	279	44	323
Texas	7	27	7	34	1,542	410	1,952	1,201	328	1,529
Arkansas	2	4	2	6	174	106	280	160	104	264
North Central Division:										
Ohio	28	77	46	123	2,526	1,282	3,808	1,800	976	2,776
Indiana	17	66	31	97	2,294	1,514	3,808	1,753	1,379	3,132
Illinois	26	112	46	158	4,881	2,490	7,371	3,837	2,041	5,878
Michigan	12	32	19	51	1,029	572	1,601	906	540	1,446
Wisconsin	14	30	21	51	1,253	713	1,966	1,054	656	1,710
Minnesota	12	37	28	65	1,222	583	1,805	955	442	1,397
Iowa	18	62	31	93	1,818	1,102	2,920	1,406	958	2,364
Missouri	13	69	17	86	2,930	1,136	4,066	2,501	1,026	3,527
North Dakota	1	5	0	5	50	16	66	44	10	54
South Dakota	2	5	3	8	154	51	205	144	51	195
Nebraska	6	23	9	32	1,190	411	1,601	526	218	744
Kansas	4	11	6	17	348	182	530	273	154	427
Western Division:										
Montana	4	17	6	23	552	368	920	296	239	535
Colorado	3	6	4	10	359	153	515	230	137	367
Arizona	1	0	2	2	25	15	40	25	15	40
Utah	2	9	1	10	285	121	406	189	83	272
Washington	4	20	10	30	670	520	1,170	529	463	992
Oregon	3	9	9	18	159	332	791	459	332	791
California	14	51	36	87	1,923	1,135	3,058	1,578	879	2,457

TABLE 4.—*Graduates in commercial and business schools and students in evening courses reporting in 1898–99.*

State or Territory.	Students in evening schools not in any day schools. *a*			Graduates in commercial course.			Graduates in amanuensis course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	8,679	3,392	12,071	6,293	2,156	8,449	2,873	4,882	7,755
North Atlantic Division	3,351	1,513	4,864	2,235	695	2,930	1,187	2,063	3,250
South Atlantic Division	727	180	907	502	202	704	220	343	563
South Central Division	603	136	739	580	134	714	344	307	651
North Central Division	5,277	1,234	4,511	2,360	803	3,163	856	1,598	2,454
Western Division	721	329	1,050	616	322	938	266	571	837
North Atlantic Division:									
Maine	24	18	42	152	97	249	47	89	136
New Hampshire	10	7	17	15	6	21			
Vermont	40	14	54	13	3	16	2	8	10
Massachusetts	173	325	498	113	75	188	65	85	150
Rhode Island	37	15	52	80	30	110	7	57	64
Connecticut	151	86	237	275	65	340	94	129	223
New York	1,112	492	1,604	774	252	1,026	437	857	1,294
New Jersey	740	217	957	301	32	333	66	250	316
Pennsylvania	1,064	339	1,403	512	135	647	469	588	1,057
South Atlantic Division:									
Delaware	119	20	139	47	6	53	14	25	39
Maryland	93	32	125	77	26	103	53	76	129
District of Columbia	223	71	294	77	88	165	59	90	149
Virginia	110	9	119	68	9	77	18	27	45
West Virginia	85	32	117	89	29	118	23	62	85
North Carolina	2	0	2	5	0	5	0	1	1
Georgia	65	5	70	121	39	160	32	21	53
Florida	30	11	41	18	5	23	21	41	62
South Central Division:									
Kentucky	51	12	63	226	43	269	86	98	184
Tennessee	44	25	69	82	28	110	151	100	251
Alabama				20	15	35	30	25	55
Mississippi	6	2	8	32	5	37	3	4	7
Louisiana	147	7	154	21	0	21	2	12	14
Texas	341	88	429	132	15	147	47	37	84
Arkansas	14	2	16	67	28	95	25	31	56
North Central Division:									
Ohio	667	243	910	380	152	532	99	236	335
Indiana	441	184	625	246	131	377	66	140	206
Illinois	915	375	1,290	400	68	468	146	278	424
Michigan	123	32	155	289	38	327	72	87	159
Wisconsin	199	64	263	139	31	170	63	88	151
Minnesota	167	73	240	221	120	341	95	187	282
Iowa	210	92	302	209	95	304	79	170	249
Missouri	449	122	571	302	101	403	160	321	481
North Dakota	6	6	12	9	0	9			
South Dakota	10	0	10	11	5	16	0	8	8
Nebraska	16	14	30	110	39	149	26	43	69
Kansas	74	29	103	44	23	67	50	40	90
Western Division:									
Montana	216	99	315	17	6	23	12	20	32
Colorado	129	19	148	14	3	17	1	1	2
Utah	96	38	134	17	14	31	20	14	34
Washington	123	58	181	37	23	60	27	52	79
Oregon				85	39	124	28	75	103
California	157	115	272	446	237	683	178	409	587

a A number of schools reported only total number without dividing day and evening attendance.

TABLE 5.—*Students in certain courses of study in commercial and business schools reporting in 1898–99.*

State or Territory.	Commercial course.			Amanuensis course.			English course.			Telegraphy.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	25,439	7,241	32,680	9,920	12,749	22,669	5,916	2,615	8,531	721	260	981
North Atlantic Division	7,382	2,180	9,562	3,520	4,586	8,106	792	352	1,144	117	48	165
South Atlantic Division	1,823	757	2,580	1,087	1,026	2,113	1,285	676	1,961	33	10	43
South Central Division	2,725	380	3,105	776	691	1,467	962	315	1,277	87	10	97
North Central Division	11,067	2,912	13,979	3,443	5,339	8,782	2,248	951	3,199	356	121	477
Western Division	2,442	1,012	3,454	1,094	1,107	2,201	629	321	950	128	71	199
North Atlantic Division:												
Maine	533	305	838	96	217	313	2	6	8			
New Hampshire	50	29	79	9	21	30				7	2	9
Vermont	40	14	54	4	25	29	6	2	8			
Massachusetts	631	266	897	156	459	615	15	25	40			
Rhode Island	225	88	313	15	98	113	16	12	28			
Connecticut	540	102	642	142	175	317	33	18	51			
New York	2,381	632	3,013	1,198	2,108	3,306	353	166	519	110	46	156
New Jersey	717	185	902	239	372	611	207	14	221			
Pennsylvania	2,265	559	2,824	1,661	1,111	2,772	160	109	269			
South Atlantic Division:												
Delaware	135	52	187	14	38	52						
Maryland	171	50	221	140	144	284	88	50	138			
District of Columbia	474	441	915	382	436	818	527	450	977			
Virginia	406	79	485	200	163	363	311	89	400	11	0	11
West Virginia	173	70	243	66	93	159	122	59	181	9	3	12
North Carolina	4	0	4	1	2	3	1	0	1			
Georgia	396	60	456	260	107	367	203	17	220	13	7	20
Florida	64	5	69	24	43	67	33	11	44			
South Central Division:												
Kentucky	419	82	501	152	190	342	125	125	250	54	6	60
Tennessee	658	128	786	164	129	293	122	53	175			
Mississippi	220	25	245	57	21	78	243	0	243	10	0	10
Louisiana	189	6	195	58	39	97	190	6	196			
Texas	1,124	98	1,222	286	249	535	129	46	175	16	3	19
Arkansas	115	41	156	59	63	122	153	85	238	7	1	8
North Central Division:												
Ohio	1,449	528	1,977	400	666	1,066	302	150	452	36	6	42
Indiana	1,334	554	1,888	633	724	1,357	104	53	157	108	23	131
Illinois	2,848	536	3,384	687	1,336	2,023	647	212	859			
Michigan	665	214	879	221	279	500	166	44	210	29	18	47
Wisconsin	939	198	1,137	260	498	758	137	121	258			
Minnesota	718	249	967	206	342	548	97	47	144	73	11	84
Iowa	1,042	307	1,349	359	584	943	163	144	307			
Missouri	1,296	178	1,474	494	629	1,123	425	96	521	105	60	165
North Dakota	40	3	43							3	2	5
South Dakota	130	13	143	8	34	42	144	37	181	2	1	3
Nebraska	461	58	519	102	150	252	51	47	98			
Kansas	145	74	219	73	97	170	12	0	12			
Western Division:												
Montana	212	106	318	65	121	186	324	138	462	20	7	27
Colorado	304	113	417	15	30	45	30	11	41	16	10	26
Arizona	10	2	12	1	4	5	14	9	23	16	10	26
Utah	40	8	48	10	15	25	68	17	85			
Washington	345	125	470	126	171	297	127	110	237	28	20	48
Oregon	338	140	478	122	232	354	40	25	65	5	0	5
California	1,193	518	1,711	755	534	1,289	26	11	37	43	24	67

TABLE 6.—*Number of institutions of all grades in which commercial and business studies were taught and number of students in such studies in 1898–99.*

State or Territory.	Schools.	Students.		
		Male.	Female.	Total.
United States	2,350	82,104	49,414	131,518
North Atlantic Division	676	26,157	18,101	44,258
South Atlantic Division	261	6,299	3,857	10,156
South Central Division	327	7,688	2,799	10,487
North Central Division	898	35,442	19,913	55,355
Western Division	188	6,518	4,744	11,262
North Atlantic Division:				
Maine	47	1,080	724	1,804
New Hampshire	20	304	152	456
Vermont	24	317	252	569
Massachusetts	101	3,262	3,258	6,520
Rhode Island	18	586	565	1,151
Connecticut	49	1,659	1,066	2,725
New York	197	9,758	5,257	15,015
New Jersey	65	2,530	1,531	4,061
Pennsylvania	155	6,661	5,296	11,957
South Atlantic Division:				
Delaware	5	388	165	553
Maryland	29	706	540	1,246
District of Columbia	14	1,369	1,120	2,489
Virginia	58	1,197	692	1,889
West Virginia	18	462	299	761
North Carolina	60	655	179	834
South Carolina	22	152	213	365
Georgia	39	1,117	455	1,572
Florida	16	253	194	447
South Central Division:				
Kentucky	52	1,213	545	1,758
Tennessee	68	1,581	662	2,243
Alabama	37	477	319	796
Mississippi	42	1,026	122	1,148
Louisiana	19	687	116	803
Texas	78	2,244	768	3,012
Arkansas	28	445	264	709
Indian Territory	3	15	3	18
North Central Division:				
Ohio	125	4,768	2,543	7,311
Indiana	69	3,859	2,252	6,111
Illinois	136	7,149	4,184	11,333
Michigan	74	2,187	1,631	3,818
Wisconsin	54	1,963	1,361	3,324
Minnesota	44	1,817	801	2,618
Iowa	147	5,066	2,685	7,751
Missouri	101	4,268	2,062	6,330
North Dakota	7	164	46	210
South Dakota	14	327	161	488
Nebraska	51	1,994	1,119	3,113
Kansas	76	1,880	1,068	2,948
Western Division:				
Montana	13	635	439	1,074
Wyoming	1	7	8	15
Colorado	19	619	369	988
New Mexico	8	68	33	101
Arizona	4	47	38	85
Utah	12	629	248	877
Nevada	5	97	153	250
Idaho	6	19	16	35
Washington	25	881	734	1,615
Oregon	26	778	598	1,376
California	69	2,738	2,108	4,846

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	ALABAMA.							
1	Birmingham	Birmingham Business College	Willard J. Wheeler	2	1	112	100	212
	ARIZONA.							
2	Phœnix	Lampson Business College	Mrs. L. Lorain	0	2	25	15	40
	ARKANSAS.							
3	Arkadelphia	Ouachita Business College	J. W. Conger	1	1	21	19	40
4	Fort Smith	Fort Smith Commercial College.*	George M. Neal	3	1	153	87	240
	CALIFORNIA.							
5	Eureka	Eureka Business College	C. J. Craddock	2	1	30	15	45
6	Los Angeles	Los Angeles Business College	.....	.....	.....	.....	.....	.....
7	....do	Woodbury's Business College	N. G. Felker	5	4	200	100	300
8	Oakland	Aydelott's Business College	J. H. Aydelotte	5	4	158	101	259
9	Sacramento	Alkenson's Business College and Training School.	.....	.....	.....	.....	.....	.....
10	San Francisco	Ayers's Business Institute	W. F. Ayers	2	4	200	42	242
11	....do	Heald's Business College	E. P. Heald	15	10	481	160	641
12	....do	San Francisco Business College.	J. A. Wiles	4	4	347	250	597
13	Santa Ana	Orange County Business College.	R. L. Bisby	2	1	54	26	80
14	Santa Barbara	Santa Barbara Business College.	E. B. Hoover	1	1	21	12	33
15	Santa Cruz	Chestnutwood's Business College.	H. E. Cox	3	1	77	25	102
16	San Jose	San Jose Business College	E. E. Danforth	2	3	75	70	145
17	Santa Rosa	Santa Rosa Business College	J. S. Sweet	2	1	80	34	114
18	Stockton	Stockton Business College	W. C. Ramsey	8	2	200	300	500
	COLORADO.							
19	Denver	Wallace Business College	Robert J. Wallace	2	2	165	50	215
20	Pueblo	Pueblo Business College	C. H. Donaldson	1	1	54	26	80
21	Trinidad	Trinidad Business College	W. E. Anderson	3	1	140	80	220
	CONNECTICUT.							
22	Bridgeport	Martin's Business College	T. W. England	2	1	52	37	89
23	Hartford	Huntsinger's Business College.	E. M. Huntsinger	4	4	300	161	461
24	....do	Olmstead Commercial College.	.....	.....	.....	.....	.....	.....
25	....do	Morse Business College	E. H. Morse	8	1	432	56	488
26	Middletown	Connecticut Business College	A. J Harding	2	2	25	26	51
27	New Haven	Childs Business College	S. P. Butler	3	2	123	61	184
28	....do	Gaffey's Shorthand School	John F. Gaffey	1	2	75	125	200
29	....do	Commercial Business College	A. J. Harding	2	1	16	7	23
30	....do	Yale Business College	A. C. Loveridge	2	3	57	35	92
31	Norwich	Norwich Business College	W. E. Canfield	3	2	84	52	136
32	Stamford	Stamford Business College	.....	.....	.....	.....	.....	.....
33	....do	Merrill English and Business College.	Mrs. M. A. Merrill	2	4	66	44	110
	DELAWARE.							
34	Wilmington	Wilmington Commercial College.	H. S. Goldey	11	1	308	80	388
	DISTRICT OF COLUMBIA.							
35	Washington	Columbia College of Commerce.	.....	.....	.....	.....	.....	.....
36	....do	Spencerian Business College	Mrs. Sara A. Spencer	1	3	184	46	230

* From 1897–98.

schools in the United States in 1898–99.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.																		
Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
112	100	----	----	70	----	----	----	----	----	----	----	----	----	4–8	----	20	15	20	25	1
25	15	----	----	20	----	10	2	1	4	14	9	----	----	10	----	----	----	----	----	2
21	19	----	----	----	----	21	19	----	----	----	----	----	----	3–6	----	21	19	----	----	3
139	85	14	2	74	8	94	22	59	63	153	85	7	1	6	10	46	9	25	31	4
25	10	5	5	----	----	25	5	10	5	----	----	----	----	----	----	20	7	----	4	5
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	6
200	60	30	0	100	30	100	75	75	50	----	----	----	----	6	12	----	----	----	----	7
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	8
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	9
180	20	20	22	75	12	12	5	60	185	12	5	20	5	6	8	12	5	60	185	10
362	124	59	36	321	0	335	116	335	116	6	0	21	12	0	0	116	33	17	82	11
304	198	43	52	103	25	224	134	123	116	8	3	2	7	----	----	94	73	80	87	12
54	26	0	0	0	0	43	23	11	14	6	3	0	0	0	0	18	5	4	8	13
21	12	0	0	0	0	21	11	1	3	0	0	0	0	10–20	0	1	2	1	0	14
77	25	0	0	60	0	77	25	5	10	0	0	0	0	6–8	0	25	10	0	4	15
75	70	0	0	5	0	126	0	120	0	0	0	0	0	0	----	25	26	3	9	16
80	34	0	0	65	0	75	24	5	10	----	----	----	----	6	----	35	20	3	10	17
200	300	----	----	290	0	150	100	10	25	----	----	----	----	8–12	----	100	50	10	20	18
76	42	89	8	0	0	165	50	0	0	0	0	16	10	0	0	0	0	0	0	19
34	25	20	1	18	6	29	3	5	20	10	1	0	0	6–8	12	2	0	0	0	20
120	70	20	10	90	25	110	60	10	19	20	10	0	0	12	21	12	3	1	1	21
24	48	10	7	40	5	20	26	40	36	0	0	0	0	8	12	42	20	22	20	22
300	161	0	0	0	0	0	----	----	----	----	----	----	----	----	----	0	0	20	22	23
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	24
351	25	81	31	0	0	390	9	42	47	0	0	0	0	10	6	158	5	31	37	25
21	26	0	0	0	0	14	5	8	21	0	0	0	0	8	0	0	0	0	0	26
123	61	0	0	65	18	0	0	0	0	----	----	----	----	----	----	----	----	----	----	27
60	100	15	25	50	20	----	----	----	----	----	----	----	----	----	6	12	0	----	----	28
11	5	5	2	16	7	9	1	8	5	0	0	0	0	9	18	0	0	0	0	29
40	28	17	7	40	15	38	24	11	19	0	0	0	0	----	----	31	20	4	18	30
71	40	13	12	85	23	34	28	14	24	29	12	0	0	19	10	16	13	5	15	31
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	32
56	42	10	2	80	10	35	9	19	23	4	6	0	0	6	0	16	7	12	17	33
189	60	119	20	150	75	135	52	14	38	0	0	0	0	6–10	0	47	6	14	25	34
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	35
108	30	76	16	77	47	115	35	37	27	184	46	0	0	0	0	23	9	9	9	36

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	DISTRICT OF COLUMBIA—cont'd.							
37	Washington	Tanner's Shorthand and Typewriting Bureau.	Hudson C. Tanner	1	3	141	149	290
38	do	Wood's Commercial College	Court F. Wood	1	8	309	196	505
39	do	Washington Business High School.	Allan Davis	6	14	246	341	587
	FLORIDA.							
40	Tampa	Tampa Business College	L. M. Hatton	2	2	97	69	166
	GEORGIA.							
41	Atlanta	Southern Shorthand Business University.	A. C. Briscoe	5	1	210	79	289
42	Augusta	St. Patrick's Commercial Institute.*	Bro. Odon	5	0	185	0	185
43	Columbus	Massey Business College	Richard M. Massey	4	1	301	22	323
44	Rome	Rome Business University	H. S. Shockey	2	2	76	64	140
45	Savannah	Richmond's Business College	C. S. Richmond	2	3	155	38	193
	ILLINOIS.							
46	Amboy	Amboy Business College	D. Brehaut	1	1	16	14	30
47	Aurora	Aurora Business School	Thomas Allen	3	2	82	46	128
48	Belleville	Belleville Commercial and Shorthand College.	Jas. P. Foeller	2	1	82	21	103
49	Bloomington	Bloomington Business College	G. W. Brown	3	2	96	52	148
50	Champaign	Champaign Business College						
51	Chicago	Chicago Business College	A. C. Gonding	12	2	892	391	1,283
52	do	Jones Business College	Chas. E. Jones	4	3	235	267	502
53	do	Kimball's Shorthand and Typewriting School.	D. Kimball	2	1	30	48	78
54	do	Metropolitan Business College	O. M. Powers	12	4	829	465	1,294
55	do	St. Patrick's Business College	Bro. Baldwin	10	0	426	0	426
56	do	North Chicago Business College.	C. C. Cochran	3	6	185	109	294
57	Danville	Danville Business College	J. C. Walker	1	1	40	15	55
58	Decatur	Decatur Business College*	G. W. Brown	5	2	94	58	152
59	Elgin	Drew's Business College	W. A. Drew	2	2	80	45	125
60	do	Elgin Business College	W. H. Callow	2	2	81	70	151
61	Freeport	Freeport Business College	J. J. Nagle	4	2	90	30	120
62	Galesburg	Brown's Galesburg Business College.	W. F. Cadwell	4	1	97	40	137
63	Jacksonville	Jacksonville Business College	G. E. Nettleton	4	0	103	56	159
64	Joliet	Putland's Business College*	W. D. Putland	1	2	49	66	115
65	Kankakee	Kankakee Business College and Shorthand School.	N. L. Richmond	2	1	57	38	95
66	Lincoln	Lincoln Business College						
67	Monmouth	Monmouth Business College	W. A. Campbell	2	1	36	27	63
68	Ottawa	Brown's Business College	G. W. Brown, jr	2	1	86	37	123
69	Peoria	Brown Peoria Business College.	W. H. H. Garvet	5	2	135	90	225
70	Quincy	Gem City Business College	D. L. Musselman	9	3	500	200	700
71	Rockford	Rockford Business College	W. H. Johnson	8	1	250	175	425
72	Rock Island	Augustana Business College	Dr. O. Olsson	3	1	102	55	157
73	Springfield	Springfield Business College	H. B. Henkel	6	2	208	75	283
	INDIANA.							
74	Anderson	Anderson Business School	L. J. Weichmann	1	0	15	25	40
75	Evansville	Columbia Commercial College	Curnick and Wilson	4	0	140	65	205
76	Frankfort	Minor's Business College	Fremont C. Minor	2	2	82	68	150
77	Fort Wayne	Fort Wayne Business College	E. D. Douglass	6	0	70	33	103
78	do	International Business College	Thos. L. Staples	6	2	210	115	325
79	Huntington	Huntington Business University.	O. E. Hawkins	3	0	75	77	152

*From 1897-98.

schools in the United States in 1898–99—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.																		
Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
141	145	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	37
162	141	147	55	0	0	113	65	99	68	97	63	0	0	10	12	17	15	13	17	38
246	341	0	0	480	0	246	341	246	341	246	341	0	0	18	0	37	64	37	64	39
67	58	30	11	44	20	64	5	24	43	33	11	0	0	6	8	18	5	21	41	40
210	79	0	0	0	0	0	0	0	0	0	0	0	0	4–6	----	----	----	----	----	41
180	0	5	0	156	5	20	0	----	----	154	0	----	----	3	2	3	0	----	----	42
261	22	40	0	0	0	186	20	95	25	0	0	0	0	4	6–8	95	10	15	12	43
76	64	0	0	68	0	115	25	115	64	49	17	13	7	4	6	23	29	17	9	44
135	33	20	5	55	20	75	15	50	18	----	----	----	----	5	8	----	----	----	----	45
16	14	0	0	20	0	4	0	7	3	12	5	6	0	6	0	2	0	6	3	46
55	27	0	0	60	25	0	0	0	0	0	0	0	0	6	18	0	0	0	0	47
56	18	26	3	48	28	49	6	12	18	40	15	6	0	6–9	12–18	4	1	2	8	48
96	52	0	0	0	0	73	18	26	41	0	0	6	0	0	0	11	5	2	1	49
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	50
717	356	175	35	----	----	596	102	131	262	162	27	----	----	12	16	33	8	16	32	51
142	186	93	81	----	----	----	----	----	----	----	----	----	----	9	12	----	----	----	----	52
19	42	11	6	12	5	6	1	24	47	----	----	----	----	4	6	6	0	13	35	53
622	394	207	71	374	93	560	62	107	327	196	42	0	0	12	0	19	3	----	15	54
426	0	----	----	400	0	120	0	----	----	----	----	----	----	----	20	16	0	----	----	55
125	92	60	17	----	----	36	18	16	64	70	30	----	----	----	----	----	----	----	----	56
30	10	10	5	20	10	33	7	7	8	----	----	----	----	8	24	----	----	----	----	57
75	51	19	7	----	----	81	16	14	41	----	----	----	----	6–9	18–24	11	0	----	----	58
45	20	35	25	60	45	60	20	15	20	----	----	----	----	7	12	12	5	3	4	59
36	31	45	39	----	----	52	38	11	36	8	4	----	----	9	14–16	7	1	3	7	60
75	15	15	15	----	----	75	10	10	10	8	7	----	----	9	----	3	0	7	5	61
89	36	8	4	80	10	82	24	40	33	----	----	----	----	6–15	----	----	----	11	11	62
166	56	----	----	86	0	90	22	13	34	3	3	----	----	6–10	----	16	6	3	10	63
24	51	25	15	65	20	10	7	15	37	----	----	----	----	6–8	----	----	----	----	----	64
37	30	20	8	35	17	30	10	18	21	21	16	----	----	7	10	11	3	8	7	65
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	66
27	25	9	2	38	7	24	6	3	19	5	0	----	----	9	12	2	2	2	7	67
70	33	16	4	50	16	50	13	26	30	----	----	----	----	6–9	----	14	1	2	1	68
110	75	25	15	95	30	90	20	15	60	----	----	----	----	14	----	6	2	2	5	69
470	190	30	10	400	25	475	25	122	130	----	----	----	----	6	----	173	11	53	65	70
250	175	----	----	200	----	150	85	25	50	50	55	----	----	6–12	----	20	15	10	30	71
----	----	----	----	----	----	----	----	----	----	----	----	----	----	10	----	23	4	2	18	72
122	62	86	13	----	----	102	16	30	55	72	8	----	----	6–10	----	11	1	1	14	73
10	20	5	5	20	8	15	25	----	----	4	5	----	----	8	8	10	20	----	----	74
125	55	15	10	----	----	110	15	15	40	----	----	----	----	----	----	----	----	----	----	75
55	49	27	19	42	15	60	40	9	15	7	10	6	3	6–9	12–18	40	20	6	11	76
29	20	41	13	45	45	33	4	14	29	23	0	----	----	10	18	11	2	6	8	77
140	100	70	15	102	79	110	30	50	70	20	15	----	----	10	20	14	5	7	12	78
75	77	----	----	61	----	23	26	31	27	----	----	----	----	6	----	18	20	24	19	79

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	INDIANA—cont'd.							
80	Indianapolis	Indianapolis Business University.	E. J. Heeb	6	2	300	250	550
81	do	Indianapolis College of Commerce.						
82	do	Vories's Business College	Hervey D. Vories	7	4	379	369	748
83	Lafayette	Union Business College	Stanley A. Drake	5	3	138	96	234
84	Logansport	Logansport Commercial High School.	M. W. Murphy	4	1	118	63	181
85	Marion	Marion Business College	J. D. Brunner	2	2	65	73	138
86	Muncie	Muncie Business College	J. W. Howard	2	3	90	85	175
87	New Albany	New Albany Business College	D. M. Hammond	3	3	73	50	123
88	Richmond	Richmond Business College and School of Shorthand.*	O. E. Fulgham	5	3	141	55	196
89	South Bend	South Bend Commercial College.	W. T. Boone	5	2	154	77	231
90	Terre Haute	Garvin Commercial College	Akers and Wagnalls	3	1	87	53	140
91	do	Terre Haute Commercial College.	Mrs. W. C. Isbell	2	3	57	60	117
	IOWA.							
92	Burlington	Elliott Business College	G. W. Elliott	12	2	284	104	388
93	Cedar Rapids	Cedar Rapids Business College.*	A. N. Palmer	5	1	200	100	300
94	Clinton	Clinton Business College	B. J. Heflin	4	1	117	69	186
95	Council Bluffs	Western Iowa College	W. S. Paulson	4	1	76	54	130
96	Des Moines	Capital City Commercial College.	J. M. Mehan	6	4	383	169	552
97	do	Iowa Commercial College						
98	do	People's Commercial College.	B. W. Bowen	2	1	33	7	40
99	Dubuque	Bayless Business College	C. Bayless	4	1	115	70	185
100	Fairfield	Fairfield Business College	Fred. W. Cook	2	1	30	13	43
101	Iowa City	Iowa City Commercial College and School of Shorthand.	J. H. Williams	3	1	52	9	61
102	Keokuk	Keokuk Business Institute	M. J. Mallery	2	2			
103	Marshalltown	Marshalltown Business College.	J. R. Starr	1		35	40	75
104	Mason City	Mason City Commercial College.	C. P. Headington	2	1	36	38	74
105	Muscatine	Muscatine Commercial College.	F. H. Shinn	2	2	60	50	110
106	Oskaloosa	Oskaloosa Business College	B. A. Wright	1	1	16	11	27
107	Ottumwa	Ottumwa Commercial College	J. W. Bryan	3	2	218	198	416
108	Sioux City	Metropolitan Business College	H. A. Miller	3	1	60	72	132
109	Waterloo	Waterloo Academy and Commercial College.	A. F. Harvey	5	8	75	85	160
110	Webster City	Webster City Commercial College.	J. F. Robinson	1	1	28	13	41
	KANSAS.							
111	Atchison	Atchison Business College	A. F. Heck	3	1	80	45	125
112	Lawrence	Lawrence Business College	J. C. Stevenson	2	2	97	21	118
113	Leavenworth	Leavenworth Business College.	N. B. Leach	1	1	63	22	85
114	Parsons	Parsons Business College	J. C. Olson	5	2	108	94	202
	KENTUCKY.							
115	Lexington	Lexington Business College	B. B. Jones	4	1	205	84	289
116	Louisville	Bryant and Stratton Business College.	E. J. Wright	6	1	420	194	614
	LOUISIANA.							
117	New Orleans	Soule Business College	George Soule	8	2	426	51	477

* From 1897-98.

schools in the United States in 1898–99—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.																		
Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
300	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	18	30	4	13	36	80
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	81
322	309	57	59	204	41	301	205	234	297	9	5	59	17	7	12	29	17	.....	.....	82
130	93	8	3	82	6	105	46	10	30	0	4	13	0	6	12	.....	.....	.....	.....	83
92	61	26	2	126	20	77	17	17	26	14	3	.....	.....	.....	.....	.....	.....	.....	.....	84
55	64	10	9	95	15	60	40	5	33	.....	.....	.....	.....	6	10	20	25	4	15	85
55	70	35	15	100	25	110	0	120	0	.....	.....	10	3	10	12	.....	.....	.....	.....	86
56	46	17	4	81	16	65	5	23	30	.....	.....	.....	.....	6	.....	21	2	1	12	87
119	54	22	1	125	15	87	37	19	15	13	2	.....	.....	6	18	29	9	2	2	88
68	53	86	24	.....	.....	62	18	58	55	14	9	14	0	.....	.....	.....	.....	.....	.....	89
75	50	12	3	50	9	78	20	12	25	.....	.....	.....	.....	6	3	9	2	.....	.....	90
47	58	10	2	60	10	38	16	16	52	.....	.....	6	6	5	.....	15	5	3	25	91
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	92
200	100	.....	.....	150	.....	200	25	25	75	.....	.....	.....	.....	9	.....	20	6	4	16	93
98	57	19	12	.....	.....	110	42	54	61	2	0	.....	.....	6	10	18	7	12	21	94
59	49	17	5	42	12	18	10	13	11	33	21	.....	.....	.....	.....	5	6	.....	.....	95
383	169	.....	.....	214	.....	256	27	109	132	27	10	.....	.....	6	.....	34	3	3	18	96
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	97
16	4	17	3	.....	.....	33	7	.....	.....	.....	.....	.....	.....	12	24	5	1	.....	.....	98
85	63	30	7	60	20	76	14	35	53	4	3	.....	.....	6	12	50	11	20	35	99
26	13	4	0	.....	.....	15	1	2	5	7	9	.....	.....	6–9	.....	1	0	0	3	100
52	9	.....	.....	.....	.....	42	2	10	7	.....	.....	.....	.....	6–9	.....	.....	.....	.....	.....	101
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	102
30	35	5	5	.....	.....	18	15	12	20	5	5	.....	.....	7	14	8	6	8	12	103
36	38	.....	.....	.....	.....	30	35	36	37	.....	.....	.....	.....	5	8	20	18	6	8	104
45	40	15	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	12	15	10	12	105
16	11	.....	.....	15	.....	13	8	3	3	1	0	.....	.....	6	6	.....	.....	.....	.....	106
210	205	60	35	111	34	145	89	19	85	54	73	.....	.....	7	12	33	29	9	28	107
60	72	30	10	.....	.....	50	4	30	60	10	9	.....	.....	6	12	9	4	5	10	108
65	83	10	2	50	8	15	20	13	25	15	12	.....	.....	.....	.....	1	0	1	6	109
25	10	3	3	11	4	21	8	7	10	5	2	.....	.....	7	9	3	1	1	1	110
60	40	19	6	75	25	40	30	10	20	.....	.....	.....	.....	6–9	.....	8	3	1	11	111
97	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6–8	12	6	5	16	2	112
30	20	33	2	30	20	41	10	19	17	12	0	.....	.....	6	12	6	3	6	8	113
86	73	22	21	100	30	64	34	44	60	.....	.....	.....	.....	6	12	24	12	27	19	114
205	84	.....	.....	133	.....	120	21	59	60	125	125	26	3	4–18	.....	24	3	.....	.....	115
369	182	51	12	.....	.....	299	61	93	130	.....	.....	28	3	6	12	202	40	86	98	116
279	44	147	7	200	100	189	6	58	39	190	6	.....	.....	3–9	9–18	21	0	2	12	117

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	MAINE.							
118	Bangor	Bangor Business College	Miss Mary B. Edgecomb.	1	3	120	58	178
119	Lewiston	Lewiston Business College	N. E. Rankin	1	1	69	44	113
120	Portland	Gray's Portland Business College.	Frank L. Gray	4	1	118	81	199
121	....do	Shaw's Business College*	F. L. Shaw	4	1	300	200	500
122	Rockland	Rockland Commercial College.	H. A. Howard	2	2	148	90	238
	MARYLAND.							
123	Baltimore	Eaton and Burnett Business College.	A. H. Eaton	6	0	210	150	360
124	Hagerstown	Wolf's Business College *	D. Elmer Wolf	3	0	54	30	84
	MASSACHUSETTS.							
125	Boston	Bryant and Stratton Commercial College.	H. E. Hibbard	20	5	700	250	950
126	....do	Bradford Commercial College	E. E. Bradford	1	1	28	19	47
127	....do	Comer's Commercial College						
128	....do	Hall's Commercial College						
129	Lawrence	Cannon's Commercial College	G. C. Cannon	2	2	50	70	120
130	Lowell	Lowell Commercial College	Albert C. Blaisdell	3	4	120	150	270
131	Pittsfield	Berkshire Business College	L. M. Holmes	1	1	37	39	76
132	Salem	Salem Commercial School	George P. Lord	5	2	99	125	224
133	Springfield	Child's Business College	B. J. Griffin	3	2	185	115	300
134	....do	Bay Path Institute	E. A. Cooper	7	1	15	25	40
135	Worcester	Becker's Business College	E. C. A. Becker	3	2	89	73	162
136	....do	Hinman's Business College	A. H. Hinman	3	2	75	93	168
	MICHIGAN.							
137	Adrian	Brown's Business University	L. S. Brown	1	1	53	25	83
138	Alpena	Alpena Business College	Mrs. M. L. Veenfliet	2	3	52	48	100
139	Battle Creek	J. B. Krug's Business College	J. B. Krug					
140	Bay City	Bay City Business College	R. R. Lane	2	1	108	58	166
141	Detroit	Detroit College of Commerce*	William E. Caton	3	2	193	47	240
142	....do	Detroit School of Business*	E. E. Admine	5	1	113	88	201
143	....do	St. Joseph's Commercial School.	Rev. Bro. Amulwin	6	0	103	0	103
144	Grand Rapids	Grand Rapids Business University.	A. S. Parish	4	0	87	77	164
145	Jackson	Devlin's Business College	H. C. Devlin	1	2	65	35	100
146	Kalamazoo	Parsons Business College	W. F. Parsons	2	1	60	54	114
147	Muskegon	Muskegon Business College*	E. C. Bisson	1	1	85	65	150
148	Owasso	Owasso Business College						
149	St. Louis	Yerington's College	C. W. Yerington	4	4	65	50	115
150	Three Rivers	Three Rivers Business Academy.	Chas. H. Sage	1	3	40	25	65
	MINNESOTA.							
151	Duluth	Parsons Business College and Shorthand Institute.	A. C. Parsons	1	1	25	5	30
152	Faribault	Brown's Business College	A. E. Brown	1	2	100	50	150
153	Mankato	Mankato Commercial College	J. R. Brandrup	4	2	191	53	244
154	Minneapolis	Archibald Business College	A. R. Archibald	4	4	125	50	175
155	....do	Caton College	T. J. Caton	2	2	149	103	252
156	.... do	Munson Shorthand Institute	R. J. Smith	2	1	100	96	196
157	Owatonna	Canfield Business School	W. P. Canfield	1	2	38	15	53
158	Redwing	Redwing Business College	H. J. Meyer	6	1	91	21	112
159	St. Paul	Baenisch's Commercial College.	B. W. Baenisch	1	2	55	17	72
160	....do	St. Paul Business College and Telegraphic Institute.	Maguire Brothers	6	4	135	90	225
161	....do	Globe Business College	F. A. Maron	3	1	165	51	216
162	Winona	Winona Commercial College*	Milton J. Mallery	6	6	48	32	80

* From 1897–98.

schools in the United States in 1898–99—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.																		
Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
120	58	.....	.....	.....	.....	50	25	26	19	.....	.....	.....	.....	.....	.....	12	3	8	0	118
45	26	24	18	19	14	56	23	13	18	.....	.....	.....	.....	6	12	12	4	2	7	119
118	81	.....	.....	.....	.....	109	31	9	50	.....	.....	.....	.....	5–7	.....	.....	.....	.....	.....	120
320	200	.....	.....	.....	.....	200	150	40	110	.....	.....	.....	.....	6	.....	100	75	35	70	121
.....	.....	.....	.....	60	.....	118	77	8	20	2	6	.....	.....	.....	.....	28	15	2	12	122
130	120	80	30	.....	.....	150	40	125	130	50	30	.....	.....	6–10	12–18	75	25	50	75	123
41	28	13	2	.....	.....	21	10	15	14	38	20	.....	.....	10	.....	2	1	3	1	124
700	250	.....	.....	500	.....	400	75	30	200	.....	.....	.....	.....	10	.....	50	20	9	9	125
11	11	17	8	15	18	28	17	3	8	.....	.....	.....	.....	6–10	10–20	1	0	.....	.....	126
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	2	127
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	128
15	25	30	50	30	35	14	26	10	30	.....	.....	.....	.....	6	10	2	6	5	6	129
60	75	60	80	75	80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	130
27	31	10	8	29	8	38	35	33	29	.....	.....	.....	.....	.....	.....	6	5	5	7	131
74	99	35	26	102	35	78	49	21	75	.....	.....	.....	.....	10	.....	13	13	4	28	132
125	75	0	125	85	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	27	40	27	133
15	25	.....	.....	21	.....	10	16	5	9	15	25	.....	.....	.....	.....	1	4	2	0	134
73	60	16	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	.....	.....	.....	.....	.....	135
60	78	15	15	.....	.....	65	48	54	108	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	136
58	25	.....	.....	50	.....	54	5	18	22	.....	.....	.....	.....	12–15	.....	8	1	3	10	137
43	46	9	2	75	35	48	21	23	35	20	23	2	2	.....	.....	1	1	1	4	138
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	139
94	52	14	6	61	17	70	18	9	43	.....	.....	.....	.....	10–12	24–30	2	0	.....	.....	140
151	41	42	6	124	22	110	6	21	38	4	2	10	2	8–12	18–24	84	6	18	27	141
90	76	23	12	147	27	42	34	15	26	21	15	12	14	6–12	24	.....	.....	.....	.....	142
103	0	.....	.....	101	.....	103	0	57	0	103	0	.....	.....	30	.....	103	0	17	0	143
82	76	5	1	.....	.....	37	18	23	31	15	4	.....	.....	.....	.....	.....	.....	.....	.....	144
50	35	15	0	55	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	10	10	3	145
50	50	10	4	75	10	60	30	20	35	.....	.....	.....	.....	10	12	4	2	0	2	146
85	65	.....	.....	145	.....	85	65	20	40	3	0	5	0	8	0	65	15	20	40	147
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	148
65	50	.....	.....	70	.....	40	10	12	5	.....	.....	.....	.....	.....	.....	20	3	2	1	149
35	24	5	1	40	4	16	7	3	4	.....	.....	.....	.....	6	6	.....	.....	1	0	150
13	5	12	0	5	3	12	0	4	4	14	0	.....	.....	6	12	6	0	0	2	151
100	50	.....	.....	95	0	75	30	25	20	.....	.....	.....	.....	6	.....	20	10	10	10	152
163	43	28	10	152	26	106	46	29	63	.....	.....	.....	.....	9	.....	10	2	6	40	153
110	40	15	10	90	10	90	15	25	25	5	5	.....	.....	6	12	12	6	12	12	154
149	130	.....	.....	.....	.....	94	47	23	76	2	5	30	2	.....	.....	45	37	11	49	155
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	156
34	15	4	0	38	3	31	10	3	5	.....	.....	.....	.....	6–18	.....	1	0	.....	.....	157
91	21	.....	.....	81	.....	38	12	4	7	.....	.....	.....	.....	.....	.....	7	2	.....	.....	158
24	12	31	5	30	30	42	12	4	5	9	0	.....	.....	9–10	12–13	19	8	.....	.....	159
95	70	40	20	165	50	98	20	30	60	2	0	12	3	6	8	65	30	25	40	160
137	28	28	24	148	34	92	28	29	47	17	11	23	6	4–7	6–9	22	9	13	18	161
39	28	9	4	42	4	40	29	30	30	48	26	2	0	6	12	14	16	18	16	162

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	MISSISSIPPI.							
163	Bay St. Louis	St. Stanislaus College	Brother Isidore	14	0	140	0	140
164	Meridian	Queen City Business College	J. J. Ferguson	2	1	55	25	80
165	Natchez	Cathedral School	Brother Celestine	5	0	175	0	175
166	Vicksburg	St. Aloysius Commercial College.	Brother Gabriel	8	1	217	0	217
167	....do	Vicksburg Commercial School.*	G. McDonald	2	2	20	12	32
	MISSOURI.							
168	Canton	Christian University*	J. J. Weber	....	3	23	16	39
169	Clinton	Clinton Business College*	Edwin W. Doran	4	1	46	34	80
170	Hannibal	Hannibal Commercial College	F. L. Kelley	3	1	320	62	382
171	Joplin	Joplin Business College	W. B. Joiner	2	1	46	55	101
172	Higginsville	Queen City Business College	L. F. Myers	3	3	50	35	85
173	Kansas City	Cathedral Academy	Brother Walter	5	0	125	0	125
174	....do	Dickson School of Shorthand.	.....	....	....	....	....	....
175	....do	Spalding's Commercial College.	James F. Spalding	14	2	697	273	970
176	St. Joseph	St. Joseph Business University.	E. E. Gard	3	0	200	75	275
177	....do	St. Joseph Commercial College.	Brother E. Lewis	11	0	186	0	186
178	St. Louis	Hayward's Shorthand and Business College.	L. F. Hayward	3	2	125	225	350
179	....do	Jones's Commercial College	J. G. Bohmer	6	1	360	185	545
180	....do	Perkins and Herpel's Mercantile College.*	H. C. Perkins	5	0	209	47	256
181	Sedalia	Central Business College	C. W. Robbins	10	3	543	129	672
	MONTANA.							
182	Butte	Butte Business College	Rice, Fulton, and Gold.	8	2	390	250	640
183	....do	Silver Bow Commercial College.*	F. C. Glenn	4	1	47	38	85
184	Helena	Englehorn Helena Commercial College.	H. F. Engelhorn	3	2	75	50	125
185	Missoula	Garden City Commercial College.	E. C. Reitz	2	1	40	30	70
	NEBRASKA.							
186	Falls City	Falls City Business College	G. M. Barrett	2	2	54	14	68
187	Grand Island	Grand Island Business and Normal College.	A. M. Hargis	5	2	167	84	251
188	Hastings	Queen City Business College	H. S. Miller	2	2	90	30	120
189	Lincoln	Lincoln Business College	J. L. Stephens	6	0	225	95	320
190	McCook	McCook Phonographic Institute.	L. W. Stayner	1	1	6	9	15
191	Omaha	Omaha Commercial College*	M. G. Rohobough	7	2	648	179	827
	NEW HAMPSHIRE.							
192	Concord	National School of Business*	J. B. Mack	1	1	23	22	45
193	New Hampton	New Hampton Commercial College.	F. W. Preston	3	0	45	16	61
	NEW JERSEY.							
194	Camden	Abrahamson Business College	C. M. Abrahamson	2	0	45	12	67
195	Elizabeth	Lansley Business College	James H. Lansley	2	2	29	34	63
196	Jersey City	Drake Business College	Wm. E. Drake	4	3	112	97	209
197	Newark	Coleman's National Business College.	H. Coleman	5	3	410	175	585
198	....do	New Jersey Business College	C. T. Miller	6	3	178	82	260
199	....do	Wood's College	S. J. Wood	7	4	527	298	825
200	Trenton	Stewart Business College	Thos. J. Stewart	6	3	191	65	256

* From 1897-98.

schools in the United States in 1898–99—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.																		
Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
140	0	----	----	135	----	85	0	----	----	68	0	10	0	10	----	7	0	----	----	163
55	25	----	----	25	----	55	20	11	18	----	----	----	----	4	8	23	4	3	4	164
175	0	----	----	156	----	65	0	40	0	175	0	----	----	----	----	----	----	----	----	165
217	0	----	----	197	----	----	----	----	----	----	----	----	----	30	----	----	----	----	----	166
14	10	6	2	14	10	15	5	6	3	----	----	----	----	----	----	2	1	----	----	167
23	16	----	----	31	----	20	15	8	10	----	----	----	----	7	----	5	2	0	1	168
46	34	----	----	45	----	17	3	1	4	18	7	----	----	7	----	9	2	0	5	169
320	62	----	----	----	----	282	25	38	37	----	----	----	----	4–6	----	----	----	----	----	170
46	55	----	----	35	----	22	25	20	34	----	----	----	----	6–8	----	8	1	10	15	171
50	35	----	----	----	----	40	1	10	5	8	27	1	3	9–12	----	7	0	----	3	172
125	0	----	----	103	----	24	0	18	0	65	0	----	----	20	----	6	0	13	0	173
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	174
522	248	175	25	400	150	----	----	----	----	----	----	----	----	6–9	12	----	----	----	----	175
140	62	60	15	60	30	85	15	25	75	52	5	15	3	9	24	15	8	8	20	176
186	0	----	----	----	----	67	0	----	----	160	0	----	----	----	----	17	0	----	----	177
100	200	25	25	100	35	60	40	55	175	10	10	----	----	6	9	60	35	45	170	178
300	150	60	35	545	95	310	20	50	165	50	38	37	45	6	12	129	45	65	83	179
100	35	109	12	90	100	109	6	38	32	62	9	----	----	6	12	25	3	5	14	180
543	129	20	10	----	----	260	28	231	92	----	----	52	9	6–12	24	21	5	14	10	181
210	175	180	75	280	120	100	50	20	60	300	100	6	2	10	24	8	2	2	12	182
36	29	11	9	51	18	38	22	17	28	9	18	4	0	----	----	----	----	----	----	183
50	35	25	15	60	18	34	20	20	25	15	20	10	5	11	15	6	4	4	8	184
----	----	----	----	48	----	40	14	8	8	----	----	----	----	12–24	----	3	0	6	0	185
54	14	----	----	----	----	45	11	9	3	----	----	----	----	8	----	8	2	1	3	186
167	84	----	----	----	----	175	0	40	40	50	41	----	----	12	----	10	10	5	5	187
80	25	10	5	60	6	84	12	5	12	1	6	----	----	8	----	7	2	2	6	188
225	95	----	----	210	----	157	35	42	86	----	----	----	----	6–12	----	53	11	14	23	189
----	----	6	9	----	----	----	----	6	9	----	----	----	----	----	12	----	----	4	6	190
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	32	14	----	----	191
13	15	10	7	40	30	5	13	1	9	----	----	----	----	4–6	8–10	----	----	----	----	192
45	16	----	----	----	----	45	16	8	12	----	----	7	2	7–9	----	15	6	----	----	193
----	----	45	12	----	57	45	12	----	----	----	----	----	----	----	10	36	9	----	----	194
12	16	18	15	----	----	----	----	----	----	----	----	----	----	6–18	----	----	----	----	----	195
112	97	40	40	75	80	112	18	64	97	46	4	----	----	10	14	----	----	----	----	196
225	155	85	20	----	----	0	50	0	----	----	----	----	----	6	14	50	----	10	60	197
86	60	92	22	----	----	----	----	----	----	----	----	----	----	12	24	29	1	4	34	198
236	209	291	89	170	130	373	90	154	208	15	10	----	----	8	16	150	20	50	140	199
191	65	169	19	----	----	187	15	21	67	146	0	----	----	10	12	36	2	2	16	200

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	NEW YORK.							
201	Albany	Albany Business College	John R. Carnell	14	7	486	300	786
202	Binghamton	Binghamton School of Business.	John F. Riley	4	4	96	68	164
203	do	Lowell Business College	J. E. Bloomer	3	2	98	30	128
204	do	Riley Business College						
205	Brooklyn	Long Island Business College	Henry C. Wright	7	7	507	253	760
206	do	Kissick's Business College						
207	do	Heffley School	Norman R. Heffley	17	6	127	173	300
208	do	St. James Commercial Academy.	Brother Costoris	10	0	650	0	650
209	Buffalo	Caton's National Business College.						
210	Corning	Kerat's Shorthand and Business College.						
211	Elmira	Elmira School of Commerce						
212	do	Estey's School of Commerce	Sherman C. Estey	4	2	150	100	250
213	Fort Edward	Haley's Business Institute	J. W. Haley	1	2	36	19	55
214	Geneva	Geneva Business and Training Institute.	A. E. Mackey	1	1	18	7	25
215	do	Geneva Shorthand School*	Robert D. Hadden	2	0	30	10	40
216	Gloversville	Gloversville Business College	N. G. Patterson	2	2	80	60	140
217	Hornellsville	Hornellsville Business and Shorthand School.	C. E. Willard	1	1	31	31	62
218	Jamestown	Jamestown Business College	H. E. V. Porter	3	2	82	81	163
219	Kingston	Spencer's Business College	B. H. Spencer	3	1	125	100	225
220	Lockport	Lockport Business Institute	J. Franklin Ryan	2	1	47	23	70
221	Newburg	Spencerian Institute	E. M. Turner	2	2	50	66	116
222	New York City	A. O. Hall Business and Barber School.	Aldis Owen Hall	3	6	200	50	250
223	do	Metropolitan Shorthand and Typewriting School.	Wm. L. Mason	1	2	57	97	154
224	do	Packard Commercial School	L. H. Packard	11	5	550	190	740
225	do	Paine Uptown Business College.	H. W. Remington	3	6	280	140	420
226	do	Wood's New York School	F. E. Wood	9	5	425	487	912
227	do	Walworth Business and Stenographic Institute.	G. S. Walworth	3	2	100	110	210
228	Niagara Falls	Niagara Business School	F. C. Hovey	1	2	37	38	75
229	Oswego	Chaffee's Phonographic Institute.	E. M. Wolf	2	2	50	40	90
230	Rochester	Rochester Business Institute	A. S. Osborn	8	4	578	100	678
231	do	Underhill School	B. S. Underhill	3	4	56	79	135
232	Schenectady	Schenectady Business School	Wm. F. Fitzgerald	2	3	79	46	125
233	Troy	Troy Business College	Thos. H. Shields	8	1	415	140	555
234	Utica	Utica Business Institute	G F. Hendrick	5	3	161	72	233
	NORTH CAROLINA.							
235	Silver City	Thompson's Business College						
236	Washington	Wilkinson's Commercial School.	Aaron H. Wilkinson	1	0	8	2	10
	NORTH DAKOTA.							
237	Grand Forks	Northwestern College of Commerce.	J. J. Swengel	5	0	50	16	66
	OHIO.							
238	Akron	Akron Business College*	P. Hammel	2	1	98	78	176
239	do	Hammels Business College	P. Hammel	1	2	94	41	135
240	Canton	Canton Actual Business College.	W. W. Patterson	5	2	60	70	130
241	Cincinnati	Bartlett's Commercial College.*	C. M. Bartlett	5	9	168	90	258
242	do	Nelson's Business College						
243	do	St. Joseph's College	Rev. J. M. Scherer	8	0	82	0	82

*From 1897-98.

schools in the United States in 1898–99—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.																		
Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
444	287	42	13	----	----	362	38	176	227	16	13	32	8	6	12	187	36	103	167	201
80	60	16	8	75	14	80	30	20	40	12	18	----	----	5–7	12–16	60	30	15	26	202
78	27	20	3	----	----	61	6	17	21	----	----	----	----	6	12	45	6	10	10	203
																				204
212	178	295	75	----	----	228	152	118	202	30	20	----	----	12	24	60	10	25	55	205
																				206
39	109	88	64	144	109	43	18	12	162	7	8	7	11	6–7	7–8	30	14	10	102	207
650	0	----	----	575	----	70	0	50	0	20	0	----	----	20	------	12	0	5	0	208
																				209
																				210
																				211
130	100	20	0	----	----	125	25	40	60	----	----	10	0	6	------	22	2	10	16	212
29	17	7	2	20	6	26	1	5	15	----	----	----	----	------	------	3	0	0	5	213
15	5	3	2	15	3	12	3	3	0	2	0	3	1	4–6	6–10	5	1	1	0	214
21	9	9	1	20	----	18	1	15	10	----	----	----	----	9	18	----	----	----	----	215
41	44	39	16	42	38	29	26	12	18	1	0	----	----	6	12	6	4	3	6	216
13	27	18	4	21	15	10	11	8	14	12	5	----	----	6	14	2	2	2	3	217
82	81	----	----	93	----	71	48	23	54	71	48	----	----	6	------	26	15	2	5	218
112	90	13	10	200	18	50	14	45	110	2	4	----	----	8	12	----	----	----	----	219
36	16	11	7	55	14	30	13	17	10	15	5	----	----	6	12	27	11	10	8	220
39	57	11	9	80	12	30	21	20	45	----	----	----	----	6	12	10	5	3	4	221
200	50	----	----	----	----	----	----	----	----	----	----	----	----	3	4	----	----	----	----	222
14	62	43	35	50	20	----	----	57	97	----	----	----	----	5–6	6–8	----	----	6	23	223
550	190	----	----	340	----	308	14	32	176	----	----	----	----	10–12	------	56	2	17	60	224
202	105	78	35	49	26	165	30	33	97	47	28	12	3	8	12	16	9	9	20	225
245	367	180	120	400	190	189	21	281	421	----	----	22	10	10	16	114	32	92	224	226
75	70	25	40	95	34	56	50	59	60	----	----	----	----	6	9	31	29	40	30	227
37	38	----	----	54	----	30	27	4	23	----	----	----	----	10	12	10	14	2	20	228
50	40	----	----	40	----	----	----	25	15	----	----	----	----	6	12	----	----	40	23	229
578	100	----	----	----	----	----	----	40	80	----	----	----	----	6–12	------	----	----	----	----	230
56	79	----	----	----	----	----	----	----	----	----	----	----	----	------	------	----	----	----	----	231
27	36	52	10	----	----	19	7	29	39	16	0	----	----	6	------	17	6	20	30	232
340	117	75	23	154	57	300	50	53	76	36	15	18	12	------	------	23	18	12	20	233
94	57	67	15	90	50	75	26	5	37	56	12	6	1	6	------	12	6	----	----	234
																				235
6	2	2	0	7	2	4	0	1	2	1	0	----	----	3	5	5	0	0	1	236
44	10	6	6	----	----	40	3	----	----	----	----	3	2	6	6	9	0	----	----	237
57	64	41	14	----	----	63	17	10	60	25	1	----	----	------	------	4	0	----	----	238
62	35	32	6	----	----	53	11	34	29	7	1	----	----	------	------	----	----	----	----	239
35	60	25	10	90	31	50	25	10	45	----	----	----	----	10	16	21	10	2	15	240
110	80	58	10	----	----	168	96	----	----	----	----	----	----	10	18	----	----	----	----	241
																				242
82	0	----	----	60	----	50	0	----	----	82	0	----	----	30	------	5	0	----	----	243

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	OHIO—continued.							
244	Cleveland	Spencerian Commercial College.	H. T. Loomis	9	4	425	200	625
245	Columbus	Parson's Business College	M. B. Cooper	2	1	60	29	89
246	East Liverpool	Ohio Valley Business College.	J. F. Cooper	3	3	258	86	344
247	Greenfield	Enterprise Business College	Thos. K. Durboran	1	0	12	0	12
248	Lancaster	Columbia Commercial College	M. L. Moore	3	0	30	20	50
249	Lima	Lima Business College	Howard W. Pears	3	0	65	53	118
250	Mansfield	Ohio Business College	J. W. Sharp*	2	2	80	50	130
251	Newark	Newark Business College	S. L. Beeney	1	1	128	25	153
252	New Philadelphia.	Shott's Actual Business College.	W. C. Shott	2	1	14	12	26
253	Oberlin	Oberlin Business College	J. T. Henderson	3	1	122	51	173
254	....do	Oberlin School of Telegraphy.*	G. J. Peake	2	0	36	6	42
255	Piqua	Piqua Commercial College	C. E. Beck	2	1	40	20	60
256	Portsmouth	Graham's Business College	W. R. Graham	2	2	61	33	94
257	....do	River City Business College	W. B. Clark	1	2	44	34	78
258	Springfield	Nelson's Business College	R. J. Nelson	2	1	104	5	109
259	....do	Williss College	F. W. Williss	1	1	27	25	52
260	Sidney	Buckeye Business College	W. A. Troute	2	1	45	8	53
261	Tiffin	Heidelburg College of Commerce.	C. C. Kennison	2	1	40	30	70
262	....do	Tiffin Business College						
263	Toledo	Davis Business College	M. H. Davis	5	1	175	125	300
264	Wooster	Bixler Business College	Gideon Bixler	1	2	75	40	115
265	Youngstown	Brown's Business College	J. C. Browne	3	1	60	50	110
266	....do	Youngstown Business University.	E. A. Hall	2	2	48	46	94
267	Zanesville	Zanesville Business College	R. L. Meredith	2	4	75	55	130
	OREGON.							
268	Portland	Holmes English and Business College.	Miss G. Holmes	3	4	124	115	239
269	....do	Portland Business College	A. R. Armstrong	5	3	275	175	450
270	Salem	Capital Business College	W. J. Staley	1	2	60	42	102
	PENNSYLVANIA.							
271	Allentown	Allentown Business College	W. L. Blackman	2	0	68	15	83
272	....do	American Business College	A. C. Dorney	11	0	205	61	266
273	....do	Woods Business College						
274	Allegheny	Williams College of Actual Business.*	T. M. Williams	2	1	60	40	100
275	Altoona	Mountain City Business College.	G. G. Zeth	2	2	320	224	544
276	Beaver Falls	Beaver Valley Business College.*	J. W. Butcher	2	1	50	30	80
277	Corry	Corry Business College	Geo. M. Nicol	2	0	35	21	56
278	Dubois	Du Bois Business College	G. W. Thorn	2	1	87	38	125
279	Easton	Easton College of Business	C. L. Free	2	0	34	28	62
280	Emlenton	Tubbs Business College	D. C. Tubbs	2	1	40	62	102
281	Erie	Business University	J. M. Glazier	5	1	43	62	105
282	Harrisburg	Harrisburg Business College	J. E. Garner	2	1	50	46	96
283	Lancaster	Keystone Business College						
284	....do	Lancaster Business College*	H. C. Weidler	3	0	67	32	99
285	Lebanon	Lebanon Business College	J. G. Gerberich	4	2	140	42	182
286	McBeesport	Douglas College						
287	Meadville	Bryant, Stratton, and Smith Business College.						
288	Norristown	Shissler College of Business	H. D. Harris	3	3	156	80	236
289	Philadelphia	Palms Business College	Theo. W. Palms	6	0	210	90	300
290	....do	Pierce School	J. A. Luman	23	5	825	332	1,157
291	Pittsburg	Duff's Mercantille College	Wm. H. Duff	7	1	407	65	472
292	....do	Martin Shorthand School	Homer L. Andrews	4	2	125	275	400
293	Pottsville	Pottsville Business College	R. J. Carmichael	2	0	53	21	74

* From 1897-98.

schools in the United States in 1898–99—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.																		
Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
305	155	125	45	250	100	----	----	----	----	----	----	----	----	8	16	----	----	----	----	244
49	18	11	11	----	----	40	15	----	----	----	----	----	----	10	12	22	12	----	----	245
60	35	144	75	50	75	30	7	9	25	----	----	----	----	6	12	8	0	1	7	246
7	0	5	0	5	4	10	0	----	----	2	0	----	----	4	7	4	0	----	----	247
30	20	----	----	32	----	30	20	15	35	----	----	----	----	6	----	14	10	10	28	248
72	61	10	6	65	30	42	26	30	35	----	----	----	----	----	----	30	18	20	23	249
80	0	----	----	32	----	60	40	10	20	----	----	----	----	6	----	15	12	3	9	250
100	20	28	5	65	25	120	20	----	----	----	----	----	----	4	6	60	10	----	----	251
14	12	----	----	10	6	18	8	6	10	----	----	----	----	6	9	9	10	4	13	252
----	----	----	----	----	----	91	17	28	31	9	8	----	----	----	----	----	----	----	----	253
36	6	----	----	----	----	----	----	----	----	----	----	36	6	----	----	----	----	----	----	254
30	16	10	4	28	9	35	6	5	16	4	0	----	----	6	12	6	0	2	6	255
21	30	40	3	43	27	51	8	2	33	61	3	----	----	10	20	25	5	1	20	256
31	27	13	7	64	12	15	10	5	48	----	----	----	----	4	8	----	----	----	----	257
104	5	----	----	----	----	104	5	----	----	----	----	----	----	6	18	----	----	----	----	258
27	25	----	----	45	----	----	----	27	25	----	----	----	----	12	----	----	----	----	----	259
30	6	15	2	----	----	31	2	14	6	----	----	----	----	----	----	----	----	----	----	260
40	30	----	----	65	----	20	12	15	32	----	----	----	----	3–4	----	15	10	12	28	261
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	262
200	100	75	25	200	75	200	100	100	100	100	100	----	----	12	35	----	----	----	----	263
75	40	----	----	36	----	65	44	30	40	12	7	----	----	7	----	31	5	4	14	264
50	45	10	5	75	10	----	----	----	----	----	----	----	----	14	----	30	20	20	20	265
33	36	15	10	45	18	45	30	35	36	----	----	----	----	6	----	21	20	20	23	266
65	50	10	5	100	10	60	15	15	40	----	----	----	----	6	12	60	10	0	30	267
124	115	----	----	150	----	60	20	40	60	30	20	5	0	10	----	20	10	10	25	268
275	175	----	----	175	----	225	100	75	150	10	5	----	----	6–9	----	50	25	15	40	269
60	42	----	----	----	----	53	20	7	22	----	----	----	----	9	----	15	4	3	10	270
30	12	38	3	----	----	23	3	32	8	13	4	----	----	10	15	----	----	----	----	271
158	34	47	27	95	45	110	42	89	18	6	1	----	----	10	20	23	6	4	2	272
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	273
60	40	----	----	----	----	60	40	----	----	----	----	----	----	6	10	----	----	----	----	274
223	194	97	30	48	29	114	29	122	128	19	23	----	----	6	9	81	14	39	93	275
50	30	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	276
27	18	8	3	30	9	34	8	2	14	21	9	----	----	6–8	----	6	2	1	9	277
55	30	32	8	----	----	55	22	18	15	8	7	----	----	10	6	30	8	6	6	278
34	28	----	----	30	----	34	20	5	28	----	----	----	----	----	----	10	10	5	20	279
35	50	5	12	60	25	----	----	4	20	----	----	----	----	6–9	12	12	15	12	15	280
31	58	12	4	----	----	40	8	36	5	----	----	----	----	----	----	----	----	----	----	281
50	46	15	10	40	15	50	46	30	25	50	46	----	----	8	14	8	5	7	4	282
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	283
50	24	17	8	56	22	50	26	17	6	----	----	----	----	----	----	14	8	6	3	284
113	29	27	13	124	48	163	43	75	21	17	5	----	----	8	12	38	7	27	5	285
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	286
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	287
136	69	20	11	----	----	33	0	121	80	2	0	----	----	8	24	8	0	21	26	288
150	70	60	20	----	----	195	30	15	60	----	----	----	----	6–8	24	----	----	----	----	289
426	219	399	113	396	332	675	147	164	195	----	----	----	----	7–10	18	78	18	64	20	290
300	52	107	13	270	85	365	28	425	37	----	----	----	----	6	12	143	18	28	25	291
50	250	75	25	100	50	----	----	125	275	----	----	----	----	7	9	----	----	125	275	292
----	----	----	----	----	----	40	11	29	16	3	1	----	----	7	----	10	4	8	6	293

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	PENNSYLVANIA—continued.							
294	Pottsville	Woods Business College						
295	Reading	Interstate Commercial College.	H. Y. Stoner	3	0	121	70	291
296	Scranton	Scranton Business College	Buck & Whitmore	5	1	200	300	500
297	Shamokin	Shamokin Business College						
298	Towanda	Towanda Business and Shorthand College.	M. S. Cronk	1	0	22	4	26
299	Union City	Luce's Business College						
300	Washington	Washington Business College	Louis Van Orden	1	2	40	27	67
301	Williamsport	Potts Shorthand School*	John G. Henderson	2	1	167	86	253
302	do	Williamsport Commercial College.	F. M. Allen	4	0	155	35	190
	RHODE ISLAND.							
303	Providence	Providence Bryant and Stratton Business College.	Theodore B. Stowell.	7	2	141	144	285
304	do	Scholfield's Commercial College.	Albert G. Schofield	2	1	112	46	158
	SOUTH DAKOTA.							
305	Aberdeen	Aberdeen Business College	H. A. Way	1	1	29	21	50
306	Sioux Falls	Sioux Falls Business College	G. C. Christopherson.	4	2	125	30	155
	TENNESSEE.							
307	Knoxville	Knoxville Business College	J. T. Johnson	2	1	180	20	200
308	do	McAllen's Business College and Shorthand School.	John A. McAllen	2	2	17	23	40
309	Memphis	Watson's Business College	W. T. Watson	5	2	147	42	189
310	Nashville	Draughou's Practical Business College.	J. F. Draughou	7	1	450	75	525
311	do	Jennings Business College						
312	do	Fall's Business College	Alexander Fall	4	2	234	227	461
	TEXAS.							
313	Austin	Griffith College of Commerce						
314	Dallas	Metropolitan Business College.*	W. W. Darby	6	1	148	57	205
315	Denison	Furshaw's College						
316	Fort Worth	Fort Worth Business College.*	F. P. Prenitt	3	2	385	70	455
317	Galveston	Galveston Business University.	J. F. Smith	6	1	375	75	450
318	Houston	Houston Commercial College.*	T. C. Riggs	3	2	114	66	180
319	Paris	Southwestern Business College.	E. M. Churtier	3	0	147	63	210
320	San Antonio	Alamo Business College						
321	San Marcos	Lone Star Business College	M. C. McGee	1	0	53	12	65
322	Waco	Toby's Practical Business College.	Edward Toby, jr	5	1	320	67	387
	UTAH.							
323	Ogden	Intermountain Business College.	James A. Smith	3	1	70	36	106
324	Salt Lake City	Salt Lake Business College.	N. B. Johnston	6	0	215	85	300
	VERMONT.							
325	Burlington	Burlington Business College	E. G. Evans	2	2	57	41	98
	VIRGINIA.							
326	Lynchburg	Piedmont College	J. W. Giles	3	2	70	65	135
327	Norfolk	Southern Shorthand Business University.						
328	Richmond	Smithdeal Business College	G. M. Smithdeal	6	3	309	94	403
329	Roanoke	National Business College	Chas. E. Eckere	4	3	180	50	230
330	Staunton	Dunsmore Business College	J. G. Dunsmore	4	1	147	15	162

*From 1897-98.

schools in the United States in 1898-99—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.																		
Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
																				294
71	48	50	22	60	50	75	29	26	28	20	13	----	----	8	12	10	1	4	7	295
200	300	----	----	----	----	----	----	----	----	----	----	----	----	8	20	7	4	5	7	296
																				297
18	2	4	2	----	----	14	3	15	2	1	0	----	----	4-6	------	9	2	7	2	298
																				299
34	23	6	4	----	----	32	15	10	17	----	----	----	----	3-7	10	12	9	3	12	300
159	81	8	5	----	----	----	----	167	86	----	----	----	----	5	8	----	----	91	43	301
118	29	37	6	92	36	103	9	34	27	----	----	----	----	6	12	13	4	6	8	302
140	144	----	----	143	----	135	70	9	82	----	----	----	----	10	------	25	16	1	42	303
75	31	37	15	----	----	90	18	6	16	16	12	----	----	------	------	55	14	6	15	304
29	21	----	----	20	----	10	8	3	9	19	7	----	----	------	------	1	0	----	----	305
115	30	10	0	45	10	120	5	5	25	125	30	2	1	6-9	------	10	5	0	8	306
180	20	----	----	----	----	----	----	----	----	----	----	----	----	5	------	----	----	----	----	307
10	21	17	2	----	----	8	7	6	14	11	14	----	----	------	------	----	----	----	----	308
147	42	----	----	----	----	147	42	21	42	18	12	----	----	42	-----	17	1	12	15	309
450	75	----	----	200	----	425	50	----	----	----	----	----	----	------	------	----	----	----	----	310
																				311
207	204	27	23	123	33	78	29	137	73	93	27	----	----	6-9	12	65	27	139	85	312
																				313
125	25	23	32	50	10	50	10	----	----	----	----	----	----	4	6-8	----	----	----	----	314
																				315
260	50	125	26	145	48	340	20	54	46	----	----	1	0	10	15	30	3	3	18	316
275	60	100	15	----	----	300	8	75	67	----	----	----	----	6-12	------	34	2	10	6	317
73	64	41	2	----	----	50	5	32	45	17	13	15	3	6	8	2	1	----	----	318
147	63	----	----	65	----	172	12	28	59	17	3	----	----	12	------	----	----	----	----	319
																				320
53	12	----	----	22	----	49	13	----	----	47	13	----	----	6	------	9	0	----	----	321
268	54	52	13	109	24	163	30	97	32	48	17	----	----	5-6	12	57	9	34	13	322
34	28	36	8	40	25	40	8	10	15	18	5	----	----	6	12	2	8	8	6	323
155	55	60	30	----	----	----	----	----	----	50	12	----	----	------	------	15	6	12	8	324
50	34	7	7	50	12	40	14	4	25	6	2	----	----	6-10	------	13	3	2	8	325
65	65	5	0	100	5	60	7	30	45	80	20	----	----	5	10	12	0	3	6	326
																				327
243	96	55	9	----	----	136	11	91	77	71	6	11	0	4-6	12-15	----	----	----	----	328
130	50	50	0	142	41	68	56	62	29	133	63	----	----	5-18	------	11	9	9	13	329
147	15	----	----	95	----	142	5	17	12	27	0	----	----	8	------	45	0	6	8	330

TABLE 7.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	WASHINGTON.							
331	Seattle	Seattle Acme Business College.	F. R. McLaren	4	3	215	185	400
332	do	Seattle Wilson's Modern Business College.	J. C. Wilson	6	0	210	140	350
333	Spokane	Spokane Business College	Engelhorn & Dehuff	10	7	225	195	420
334	Walla Walla	Empire Business College						
	WEST VIRGINIA.							
335	Huntington	Huntington Business College *	W. A. Ripley	5	0	37	14	51
336	Wheeling	Ohio Valley Business and English Academy.	J. M. Frasher	8	1	198	129	327
	WISCONSIN.							
337	Appleton	De Land's Business College	O. P. De Land	1	1	36	26	62
338	Ashland	Gordon's Business College *	E. D. Gordon	1	2	50	35	85
339	Black River Falls	Black River Falls Business College. *	H. C. Hoffman	1	1	54	12	66
340	Chippewa Falls	Chippewa Falls Business College.	C. H. Howieson	1	1	49	45	94
341	Eau Claire	School of Shorthand and Business.	Mrs. M. J. Lamphear	0	2	71	120	191
342	Green Bay	Green Bay Business College	E. O. Folsom	4	2	250	75	325
343	Kenosha	Kenosha College of Commerce.	Otis L. Treman	3	1	73	28	101
344	Madison	Northwestern Business College.	R. G. Deming	4	0	87	74	161
345	Milwaukee	Spencerian Business College	Robert C. Spencer	6	5	263	128	391
346	Plattsville	Plattville Business College	John Alcock	1	0	29	5	34
347	Portage	Story's College of Commerce.	H. A. Story	2	2	100	75	175
348	Sheboygan	Sheboygan Business College	M. C. Patten	3	1	82	22	104
349	Waukesha	Waukesha Business College	W. A. Pierce	1	1	1	6	7
350	Wausau	Wausau Business College and Academy.	C. M. Bayles	2	2	108	62	170

* From 1897-98.

schools in the United States in 1898–99—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.																		
Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
185	165	32	20	90	15	----	----	----	----	20	10	----	----	5–8	------	5	2	10	15	331
144	118	66	23	140	40	195	45	26	61	57	40	8	5	9-10	12–18	7	1	2	17	332
200	180	25	15	315	20	150	80	100	110	50	60	20	15	11	15	25	20	15	20	333
----	----	----	----	----	----	----	----	----	----	----	----	----	----	------	------	----	----	----	----	334
18	13	19	1	13	9	----	16	24	8	20	12	----	----	6	8	5	1	1	5	335
132	98	66	31	195	64	173	54	42	85	102	47	9	3	6	12	84	28	22	57	336
36	26	----	----	30	----	31	13	12	21	----	----	----	----	12	------	6	4	2	5	337
40	30	10	5	25	10	20	10	25	20	5	5	----	----	6	12	10	5	20	15	338
54	12	----	----	45	----	52	7	2	5	----	----	----	----	6–15	------	1	1	----	----	339
43	40	6	5	----	----	20	18	26	30	14	11	----	----	6	12	----	----	----	----	340
53	104	18	16	40	10	30	48	33	60	8	12	----	----	6	12	12	9	21	32	341
250	75	----	----	85	----	245	5	5	70	----	----	----	----	12	------	15	0	0	4	342
46	24	27	4	----	----	39	6	9	17	7	1	----	----	------	------	9	1	2	5	343
67	64	20	7	100	15	40	12	20	57	13	5	----	----	6	12	13	6	2	5	344
208	118	55	20	----	----	263	10	46	128	----	----	----	----	10	------	----	----	----	----	345
29	5	----	----	----	----	30	4	4	3	----	----	----	----	------	------	7	1	1	3	346
100	75	----	----	----	----	40	20	14	26	30	45	----	----	5	------	----	----	----	----	347
42	18	40	4	58	40	75	5	8	16	----	----	----	----	6	12	61	2	6	16	348
1	6	----	----	----	----	----	----	1	6	----	----	----	----	6	8	----	----	4	1	349
85	59	23	3	45	10	63	40	55	39	60	42	----	----	6	15	5	2	5	2	350

CHAPTER XLIV.

EDUCATION OF THE COLORED RACE.

References to preceding Reports of the United States Bureau of Education in which this subject has been treated: In Annual Reports—1870, pp. 61, 337-339; 1871, pp. 6, 7, 61-70; 1872, pp. xvii, xviii; 1873, p. lxvi; 1875, p. xxiii; 1876, p. xvi; 1877, pp. xxxiii-xxxviii; 1878, pp. xxviii-xxxiv; 1879, pp. xxxix-xlv; 1880, p. lviii; 1881, p. lxxxii; 1882-83, pp xlviii-lvi, 85; 1883-84, p. liv; 1884-85, p. lxvii; 1885-86, pp. 596, 650-656; 1886-87, pp. 790, 874-881; 1887-88, pp. 20, 21, 167, 169, 988-998; 1888-89, pp. 768, 1412-1439; 1889-90, pp. 620, 621, 624, 634, 1073-1102, 1388-1392, 1395-1485; 1890-91, pp. 620, 624, 792, 808, 915, 961-980, 1469; 1891-92, pp. 8, 686, 688, 713, 861-867, 1002, 1234-1237; 1892-93, pp. 15, 442, 1551-1572, 1976; 1893-94, pp. 1019-1061; 1894-95, pp. 1331-1424; 1895-96, pp. 2081, 2115; 1896-97, pp. 2295-2333; 1897-98, pp. 2479-2507; Introduction to Annual Report for 1898-99, pp. lxxxviii-xcii; also in Circulars of Information—No. 3, 1883, p. 63; No. 2, 1886, pp. 123-133; No. 3, 1888, p. 122; No. 5, 1888, pp. 53, 54, 59, 60, 80-86; No. 1, 1892, p. 71. Special Report on District of Columbia for 1869, pp. 193, 300, 301-400. Special report, New Orleans Exposition, 1884-85, pp. 468-470, 775-781.

The total enrollment in the public schools of the South (the 16 former slave States and the District of Columbia) for the year 1898–99 was 5,662,259, the number of white children being 4,150,641 and the number of negro children 1,511,618. Table 1 of this chapter shows that the estimated number of children in the South between 5 and 18 years of age was 8,867,310. Of this number 5,954,400, or 67 per cent, were white children and 2,912,910, or 33 per cent, were children of the negro race. The same table shows that 69.71 per cent of the white school population was enrolled in the schools and 51.89 per cent of the negro school population. The average daily attendance in the white schools was 2,669,903, or 64.32 per cent of the white enrollment, and the average daily attendance in the negro schools was 969,911, or 64.10 per cent of the colored enrollment.

The total expenditure for the public schools of the South for the year 1898–99 was $32,849,892, as shown in Table 2. It is estimated that about 20 per cent of this sum, or $6,569,978, was expended to sustain the negro schools. Tables presenting estimates of school expenditures in the South for the last thirty years, classified by race, are given on pages LXXXVIII to XCII of the introduction to this Annual Report.

SECONDARY AND HIGHER EDUCATION.

Statistical reports were received by this office from 164 of the 180 institutions for the education of the colored race for 1898–99. These statistics are summarized in Tables 3 to 8. The information concerning each school is given in detail in Tables 9 and 10.

The 164 schools had 43,430 students—27,971 in elementary grades, 13,302 in secondary grades, and 2,157 in collegiate grades. Of the students in the secondary grades 4,061 were in normal or teachers' training courses. In courses of theology, law, medicine, dentistry, pharmacy, and nurse training there were 1,291 students, or about 60 per cent of the number in the collegiate grades.

Of the total enrollment of 43,430 students in these schools only 14,153, or less than 33 per cent, received manual or industrial training in 1898–99, and 7,747 of these received instruction in sewing, as shown in Table 7.

TABLE 1.—*Common-school statistics, classified by race, 1898–99.*

State.	Estimated number of persons 5 to 18 years of age.		Percentage of the whole.		Pupils enrolled in the public schools.		Per cent of persons 5 to 18 years enrolled.	
	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.
Alabama	345,700	296,200	53.86	46.14	290,521	145,212	84.04	48.35
Arkansas	337,900	131,000	72.06	27.94	224,841	76,546	66.54	58.43
Delaware (1891–92)	39,850	8,980	81.61	18.39	28,316	4,858	71.06	54.10
District of Columbia	47,990	26,390	64.52	35.48	30,244	15,316	63.02	58.04
Florida (1897–98)	95,460	75,640	55.79	44.21	67,657	40,798	70.87	53.94
Georgia	390,500	366,400	51.59	48.41	283,644	185,463	72.64	50.62
Kentucky (1896–97)	563,900	96,600	85.37	14.63	432,572	69,321	76.71	71.76
Louisiana	234,200	249,400	48.43	51.57	121,936	74,233	52.06	29.76
Maryland	277,600	80,000	77.63	22.37	182,480	46,852	65.73	58.57
Mississippi (1896–97)	216,300	315,000	40.71	59.29	170,811	196,768	78.97	62.47
Missouri	898,100	54,700	94.26	5.74	637,904	30,114	71.03	55.05
North Carolina	391,500	234,700	62.52	37.48	263,217	127,399	67.23	54.28
South Carolina	181,900	305,300	37.34	62.66	123,398	146,477	67.84	47.98
Tennessee	501,000	169,000	74.78	25.22	397,914	101,931	79.42	60.31
Texas	809,900	248,100	76.55	23.45	*a* 425,814	*a* 126,659	52.58	51.06
Virginia	342,900	244,000	58.43	41.57	241,696	117,129	70.49	48.00
West Virginia (1897–98)	279,700	11,500	96.05	3.95	227,676	8,512	81.40	74.02
Total 1898–99	5,954,400	2,912,910	67.15	32.85	4,150,641	1,511,618	69.71	51.89
Total 1889–90	*b* 5,132,948	*b* 2,510,847	67.15	32.85	3,402,420	1,296,959	66.28	51.66

State.	Average daily attendance.		Per cent of enrollment.		Number of teachers.	
	White.	Colored.	White.	Colored.	White.	Colored.
Alabama	215,123	126,615	74.05	87.99	4,173	3,130
Arkansas	138,003	48,174	61.38	62.93	*c* 5,536	*c* 1,537
Delaware (1891–92)	*d* 19,746	*d* 2,947	69.73	60.66	734	106
District of Columbia	22,728	11,304	75.15	73.81	770	389
Florida (1897–98)	46,329	27,675	68.48	67.83	2,108	684
Georgia	158,649	106,831	55.93	57.60	6,230	3,347
Kentucky (1896–97)	265,623	43,074	61.41	62.14	8,564	1,396
Louisiana	90,187	56,136	73.96	75.62	3,072	1,085
Maryland	109,696	22,989	60.11	49.07	4,300	827
Mississippi (1896–97)	103,353	120,547	60.51	61.26	4,747	3,156
Missouri	*d* 401,015	*d* 15,349	62.86	50.97	13,153	629
North Carolina	140,162	67,148	53.25	52.71	5,390	2,814
South Carolina	86,725	107,693	70.28	73.52	*e* 2,928	*e* 2,045
Tennessee	283,594	69,140	71.27	67.83	7,347	1,867
Texas	*a d* 293,434	*a d* 76,621	68.91	60.48	11,849	3,140
Virginia	141,382	61,754	58.50	52.72	6,671	2,165
West Virginia (1897–98)	154,154	5,614	67.71	65.95	6,565	243
Total 1898–99	2,669,903	969,011	64.32	64.10	94,137	28,560
Total 1889–90	2,165,249	813,710	63.64	62.74	78,903	24,072

a Includes only pupils of legal school age (8 to 17 years). *b* United States Census.
c In 1897–98. *d* Approximately. *e* In 1896–97.

TABLE 2.—*Sixteen former slave States and the District of Columbia.*

Year.	Common-school enrollment.		Expenditures (both races).	Year.	Common-school enrollment.		Expenditures (both races).
	White.	Colored.			White.	Colored.	
1870–71			$10,385,464	1886–87	2,975,773	1,118,556	$20,821,969
1871–72			11,623,238	1887–88	3,110,606	1,140,405	21,810,158
1872–73			11,176,048	1888–89	3,197,830	1,213,092	23,171,878
1873–74			11,823,775	1889–90	3,402,420	1,296,959	24,880,107
1874–75			13,021,514	1890–91	3,570,624	1,329,549	26,690,310
1875–76			12,033,865	1891–92	3,607,549	1,354,316	27,691,488
1876–77	1,827,139	571,506	11,231,073	1892–93	3,697,899	1,367,515	28,535,738
1877–78	2,034,946	675,150	12,093,091	1893–94	3,848,541	1,432,198	29,223,546
1878–79	2,013,684	685,942	12,174,141	1894–95	3,846,267	1,423,593	29,443,584
1879–80	2,215,674	784,709	12,678,685	1895–96	3,943,801	1,449,325	31,149,724
1880–81	2,234,877	802,374	13,656,814	1896–97	3,937,992	1,460,084	31,144,801
1881–82	2,249,263	802,982	15,241,740	1897–98	4,145,737	1,540,749	31,247,218
1882–83	2,370,110	817,240	16,353,471	1898–99 *a*	4,159,641	1,511,618	32,849,892
1883–84	2,546,448	1,002,313	17,884,558				
1884–85	2,676,911	1,030,463	19,253,874	Total	70,577,877	25,859,297	579,509,877
1885–86	2,773,145	1,048,659	20,208,113				

a Subject to correction.

TABLE 3.—*Teachers and students in institutions for the colored race in 1898–99.*

State.	Number of schools.	Teachers.			Students.											
					Elementary.			Secondary.			Collegiate.			Total.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama	12	86	111	197	1,417	1,364	2,781	634	550	1,184	42	22	64	2,093	1,936	4,029
Arkansas	7	25	22	47	449	515	964	159	138	297	46	17	63	654	670	1,324
Delaware	1	5	1	6	.....	.....	.....	15	9	24	11	7	18	26	16	42
Dist. Columbia	4	87	29	116	287	309	596	363	579	942	331	21	352	981	909	1,890
Florida	6	14	26	40	401	534	935	69	58	127	2	7	9	472	599	1,071
Georgia	20	68	149	217	1,445	2,775	4,220	515	835	1,350	184	41	225	2,144	3,651	5,795
Illinois	1	1	1	2	.....	.....	.....	18	35	53	.....	.....	.....	18	35	53
Indiana	2	4	2	6	16	24	40	51	72	123	.....	.....	.....	67	96	163
Kentucky	6	22	30	52	624	794	1,418	166	310	476	32	17	49	822	1,121	1,943
Louisiana	6	45	54	99	772	1,065	1,837	181	270	451	30	17	47	983	1,352	2,335
Maryland	6	12	36	48	34	132	166	104	216	320	29	14	43	167	362	529
Mississippi	10	42	51	93	380	498	878	593	406	999	44	14	58	1,017	918	1,935
Missouri	5	18	18	36	220	237	457	214	303	517	13	4	17	447	544	991
New Jersey	1	3	7	10	40	58	98	19	7	26	0	0	0	59	65	124
North Carolina	21	89	97	186	928	1,635	2,563	638	767	1,405	317	98	415	1,883	2,500	4,383
Ohio	2	15	19	34	177	196	373	72	85	157	76	82	158	325	363	688
Pennsylvania	3	14	6	20	28	61	89	37	78	115	203	0	203	268	139	407
South Carolina	12	51	81	132	918	1,168	2,086	388	542	930	103	81	184	1,409	1,791	3,200
Tennessee	14	67	97	164	1,485	2,163	3,648	545	790	1,335	89	44	133	2,119	2,997	5,116
Texas	8	24	54	78	738	1,035	1,773	253	296	549	21	13	34	1,012	1,344	2,356
Virginia	14	81	122	203	1,278	1,605	2,883	574	1,084	1,658	50	35	85	1,902	2,724	4,626
West Virginia	3	19	14	33	93	73	166	102	162	264	.....	.....	.....	195	235	430
Total	164	792	1,027	1,819	11,730	16,241	27,971	5,710	7,582	13,302	1,623	534	2,157	19,063	24,367	43,430

TABLE 4.—*Classification of colored students, by courses of study, 1898–99.*

State.	Students in classical courses.			Students in scientific courses.			Students in English course.			Students in business course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama	21	9	30	11	17	28	583	668	1,251	3	4	7
Arkansas	39	47	86	3	1	4	35	52	87	.....	.....	.....
Delaware	2	0	2	9	7	16	.....	.....	.....	.....	.....	.....
District of Columbia	153	244	397	3	1	4	22	17	39	48	33	81
Florida	0	0	0	0	0	0	136	269	405	0	0	0
Georgia	149	74	223	28	25	53	642	1,129	1,771	0	0	0
Illinois	0	0	0	0	0	0	18	35	53	0	0	0
Indiana	15	30	45	36	42	78	.....	.....	.....	.....	.....	.....
Kentucky	32	17	49	45	37	82	21	37	58	3	0	3
Louisiana	43	49	92	18	21	39	352	456	808	10	10	20
Maryland	70	125	195	0	0	0	132	203	335	.....	.....	.....
Mississippi	74	74	148	10	2	12	199	279	478	.....	.....	.....
Missouri	10	3	13	82	164	246	17	31	48	.....	.....	.....
New Jersey	0	0	0	0	0	0	0	0	0	0	0	0
North Carolina	94	8	102	113	79	192	530	481	1,011	10	6	16
Ohio	51	24	75	16	33	49	.....	.....	.....	.....	.....	.....
Pennsylvania	148	0	148	0	0	0	40	63	103	5	5	10
South Carolina	44	29	73	16	10	26	342	482	824	0	0	0
Tennessee	164	71	235	80	255	335	553	900	1,453	.....	.....	.....
Texas	4	2	6	93	69	162	53	70	123	.....	.....	.....
Virginia	70	84	154	.....	.....	.....	608	888	1,496	2	0	2
West Virginia	3	21	24	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	1,186	911	2,097	563	763	1,326	4,283	6,060	10,343	81	58	139

TABLE 5.—*Number of normal students and graduates in 1898-99.*

State.	Students in normal course.			Graduates of high-school course.			Graduates of normal course.			Graduates of collegiate course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama	397	271	668	36	31	67	17	14	31	2	1	3
Arkansas	58	25	83	20	13	33	7	4	11	5	2	7
Delaware	1	2	3	----	----	----	----	----	----	----	----	----
District of Columbia	20	70	90	42	71	113	14	10	24	3	2	5
Florida	18	28	46	7	5	12	6	4	10	0	0	0
Georgia	53	282	335	60	47	107	7	76	83	13	6	19
Illinois	0	0	0	6	2	8	0	0	0	0	0	0
Indiana	----	----	----	8	8	16	----	----	----	----	----	----
Kentucky	34	73	107	55	205	260	9	28	37	0	0	0
Louisiana	20	62	82	8	20	28	8	23	31	2	5	7
Maryland	10	34	44	19	87	106	9	7	16	----	----	----
Mississippi	32	58	90	8	22	30	33	50	83	32	14	46
Missouri	4	9	13	12	18	30	7	9	16	----	----	----
New Jersey	0	0	0	0	0	0	0	0	0	0	0	0
North Carolina	263	480	743	67	27	94	67	40	107	27	2	29
Ohio	33	60	83	67	98	165	----	----	----	----	----	----
Pennsylvania	5	6	11	5	6	11	5	6	11	28	0	28
South Carolina	178	232	410	40	41	81	41	75	116	6	0	6
Tennessee	269	478	747	110	171	281	30	58	88	18	5	23
Texas	47	67	114	23	32	55	19	35	54	8	2	10
Virginia	32	120	152	37	70	107	39	88	127	4	0	4
West Virginia	99	141	240	2	9	11	----	----	----	----	----	----
Total	1,563	2,498	4,061	632	983	1,615	318	527	845	148	39	187

TABLE 6.—*Colored professional students and graduates in 1898-99.*

State.	Students in professional courses.			Professional students and graduates.											
				Theology.		Law.		Medicine.		Dentistry.		Pharmacy.		Nurse training.	
	Male.	Female.	Total.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.
Alabama	115	58	173	115	9	0	0	0	0	0	0	0	0	58	8
Arkansas	67	0	67	67	----	0	0	0	0	0	0	0	0	0	0
Delaware	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
District of Columbia	335	30	365	76	7	92	48	117	19	32	7	18	6	30	17
Florida	12	0	12	12	0	0	0	0	0	0	0	0	0	0	0
Georgia	130	53	183	127	18	3	0	0	0	0	0	0	0	53	4
Illinois	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indiana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kentucky	25	0	25	25	0	0	0	0	0	0	0	0	0	0	0
Louisiana	44	0	44	44	4	----	----	----	----	----	----	----	----	----	----
Maryland	13	0	13	13	4	----	----	----	----	----	----	----	----	----	----
Mississippi	10	6	16	10	2	0	0	0	0	0	0	0	0	6	----
Missouri	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
New Jersey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
North Carolina	144	11	155	44	8	14	1	78	4	----	----	8	----	11	3
Ohio	24	0	24	23	----	1	----	----	----	----	----	----	----	----	----
Pennsylvania	47	0	47	47	16	0	0	0	0	0	0	0	0	0	0
South Carolina	0	22	22	0	0	0	0	0	0	0	0	0	0	22	12
Tennessee	260	0	260	42	2	12	4	171	39	19	1	16	7	0	0
Texas	11	0	11	11	3	0	0	0	0	0	0	0	0	0	0
Virginia	54	0	54	54	5	0	0	0	0	0	0	0	0	0	0
West Virginia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1,291	180	1,471	710	78	122	53	366	62	51	8	42	13	180	44

TABLE 7.—*Industrial training of colored students in 1898–99.*

State.	Pupils receiving industrial training.			Students trained in industrial branches.												
	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
Alabama	1,181	1,008	2,189	254	244	36	----	11	13	26	45	44	36	608	147	791
Arkansas	126	191	317	78	32	----	----	----	----	18	12	5	35	197	119	----
Delaware	22	14	36	6	12	----	----	----	----	4	4	----	2	12	6	----
District of Columbia	136	110	246	0	67	0	0	0	11	0	3	0	56	66	43	0
Florida	81	213	294	22	55	0	0	0	0	0	0	0	4	161	78	79
Georgia	345	1,672	2,017	32	167	8	8	10	----	42	2	14	80	1,621	169	211
Illinois	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Indiana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kentucky	89	196	285	23	38	0	0	0	0	0	13	0	21	185	67	----
Louisiana	364	381	745	99	58	----	----	24	20	4	50	----	28	244	44	135
Maryland	41	172	213	2	5	0	0	0	0	4	0	4	10	162	81	16
Mississippi	422	319	741	343	93	----	----	5	----	75	5	----	----	281	151	23
Missouri	98	110	208	----	47	----	----	----	----	29	10	----	18	110	----	----
New Jersey	30	79	109	10	30	0	0	0	0	0	0	0	0	33	20	26
North Carolina	624	1,101	1,725	128	240	28	15	4	----	48	3	43	84	1,037	450	167
Ohio	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pennsylvania	60	124	184	----	25	10	0	0	0	0	0	17	11	61	72	70
South Carolina	627	992	1,619	93	210	68	2	42	0	46	7	14	59	861	170	60
Tennessee	106	519	625	30	20	0	0	0	7	6	0	0	67	472	122	29
Texas	191	675	866	12	57	----	----	2	----	14	50	12	72	691	99	----
Virginia	581	1,153	1,734	234	73	22	23	11	5	45	12	16	45	954	380	268
West Virginia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	5,124	9,029	14,153	1,356	1,473	172	48	109	56	355	216	169	628	7,747	2,218	1,875

TABLE 8.—*Financial summary of the 164 colored schools.*

State.	Number of schools reporting.	Value of benefactions or bequests, 1898-99.	Number of schools reporting.	Volumes in library.	Number of schools reporting.	Value of library.	Number of schools reporting.	Value of grounds, furniture, and scientific apparatus.	Number of schools reporting.	Amount of State or municipal aid.	Number of schools reporting.	Amount received from tuition fees.	Number of schools reporting.	Amount received from productive funds.	Number of schools reporting.	Amount received from sources unclassified.	Number of schools reporting.	Total income for the year 1898-99.
Alabama	7	$132,667	11	17,156	11	$13,603	9	$512,376	4	$13,687	8	$3,921	5	$9,445	10	$147,894	11	$174,947
Arkansas	2	1,243	6	6,630	6	6,150	7	199,500	2	9,500	6	5,998	1	2,000	5	14,064	7	31,562
Delaware			1	500	1	500	1	25,000	1	4,800					1	1,251	1	6,051
District of Columbia	3	2,700	4	17,682	4	18,025	3	910,800	1	35,600	2	9,297	3	9,300	3	12,000	3	64,197
Florida	3	2,702	5	2,154	5	1,375	5	93,600	1	2,500	4	958	1	1,800	5	19,885	5	25,123
Georgia	8	40,577	14	35,337	14	29,165	18	919,375	2	15,300	13	14,807	8	32,100	14	52,370	17	114,577
Illinois			1	200	1	3,175												
Indiana			1	425	1	1,200	1	5,000										
Kentucky	1	900	5	3,955	5	2,930	4	88,569	2	7,305	2	1,493	3	1,739	3	5,960	4	16,557
Louisiana	2	27,034	5	13,165	5	6,292	5	423,103	1	10,000	4	3,834	4	8,850	4	21,797	6	44,481
Maryland			4	5,550	4	5,425	3	102,100	1	2,000	2	1,346	2	1,250	2	11,654	3	16,250
Mississippi	2	6,000	8	16,400	8	22,125	10	515,200	1	2,250	6	3,764	1	5,915	7	26,547	8	38,476
Missouri	1	200	4	3,657	4	3,037	3	138,800	2	34,590	3	2,030	2	1,358	1	2,000	3	39,978
New Jersey		0	1	200	1	100			1	5,000	1	413		0	1	59	1	5,472
North Carolina	5	14,397	16	25,480	16	23,712	17	452,500	10	19,363	11	12,337	5	7,015	13	48,095	17	86,810
Ohio	1	8,629	2	5,480	2	5,400	2	134,000	2	19,268	1	3,364	1	1,636	1	6,142	2	29,510
Pennsylvania	1	20,000	1	15,000	1	15,000	1	234,000		0	1	1,250	1	30,000	1	10,000	1	41,250
South Carolina	2	11,200	10	10,510	10	10,750	11	294,500	2	1,950	7	5,514	1	587	7	44,959	9	53,010
Tennessee	4	12,539	12	23,135	12	21,005	13	951,350	3	1,535	8	12,390	2	1,320	7	36,953	9	52,198
Texas	2	2,622	6	8,591	6	14,025	6	294,000	1	1,200	5	13,463			5	22,422	6	37,085
Virginia	7	149,604	10	19,417	10	16,750	12	1,213,300	2	23,550	7	7,861	2	33,270	10	162,646	11	227,327
West Virginia			3	5,700	3	6,350	2	104,200	2	20,000	1	386	1	1,856	2	6,268	2	28,510
Total	51	433,014	130	237,324	130	226,094	133	7,611,273	41	227,558	92	103,406	42	149,441	101	652,966	125	1,133,371

TABLE 9.—*Schools for the education of the colored*

	Location.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.			
				White.		Colored.			Total.		Elementary grades.	
				Male.	Female.	Male.	Female.	Total.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	ALABAMA.											
	Athens	Trinity Normal School *a*										
1	Calhoun	Calhoun Colored School	Nonsect	1	9	2	4	16	129	136	129	136
	Huntsville	Central Alabama Academy. *a*										
2	do	Huntsville Public Schools	Nonsect		10			10	260	230	230	245
3	Kowaliga	Kowaliga Institute	Nonsect			4	2	6	100	108	44	30
4	Marion	Lincoln Normal School	Cong	0	4		1	5	54	108	41	78
5	Mobile	Emerson Normal Institute				1	6	7	80	120	72	101
	Montgomery	State Normal School for Colored Students. *a*										
6	Normal	Agricultural and Mechanical College.	Nonsect	0	0	11	17	28	145	197	109	150
7	Selma	Alabama Baptist University. †	Bapt	0	2	5	2	9	142	201	46	94
8	Talladega	Talladega College	Cong	6	16	0	1	23	252	320	196	236
9	Troy	Troy Industrial Academy	Nonsect			1	1	2	50	75	35	55
10	Tuscaloosa	Oak City Academy	Bapt				1	1	41	26	30	17
11	do	Stillman Institute	Presb	2	0	0	0	2	24	1	12	1
12	Tuskegee	Tuskegee Normal and Industrial Institute.	Nonsect	0	0	53	35	88	816	364	473	171
	ARKANSAS.											
13	Arkadelphia	Arkadelphia Academy	Bapt			2	2	4	37	55	27	45
	Do	Shorter University *a*										
14	Little Rock	Arkansas Baptist College	Bapt	1		4	4	9	133	89	78	60
15	do	Philander Smith College	M. E	2	2	5	4	13	162	162	119	142
16	do	Union High School *	Nonsect			2	1	3	78	176	55	128
17	Magnolia	Columbia High School	Bapt	0	0	1	1	2	50	50	35	40
18	Pine Bluff	Branch Normal College	Nonsect	2	0	3	2	7	109	67	65	40
19	Southland	Southland College and Normal Institute. †	Friends	3	4		2	9	85	80	70	60
	DELAWARE.											
20	Dover	State College for Colored Students.	Nonsect			5	1	6	26	16		
	DISTRICT OF COLUMBIA.											
21	Washington	High School (colored)	Nonsect	0	0	18	10	28	199	478	0	0
22	do	Howard University	Nonsect	36	1	24	6	67	510	171	78	129
23	do	Normal School (colored)	Nonsect	0	0	0	7	7	175	195	162	138
24	do	Wayland Seminary	Bapt	3	4	6	1	14	97	65	47	42
	FLORIDA.											
25	Fernandina	District School No. 1 *	Nonsect			1	5	6	150	170	142	158
26	Jacksonville	Cookman Institute	M. E	3	4	0	0	7	128	82	103	69
27	do	Edward Waters College	A. M. E			1	3	4	89	97	71	85
	Live Oak	Florida Institute *a*										
28	Ocala	Emerson Memorial Home and School.	M. E		2			2	0	89	0	89
29	Orange Park	Normal and Manual Training School.	Cong	2	6	0	0	8	25	40	14	31
30	Tallahassee	State Normal and Industrial College.	Nonsect	0	0	7	6	13	80	121	71	102
	GEORGIA.											
31	Athens	Jeruel Academy *	Bapt			1	4	5	93	128	74	104
32	do	Knox Institute	Cong			2	4	6	125	176	115	169
33	do	West Broad Street School †	Nonsect			2	4	6	184	233	161	172
34	Atlanta	Atlanta Baptist College	Bapt	3	3	4	3	13	116	0	65	0
35	do	Atlanta University	Nonsect	4	6	1	1	12	102	192	4	27
36	do	Morris Brown College	A. M. E			7	8	15	169	282	144	278
37	do	Spelman Seminary	Bapt	0	36	0	4	40	0	522	0	436
38	do	Storrs School	Cong	0	7	0	0	7	119	220	119	220
39	Augusta	Haines Normal and Industrial School.	Presb	0	0	4	11	15	143	280	96	165

* Statistics of 1897–98. † Statistics of 1896–97. *a* No report.

race—teachers, students, and courses of study, 1898–99.

Pupils enrolled.				Students.										Graduates.						
Secondary grades.		Collegiate grades.		Classical course.		Scientific courses.		English courses.		Normal courses.		Business courses.		High-school courses.		Normal courses.		Collegiate courses.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
30	35	----	----	----	----	----	----	260	289	----	----	----	----	3	6	----	----	----	----	2
56	78	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	3
9	25	4	5	4	5	2	2	54	108	4	5	0	0	----	----	----	----	----	----	4
8	19	----	----	----	----	----	----	----	----	8	19	----	----	----	----	----	----	----	----	5
34	34	2	13	0	0	2	13	109	150	34	34	3	4	0	0	14	9	0	0	6
95	104	1	3	1	3	----	----	95	104	----	----	----	----	1	5	----	----	0	1	7
33	33	25	1	16	1	7	2	----	----	8	19	----	----	6	1	3	5	2	0	8
15	20	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	9
11	9	----	----	----	----	----	----	41	26	----	----	----	----	----	----	----	----	----	----	10
0	0	12	0	----	----	----	----	24	0	0	1	----	----	----	----	----	----	----	----	11
343	193	0	0	0	0	0	0	----	----	343	193	0	0	26	19	0	0	0	0	12
10	10	----	----	----	----	----	----	----	----	----	----	----	----	6	0	----	----	----	----	13
29	11	26	9	5	9	----	----	----	----	----	----	----	----	----	----	----	----	2	1	14
30	18	13	2	11	2	2	0	----	----	----	----	----	----	----	----	2	1	1	0	15
23	48	----	----	23	36	----	----	0	12	----	----	----	----	5	7	----	----	----	----	16
15	10	----	----	----	----	----	----	35	40	46	10	----	----	----	----	1	0	----	----	17
40	26	4	1	----	----	----	----	----	----	----	----	----	----	9	6	----	----	2	0	18
12	15	3	5	----	----	1	1	----	----	12	15	----	----	----	----	4	3	0	1	19
15	9	11	7	2	0	9	7	----	----	1	2	----	----	----	----	----	----	----	----	20
199	478	0	0	105	235	0	0	----	----	0	0	48	33	27	68	0	0	0	0	21
106	21	326	21	25	3	3	1	----	----	2	9	----	----	11	3	1	5	3	2	22
13	57	----	----	----	----	----	----	----	----	13	57	----	----	0	0	----	----	0	0	23
45	23	5	0	23	6	0	0	22	17	5	4	0	0	4	0	13	5	0	0	24
8	12	0	0	----	----	----	----	----	----	----	----	----	----	1	3	----	----	----	----	25
25	13	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0	0	0	26
18	12	0	0	0	0	0	0	33	47	5	12	0	0	0	0	3	2	0	0	27
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	28
11	9	0	0	0	0	0	0	0 25	68 40	11	9	0	0	2	1	2	1	0	0	29
7	12	2	7	0	0	0	0	78	114	2	7	0	0	0	0	1	1	0	0	30
19	24	----	----	----	----	----	----	----	----	2	3	----	----	----	----	2	3	----	----	31
10	7	----	----	10	7	----	----	115	169	----	----	----	----	1	0	----	----	----	----	32
23	61	----	----	8	13	----	----	161	162	----	----	----	----	2	4	----	----	----	----	33
26	0	24	0	0	0	9	0	86	0	0	0	0	0	6	0	0	0	0	0	34
75	155	23	10	23	10	----	----	----	----	0	147	----	----	7	1	0	15	6	4	35
12	3	13	1	12	1	1	0	----	----	6	36	----	----	----	----	----	----	4	1	36
0	63	0	23	0	0	0	8	0	460	0	17	----	----	0	9	0	0	0	0	37
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	38
47	115	0	0	90	33	0	0	0	10	0	10	0	0	30	8	2	48	0	0	39

TABLE 9.—*Schools for the education of the colored*

	Location.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.			
				White.		Colored.			Total.		Elementary grades.	
				Male.	Female.	Male.	Female.	Total.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	GEORGIA—cont'd.											
40	Augusta	The Paine Institute	M. E. S	3	1	3	2	9	114	161	25	59
41	do	Walker Baptist Institute*	Bapt	0	0	2	4	6	42	79	22	41
42	College	Georgia State Industrial College.	Nonsect	----	---	16	1	17	161	70	70	66
43	La Grange	La Grange Baptist College	Bapt	0	0	1	2	3	51	75	40	60
44	McIntosh	Dorchester Academy	Cong	1	12	1	---	14	191	217	167	202
45	Macon	Ballard Normal School	Cong	1	12	---	1	14	125	400	105	350
46	do	Central City College	Bapt	----	---	2	1	3	40	37	36	33
47	Savannah	Beach Institute	Cong	0	7	0	0	7	100	130	87	110
48	South Atlanta	Clark University	M. E	3	5	2	3	13	153	306	96	241
49	do	Gammon School of Theology.	M. E	5	---	---	---	5	83	0	0	0
50	Thomasville	Allen Normal and Industrial School.	Cong	----	7	---	---	7	33	143	18	42
	ILLINOIS.											
51	Cairo	Summer High School	Nonsect	0	0	1	1	2	18	35	----	----
	INDIANA.											
52	Evansville	Clark High School*	Nonsect	----	---	3	1	4	36	42	----	----
53	New Albany	Scribner High School	Nonsect	----	---	1	1	2	31	54	16	24
	KENTUCKY.											
54	Frankfort	State Normal School for Colored Persons.	Nonsect	----	---	5	4	9	76	76	23	22
55	Lebanon	St. Augustine's Colored School.	R. C	----	1	---	---	1	20	24	20	24
56	Lexington	Chandler Normal School	Cong	0	0	0	2	8	70	120	60	100
57	Louisville	Central High School (colored).	Nonsect	----	---	11	12	23	457	652	374	419
58	do	Christian Bible School	Christian	1	0	1	0	2	39	0	----	----
59	Paris	Paris High School	Nonsect	2	---	2	5	9	160	249	147	229
	LOUISIANA.											
60	Alexandria	Alexandria Academy	Meth	----	---	1	1	2	42	62	16	17
61	Baldwin	Gilbert Academy and Industrial College.	M. E	----	---	8	8	16	125	123	105	101
	New Iberia	Mount Carmel Convent *a*										
62	New Orleans	Leland University	Bapt	3	5	8	7	23	327	356	297	329
63	do	New Orleans University	M. E	3	4	10	3	20	140	237	93	138
64	do	Southern University	Nonsect	5	2	3	5	15	155	259	129	212
65	do	Straight University	Cong	3	18	1	1	23	194	315	132	268
	MARYLAND.											
66	Baltimore	Baltimore City Colored High School.	Nonsect	1	6	---	---	7	45	122	----	----
67	do	Baltimore Normal School (colored).	Nonsect	1	---	1	---	2	10	34	0	0
68	do	Morgan College	M. E	2	2	4	2	10	71	21	22	9
69	do	St. Frances Academy	R. C	----	---	---	18	18	0	51	0	15
70	Melvale	The Industrial Home for Colored Girls.	Nonsect	0	5	0	0	5	0	105	0	105
71	Princess Anne	Princess Anne Academy	M. E	----	---	3	3	6	41	29	12	3
	MISSISSIPPI.											
72	Clinton	Mount Hermon Female Seminary.	Nonsect	----	6	---	1	7	6	66	2	4
73	Edwards	Southern Christian Institute.	Christian	4	5	0	0	9	37	33	17	22
74	Holly Springs	Mississippi State Normal School.	Nonsect	----	---	1	1	2	74	84	42	47
75	do	Rust University	Meth	3	4	3	---	10	76	99	8	10
76	Jackson	Jackson College	Bapt	1	6	1	2	10	43	51	----	----
77	Meridian	Lincoln School	Cong	----	7	---	---	7	120	160	40	60
78	do	Meridian Academy*	Meth	----	---	3	2	5	135	150	80	120
79	Natchez	Natchez College*	Bapt	----	---	1	2	3	53	99	45	87
80	Tougaloo	Tougaloo University	Cong	5	15	---	---	20	166	172	146	148
81	Westside	Alcorn Agricultural and Mechanical College.	Nonsect	----	---	20	---	20	307	10	----	----

*Statistics of 1897-98.

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race—teachers, students, and courses of study, 1898–99—Continued.

Pupils enrolled.				Students.										Graduates.						
Secondary grades.		Collegiate grades.		Classical course.		Scientific courses.		English courses.		Normal courses.		Business courses.		High-school courses.		Normal courses.		Collegiate courses.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
86	101	9	1	----	----	----	----	----	----	----	----	----	----	1	4	----	----	----	----	40
20	38	0	0	0	0	0	0	0	0	0	0	0	0	7	14	----	----	----	----	41
71	2	20	2	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	42
11	15	0	0	0	0	0	0	51	75	0	0	0	0	0	0	0	0	0	0	43
24	15	----	----	----	----	----	----	191	217	24	15	----	----	----	----	2	2	----	----	44
20	50	----	----	----	----	----	----	----	----	20	50	----	----	----	----	0	3	----	----	45
4	4	----	----	1	6	0	0	36	33	0	0	0	0	----	----	----	----	----	----	46
13	20	0	0	0	0	11	17	2	3	0	0	6	0	4	7	0	0	0	0	47
45	61	12	4	5	4	7	0	----	----	----	----	----	----	2	0	0	1	3	1	48
0	0	83	0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	49
15	101	----	----	----	----	----	----	----	----	1	4	----	----	----	----	1	4	----	----	50
18	35	----	----	0	0	0	0	18	35	0	0	0	0	6	2	0	0	0	0	51
36	42	----	----	----	----	36	42	----	----	----	----	----	----	5	3	----	----	----	----	52
15	30	----	----	15	30	----	----	----	----	----	----	----	----	3	5	----	----	----	----	53
21	37	32	17	32	17	32	17	21	37	21	37	3	0	0	0	8	0	----	----	54
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	55
10	20	0	0	0	0	0	0	0	0	10	20	0	0	----	----	1	2	0	0	56
83	233	----	----	----	----	----	----	----	----	3	16	----	----	58	199	0	26	----	----	57
39	0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	58
13	20	----	----	----	----	13	20	----	----	----	----	----	----	5	6	----	----	----	----	59
26	45	----	----	----	----	----	----	42	62	----	----	----	----	----	----	----	----	----	----	60
20	22	----	----	----	----	----	----	104	97	----	----	----	----	1	3	----	----	----	----	61
14	23	16	4	17	7	----	----	16	17	14	23	----	----	----	----	2	5	1	2	62
41	92	6	7	4	6	2	1	----	----	0	25	----	----	4	10	0	7	0	2	63
24	42	2	5	2	5	0	0	155	259	2	5	10	10	1	4	2	5	0	0	64
56	46	6	1	20	31	16	20	35	21	4	9	----	----	2	3	4	6	1	1	65
45	122	----	----	45	122	----	----	45	122	----	----	----	----	19	87	----	----	----	----	66
5	23	5	11	0	0	0	0	10	34	10	34	----	----	----	----	3	3	----	----	67
25	9	24	3	25	3	----	----	36	18	----	----	----	----	----	----	----	----	----	----	68
0	36	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	69
----	----	----	----	0	0	0	0	0	0	----	----	----	----	----	----	----	----	----	----	70
29	23	----	----	----	----	----	----	41	29	----	----	----	----	----	----	6	4	----	----	71
4	56	----	----	----	----	----	----	----	----	0	24	----	----	----	----	0	6	----	----	72
14	6	6	5	6	1	----	----	1	4	----	----	----	----	1	4	0	0	2	0	73
32	37	----	----	6	4	----	----	----	----	----	----	----	----	0	0	6	9	0	0	74
62	86	6	3	22	23	----	----	54	76	----	----	----	----	----	----	25	35	30	8	75
43	51	----	----	3	0	10	2	30	49	----	----	----	----	3	1	----	----	----	----	76
80	160	----	----	20	40	----	----	----	----	30	30	----	----	2	13	----	----	----	----	77
55	30	----	----	----	----	----	----	110	130	2	4	----	----	2	4	----	----	----	----	78
6	9	2	3	2	3	----	----	----	----	----	----	----	----	----	----	----	----	----	----	79
17	21	3	3	15	3	----	----	4	20	----	----	----	----	----	----	2	0	----	----	80
280	10	27	0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	0	6	81

TABLE 9.—*Schools for the education of the colored*

	Location.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.			
				White.		Colored.			Total.		Elementary grades.	
				Male.	Female.	Male.	Female.	Total.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	MISSOURI.											
82	Boonville	Sumner School	Nonsect	----	----	1	4	5	151	136	132	103
83	Hannibal	Douglass High School	Nonsect	----	----	1	2	3	24	33	----	----
84	Jefferson City	Lincoln Institute	Nonsect	1	----	7	4	12	110	131	49	73
85	Kansas City	Lincoln High School	Nonsect	0	0	4	1	5	72	134	0	0
86	Sedalia	Geo. R. Smith College	M. E	1	4	3	3	11	90	110	39	61
	NEW JERSEY.											
87	Bordentown	Manual Training and Industrial School.	Nonsect	1	0	2	7	10	59	65	40	58
	NORTH CAROLINA.											
88	Beaufort	Washburn Seminary	Nonsect	1	3	1	----	5	54	57	42	51
89	Charlotte	Biddle University	Presb	1	----	10	----	11	223	0	----	----
90	Clinton	Clinton Colored Graded School.	Nonsect	----	----	2	2	4	42	57	32	45
91	Concord	Scotia Seminary	Presb	1	9	0	5	15	0	291	0	273
92	Elizabeth City	State Colored Normal School.	Nonsect	----	----	2	2	4	59	126	29	51
93	Fayetteville	State Colored Normal School.	Nonsect	----	----	2	2	4	75	110	----	----
94	Franklinton	Albion Academy, State Normal School.	Nonsect	----	----	8	9	17	132	186	104	118
95	----do	Franklinton Christian College.	Christian	1	3	1	2	7	82	76	63	51
	Goldsboro	State Colored Normal School. *a*	----	----	----	----	----	----	----	----	----	----
96	Greensboro	A. and M. College for the Colored Race.	Nonsect	3	----	7	2	12	88	49	----	----
	Do	Bennett College *a*	----	----	----	----	----	----	----	----	----	----
	High Point	High Point Normal and Industrial School. *a*	----	----	----	----	----	----	----	----	----	----
97	Kings Mountain	Lincoln Adademy*	Cong	----	----	0	7	7	70	149	62	127
98	Lumberton	Whitin Normal School*	Nonsect	----	----	1	1	2	20	25	8	11
99	Pee Dee	Barrett Collegiate and Industrial Institute.	Nonsect	----	----	4	1	5	51	60	43	56
100	Plymouth	State Colored Normal School.	Nonsect	0	0	3	2	5	44	123	14	42
101	Raleigh	St. Augustine's School	P. E	2	4	4	5	15	135	175	96	142
102	----do	Shaw University	Bapt	12	6	5	3	26	202	171	56	117
103	Reidsville	Colored Graded School	Nonsect	----	----	2	4	6	200	250	148	152
104	Salisbury	Livingstone College	A. M. E. Z	----	----	4	5	9	137	132	60	62
	Do	State Colored Normal School. *a*	Nonsect	----	----	----	----	----	----	----	----	----
105	Wilmington	Gregory Normal School*	Cong	1	9	0	1	11	70	158	70	158
106	Windsor	Rankin-Richards Institute	Nonsect	----	----	1	2	3	29	46	22	35
107	Winston	The Slater Industrial and State Normal School.	Nonsect	----	----	7	6	13	99	129	47	59
108	Winton	Waters Normal Institute	Bapt	----	----	3	2	5	81	130	32	85
	OHIO.											
109	Wilberforce	Wilberforce University	A. M. E	----	----	13	7	20	132	134	----	----
110	Xenia	Colored High School	Nonsect	1	1	1	11	14	193	229	177	196
	PENNSYLVANIA.											
111	Carlisle	Lincoln High School	Nonsect	0	0	1	----	1	5	15	----	----
112	Lincoln University.	Lincoln University*	Presb	9	0	1	0	10	203	0	0	0
113	Philadelphia	Institute for Colored Youth	Friends	0	0	3	6	9	60	124	28	61
	SOUTH CAROLINA.											
114	Aiken	Schofield Normal and Industrial School.	Nonsect	1	5	7	4	17	130	152	50	58
115	Beaufort	Beaufort Public School	Nonsect	0	0	1	5	6	138	202	130	170
116	----do	Harbison Institute*	Presb	----	----	2	2	4	58	67	----	----
117	Camden	Browning Home School*	M. E	----	6	----	----	6	80	100	60	60
118	Charleston	Avery Normal Institute	Cong	1	3	1	2	7	105	251	68	128
119	Charleston	Wallingford Academy	Presb	----	----	----	4	4	77	99	70	89
120	Chester	Brainerd Institute	Presb	1	5	2	----	8	93	118	89	105
121	Columbia	Allen University	A. M. E	----	----	6	8	14	126	151	54	93
122	----do	Benedict College	Bapt	4	6	8	0	18	89	123	60	81

* Statistics of 1897-98.

a No report.

race—teachers, students, and course of study, 1898–99—Continued.

Pupils enrolled.				Students.										Graduates.						
Secondary grades.		Collegiate grades.		Classical course.		Scientific courses.		English courses.		Normal courses.		Business courses.		High-school courses.		Normal courses.		Collegiate courses.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
17	30	2	3	2	3	-----	-----	15	27	-----	-----	-----	-----	1	1	-----	-----	-----	-----	82
24	33	-----	-----	-----	-----	10	30	2	4	-----	-----	-----	-----	2	8	-----	-----	-----	-----	83
53	58	8	0	8	0	-----	-----	-----	-----	4	9	-----	-----	-----	-----	4	8	-----	-----	84
72	134	0	0	-----	-----	72	134	-----	-----	-----	-----	-----	-----	2	8	-----	-----	-----	-----	85
48	48	3	1	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	7	1	3	1	-----	-----	86
19	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	87
12	6	0	0	-----	-----	3	1	9	5	-----	-----	-----	-----	0	1	0	0	0	0	88
135	0	88	0	64	0	5	0	135	0	37	0	-----	-----	37	0	37	0	13	0	89
10	12	-----	-----	-----	-----	0	14	29	0	15	23	-----	-----	10	7	10	6	-----	-----	90
0	18	-----	-----	-----	-----	0	10	-----	-----	0	17	-----	-----	0	3	0	2	-----	-----	91
30	75	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	2	5	2	5	-----	-----	92
48	67	27	43	-----	-----	-----	-----	71	124	27	43	-----	-----	-----	-----	3	8	-----	-----	93
28	68	-----	-----	-----	-----	-----	-----	-----	-----	28	68	-----	-----	-----	-----	4	5	-----	-----	94
14	21	5	4	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	95
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
47	35	41	14	-----	-----	88	49	88	49	-----	-----	-----	-----	-----	-----	-----	-----	7	0	96
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
8	22	-----	-----	-----	-----	-----	-----	-----	-----	8	22	-----	-----	-----	-----	-----	-----	-----	-----	97
12	14	-----	-----	-----	-----	-----	-----	9	10	12	14	-----	-----	-----	-----	-----	-----	-----	-----	98
4	2	4	2	-----	-----	4	0	25	20	4	2	-----	-----	-----	-----	-----	-----	-----	-----	99
80	81	0	0	0	0	0	0	44	123	20	25	0	0	0	0	0	1	0	0	100
26	27	13	6	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	4	1	-----	-----	101
26	26	120	28	8	5	13	5	26	26	56	117	-----	-----	-----	-----	0	1	3	2	102
52	98	-----	-----	3	2	-----	-----	8	16	-----	-----	-----	-----	1	2	-----	-----	-----	-----	103
48	69	19	1	19	1	-----	-----	58	61	40	89	10	6	12	7	5	7	4	0	104
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
-----	-----	0	0	-----	-----	-----	-----	-----	-----	10	51	-----	-----	0	0	1	3	0	0	105
7	11	-----	-----	-----	-----	-----	-----	28	47	6	9	-----	-----	-----	-----	-----	-----	-----	-----	106
52	70	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	4	1	-----	-----	-----	-----	107
49	45	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	1	1	1	1	-----	-----	108
56	52	76	82	51	24	-----	-----	-----	-----	23	60	-----	-----	-----	-----	-----	-----	-----	-----	109
16	33	-----	-----	-----	-----	16	33	-----	-----	-----	-----	-----	-----	67	98	-----	-----	-----	-----	110
5	15	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	0	0	-----	-----	-----	-----	111
0	0	203	0	148	0	0	0	8	0	0	0	0	0	0	0	0	0	28	0	112
32	63	-----	-----	-----	-----	-----	-----	32	63	5	6	5	5	5	6	5	6	0	0	113
70	82	10	12	0	0	0	0	80	94	10	12	0	0	0	0	3	8	0	0	114
8	32	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	115
58	67	0	0	-----	-----	2	0	58	67	0	4	-----	-----	2	0	0	4	0	0	116
20	40	-----	-----	-----	-----	-----	-----	80	100	-----	-----	-----	-----	1	10	-----	-----	-----	-----	117
37	123	0	0	10	18	0	0	27	110	1	21	-----	-----	2	1	1	20	0	0	118
7	10	-----	-----	-----	-----	-----	-----	77	99	7	10	-----	-----	-----	-----	-----	-----	-----	-----	119
4	13	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	0	3	0	3	-----	-----	120
58	53	14	5	-----	-----	14	5	-----	-----	58	53	-----	-----	-----	-----	14	10	4	0	121
22	29	7	13	14	9	-----	-----	-----	-----	68	101	-----	-----	4	7	6	9	-----	-----	122

TABLE 9.—*Schools for the education of the colored*

	Location.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.			
				White.		Colored.			Total.		Elementary grades.	
				Male.	Female.	Male.	Female.	Total.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	SOUTH CAROLINA—continued.											
123	Frogmore	Penn Industrial and Normal School.	Nonsect	0	3	4	6	13	144	126	124	114
124	Greenwood	Brewer Normal School	Cong	1	8	---	---	9	98	147	96	142
125	Orangeburg	Claflin University	Meth	4	6	8	8	26	271	255	117	128
	TENNESSEE.											
126	Chattanooga	Howard High School*	Nonsect	0	0	2	1	3	355	489	348	463
127	Dickson	Wayman Academy	Nonsect	---	---	2	2	4	98	106	94	103
128	Gordonsville	Gordonsville High School	Nonsect	---	---	2	2	4	50	64	17	23
129	Jonesboro	Warner Institute	Cong	0	0	1	2	3	54	64	35	56
130	Knoxville	Austin High School	Nonsect	---	---	5	2	7	118	192	101	170
131	---do	Knoxville College	U. Presb	10	9	2	1	22	123	141	68	84
132	Maryville	Freedmen's Normal Institute.*	Friends	2	2	7	4	15	100	110	60	74
133	Memphis	Le Moyne Normal Institute.	Cong	1	8	1	4	14	220	405	130	285
134	Morristown	Morristown Normal College.	M. E	1	9	2	2	14	124	179	86	90
135	Murfreesboro	Bradley Academy	Nonsect	---	---	2	4	6	158	204	142	180
136	Nashville	Central Tennessee College	M. E	5	4	3	2	14	125	151	90	92
137	---do	Fisk University	Cong	8	22	1	0	31	210	222	78	105
138	---do	Pearl High School	Nonsect	---	---	5	9	14	250	600	200	400
139	---do	Roger Williams University	Bapt	3	7	2	1	13	134	70	36	38
	TEXAS.											
140	Austin	Tillotson College	Cong	2	8	1	1	12	88	118	62	98
141	Brenham	East End High School*	Nonsect	---	---	1	4	5	172	229	166	212
142	Crockett	Mary Allen Seminary†	Presb	1	13	---	1	15	0	229	0	170
143	Galveston	Central High School	Nonsect	---	---	3	3	6	88	120	65	91
	Hearne	Hearne Academy, Normal, and Industrial Institute.*a*		---	---	---	---	---	---	---	---	---
144	Marshall	Bishop College	Bapt	3	7	2	1	13	182	183	108	134
145	---do	Wiley University	M. E	---	2	7	6	15	195	210	170	181
146	Palestine	Colored High School*	Nonsect	---	---	1	4	5	180	160	160	140
	Prairie View	Prairie View State Normal School.*a*		---	---	---	---	---	---	---	---	---
147	Waco	Paul Quinn College	A. M. E	---	---	3	4	7	107	95	7	9
	VIRGINIA.											
148	Burkeville	Ingleside Seminary	Presb	1	7	0	1	9	0	109	---	---
149	Cappahosic	Gloucester Agricultural and Industrial School.	Nonsect	---	---	4	3	7	43	54	41	47
150	Hampton	Hampton Normal and Agricultural Institute.	Nonsect	21	38	13	6	78	471	393	404	334
151	Lawrenceville	St. Paul Normal and Industrial School.	P. E	---	---	17	8	25	150	168	44	51
152	Lynchburg	Virginia Collegiate and Industrial Institute.	M. E	0	0	2	2	4	26	39	11	8
153	Manassas	Manassas Industrial School	Nonsect	---	---	3	3	6	27	38	27	38
154	Manchester	Public High School (colored).	Nonsect	---	---	2	6	8	226	420	212	381
155	Norfolk	Norfolk Mission College	U. Presb	4	7	0	5	16	354	400	199	205
156	Petersburg	Bishop Payne Divinity School.	Epis	1	---	1	---	2	6	0	---	---
157	---do	Peabody School	Nonsect	---	---	1	11	12	295	460	275	410
158	---do	Virginia Normal and Collegiate Institute.	Nonsect	0	0	6	6	12	161	167	65	97
159	Richmond	Hartshorn Memorial College.	Bapt	1	6	0	2	9	1	96	0	34
160	---do	High and Normal School*	Nonsect	0	11	0	0	11	88	380	0	0
161	---do	Richmond Theological Seminary.	Bapt	2	---	2	---	4	54	0	---	---
	WEST VIRGINIA.											
162	Harpers Ferry	Storer College	Free Bapt	1	5	1	2	9	58	82	---	---
163	Institute	West Virginia Colored Institute.	Nonsect	---	---	14	4	18	50	60	9	1
164	Parkersburg	Sumner High School	Nonsect	2	---	1	3	6	87	93	84	72

* Statistics of 1897-98. † Statistics of 1896-97. *a* No report

race—teachers, students, and courses of study, 1898–99—Continued.

Pupils enrolled.				Students.										Graduates.						
Secondary grades.		Collegiate grades.		Classical course.		Scientific courses.		English courses.		Normal courses.		Business courses.		High-school courses.		Normal courses.		Collegiate courses.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
20	12	0	0	----	----	----	----	20	12	20	12	0	0	1	1	1	1	0	0	123
2	5	----	----	----	----	----	----	----	----	----	----	----	----	----	----	2	1	----	----	124
82	76	72	51	20	2	0	5	----	----	14	19	----	----	30	19	14	19	2	0	125
7	26	0	0	----	----	3	9	4	17	----	----	----	----	21	43	----	----	----	----	126
4	3	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	127
33	41	----	----	36	46	----	----	----	----	14	28	----	----	3	7	4	2	----	----	128
19	8	0	0	0	0	0	0	42	59	12	5	0	0	0	0	0	0	0	0	129
17	22	----	----	----	----	17	22	----	----	----	----	----	----	4	6	----	----	----	----	130
45	49	10	8	8	7	2	1	----	----	45	49	----	----	----	----	10	15	2	1	131
40	36	----	----	----	----	----	----	----	----	40	36	----	----	----	----	4	2	----	----	132
90	120	0	0	0	0	0	0	220	405	90	120	0	0	0	0	4	8	0	0	133
34	68	4	21	----	----	4	21	112	166	34	68	----	----	----	----	4	2	----	----	134
16	24	----	----	2	0	----	----	----	----	----	----	----	----	2	3	----	----	----	----	135
24	56	11	3	6	2	4	1	90	92	13	51	----	----	5	8	2	10	2	0	136
81	107	51	10	49	7	0	1	49	123	2	98	----	----	0	0	0	14	12	2	137
50	200	----	----	----	----	50	200	----	----	----	----	----	----	61	103	----	----	----	----	138
85	39	13	2	63	9	----	----	36	38	19	23	0	0	14	1	2	5	2	2	139
26	20	----	----	1	0	16	8	9	12	----	----	----	----	0	0	5	2	0	0	140
6	17	----	----	----	----	----	----	6	17	----	----	----	----	2	6	----	----	----	----	141
0	59	----	----	----	----	----	----	----	----	0	13	----	----	----	----	0	5	----	----	142
23	29	----	----	----	----	23	29	----	----	----	----	----	----	14	24	----	----	----	----	143
66	49	8	0	0	0	31	8	35	41	46	48	0	0	7	2	0	0	0	0	144
22	27	3	2	3	2	----	----	----	----	----	----	----	----	----	----	14	28	7	1	145
20	20	----	----	----	----	13	13	----	----	----	----	----	----	----	----	----	----	----	----	146
90	75	10	11	----	----	10	11	3	0	1	6	----	----	----	----	----	----	1	1	147
0	109	----	----	----	----	----	----	----	----	0	13	----	----	----	----	0	13	----	----	148
2	7	----	----	----	----	----	----	----	----	----	----	----	----	----	----	11	12	----	----	149
67	59	----	----	----	----	----	----	460	380	1	2	2	0	20	7	0	2	0	0	150
106	117	----	----	----	----	----	----	----	----	8	8	----	----	----	----	3	7	----	----	151
15	31	0	0	0	0	0	0	26	39	0	0	0	0	0	0	0	3	0	0	152
----	----	----	----	----	----	----	----	----	----	----	----	----	----	1	7	----	----	----	----	153
14	39	----	----	----	----	----	----	14	39	----	----	----	----	1	3	----	----	----	----	154
133	161	22	34	22	34	----	----	----	----	11	21	----	----	8	13	8	13	----	----	155
6	0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	156
20	50	----	----	20	50	----	----	20	50	----	----	----	----	2	11	2	11	0	0	157
68	70	28	0	28	0	0	0	0	0	12	17	0	0	0	0	12	17	4	0	158
1	61	0	1	----	----	----	----	----	----	0	59	----	----	----	----	0	10	----	----	159
88	380	0	0	0	0	0	0	88	380	0	0	0	0	5	29	0	0	0	0	160
54	0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	161
58	82	----	----	----	----	----	----	----	----	58	82	----	----	----	----	----	----	----	----	162
41	59	----	----	----	----	----	----	----	----	41	59	----	----	1	3	----	----	----	----	163
3	21	----	----	3	21	----	----	----	----	----	----	----	----	1	6	----	----	----	----	164

TABLE 10.—*Schools for the education of the colored race—*

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.											
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	ALABAMA.																			
	Trinity Normal School *a*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
1	Calhoun Colored School	0	0	0	53	78	131	28	3	---	---	---	---	---	---	---	---	33	4	63
	Central Alabama Academy. *a*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
2	Huntsville public schools	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	Kowaliga Institute	---	---	---	37	39	76	2	32	---	---	1	---	2	---	---	---	33	6	---
4	Lincoln Normal School	0	0	0	0	145	145	---	---	---	---	---	---	---	---	---	---	145	---	---
5	Emerson Normal Institute	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	State Normal School for Colored Students. *a*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
6	Agricultural and Mechanical College.	0	40	40	145	197	342	24	33	0	0	0	0	24	13	31	18	122	55	22
7	Alabama Baptist University.†	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
8	Talladega College	15	0	15	118	175	293	40	118	---	---	---	---	---	---	---	5	175	21	---
9	Oak City Academy	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
10	Stillman Institute	12	0	12	12	0	12	11	1	---	---	---	---	---	---	---	---	---	---	---
11	Tuskegee Normal and Industrial Institute.	88	18	106	816	364	1180	149	57	36	---	10	13	---	32	13	13	90	61	706
12	Troy Industrial Academy	---	---	---	0	10	10	---	---	---	---	---	---	---	---	---	---	10	---	---
	ARKANSAS.																			
13	Arkadelphia Academy	---	---	---	6	14	20	3	---	---	---	---	---	---	---	---	---	20	20	---
	Shorter University *a*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
14	Arkansas Baptist College	43	0	43	6	50	56	50	---	---	---	---	---	---	---	2	12	50	2	---
15	Philander Smith College	24	0	24	15	62	77	---	---	---	---	---	---	---	---	---	15	62	62	---
16	Union High School*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
17	Columbia High School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
18	Branch Normal College	0	0	0	54	30	84	0	24	0	0	0	0	18	12	0	0	30	0	0
19	Southland College and Normal Institute.†	---	---	---	45	35	80	25	8	---	---	---	---	---	---	3	8	35	35	---
	DELAWARE.																			
20	State College for Colored Students.	---	---	---	22	14	36	6	12	---	---	---	---	4	4	---	2	12	6	---
	DISTRICT OF COLUMBIA.																			
21	High School (colored)	0	0	0	13	43	56	0	10	0	0	0	0	0	3	0	0	0	43	0
22	Howard University	305	30	335	123	55	178	0	57	0	0	0	11	0	0	0	56	54	0	---
23	Normal School (colored)	0	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
24	Wayland Seminary	30	0	30	0	12	12	0	0	0	0	0	0	0	0	0	0	12	0	0
	FLORIDA.																			
25	District School No. 1*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
26	Cookman Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27	Edward Waters College	12	0	12	0	12	12	0	0	0	0	0	0	0	0	0	0	12	12	0
	Florida Institute *a*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
28	Emerson Memorial Home and School.	---	---	---	0	68	68	---	---	---	---	---	---	---	---	---	---	68	25	27
29	Normal and Manual Training School.	0	0	0	24	40	64	0	24	0	0	0	0	0	0	0	0	40	0	0
30	State Normal and Industrial College.	0	0	0	57	93	150	22	31	0	0	0	0	0	0	0	4	41	41	52

* Statistics for 1897-98. † Statistics of 1896-97. *a* No report.

professional and industrial training—equipment and income, 1898–99.

Chief sources of support.	Value of benefactions or bequests in 1898–99.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1898–99.	
21	22	23	24	25	26	27	28	29	
Contributions	$20,394	400	$26,395	0	$327	$458	$948	$1,733	1
State and city		300	10,000	$5,000				5,000	2
State, Amer. Miss. Ass'n. and private donations.	3,662	75	7,000	187	129	237	3,178	3,731	3
Amer. Miss. Ass'n. and tuition	167	200		0	568	29	15	612	4
									5
State and United States	0	3,000	48,096	4,000	200	0	28,392	32,592	6
		500	30,000	0	872		3,933	4,805	7
Benevolence and tuition		6,000	133,266	0	1,500	6,800	5,000	13,300	8
Tuition and donations	50	75			150		50	200	9
Presb. Church (Southern)	10,963	1,600	5,000	0	0	0	7,963	7,963	10
State and donations	97,231	5,000	252,319	4,500	0	1,921	98,390	104,811	11
Tuition and donations	200	6	300	0	175		25	200	12
Benevolence	223	300	15,000	0	175		519	694	13
Amer. Bapt. Home Mission So		300	25,000		500		4,500	5,000	14
Freedmen's Aid and Southern Ed. Soc. of M. E. Ch.		1,000	30,000		1,472		2,300	3,772	15
	0	0	20,000	4,500	0	0	0	4,500	16
Amer. Bapt. Home Mission So		30	2,000		150		200	350	17
State and United States		3,800	80,500	5,000	305		6,545	11,850	18
Tuition and benevolence	1,020	1,200	27,000		3,396	2,000		5,396	19
State and United States		500	25,000	4,800			1,251	6,051	20
United States		1,200	135,800		0	0	0		21
United States and endowments	2,500	14,000	700,600	33,600	8,497	8,500	6,500	57,097	22
United States	0	482							23
Amer. Bapt. Home Miss. Society, contributions.	200	2,000	75,000	0	800	800	5,500	7,100	24
State and county									25
Freedmen's Aid Society of M. E. Ch.	2,200	800	10,000	0	100	1,800	400	2,300	26
A. M. E. Church and tuition	100	100	26,000	0	331	0	3,900	4,231	27
W. H. M. S. M. E. Ch	402	164	3,000	0	147		185	332	28
Amer. Miss. Ass'n		350	28,000	0	360		3,400	3,760	29
State and United States	0	740	26,600	2,500	0	0	12,000	14,500	30

TABLE 10.—*Schools for the education of the colored race—professional*

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.											
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	GEORGIA.																			
31	Jeruel Academy*	0	20	20	0	80	80	---	---	---	---	---	---	---	---	---	---	80	---	---
32	Knox Institute	---	---	---	38	92	130	---	32	---	---	---	---	---	---	---	11	92	---	---
33	West Broad Street School†	---	---	---	0	5	5	---	---	---	---	---	---	---	---	---	---	---	5	---
34	Atlanta Baptist College	15	0	15	10	0	10	0	0	0	0	0	0	0	0	0	10	0	0	0
35	Atlanta University	0	0	0	75	155	230	---	35	---	---	---	---	30	2	0	10	155	55	53
36	Morris Brown College	25	0	25	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
37	Spelman Seminary	0	33	33	0	400	400	0	0	0	0	0	0	0	0	0	28	350	50	158
38	Storrs School	0	0	0	0	100	100	0	0	0	0	0	0	0	0	0	0	100	0	0
39	Haines Normal and Industrial School.	---	---	---	25	129	154	10	---	---	---	---	---	---	---	---	15	129	8	---
40	The Paine Institute	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
41	Walker Baptist Institute*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42	Georgia State Industrial College.	---	---	---	100	40	140	12	8	8	8	10	---	8	---	8	---	40	---	---
43	La Grange Baptist College.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44	Dorchester Academy	---	---	---	85	124	209	---	85	---	---	---	---	---	---	---	---	124	21	---
45	Ballard Normal School	0	0	0	0	300	300	---	---	---	---	---	---	---	---	---	---	300	6	---
46	Central City College	7	0	7	0	10	10	---	---	---	---	---	---	---	---	---	---	10	---	---
47	Beach Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48	Clark University	---	---	---	12	150	162	---	7	---	---	---	---	4	---	6	6	150	19	---
49	Gammon School of Theology.	83	0	83	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50	Allen Normal and Industrial School.	---	---	---	0	87	87	---	---	---	---	---	---	---	---	---	---	82	5	---
	ILLINOIS.																			
51	Sumner High School	0	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	INDIANA.																			
52	Clark High School*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
53	Scribner High School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	KENTUCKY.																			
54	State Normal School for Colored Persons.	0	0	0	76	76	152	23	28	0	0	0	0	0	0	0	19	65	47	0
55	St. Augustine's Academy	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
56	Chandler Normal School	0	0	0	0	100	100	0	0	0	0	0	0	0	0	0	0	100	0	---
57	Central High School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
58	Christian Bible School	25	0	25	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
59	Paris High School	0	0	0	13	20	33	0	0	0	0	0	0	0	13	0	2	20	20	---
	LOUISIANA.																			
60	Alexandria Academy	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
61	Gilbert Academy and Industrial College.	---	---	---	125	123	248	40	8	---	---	12	---	4	---	---	4	44	44	4
	Mount Carmel Convent.*a*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
62	Leland University	---	---	---	16	16	32	---	---	---	---	---	---	---	---	---	---	16	---	16
63	New Orleans University	32	0	32	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
64	Southern University	0	0	0	138	137	275	59	50	0	0	12	20	0	59	0	24	79	0	30
65	Straight University	12	0	12	85	105	190	---	---	---	---	---	---	---	---	---	---	105	---	85

*Statistics of 1897-98. †Statistics of 1896-97. *a* No report.

and industrial training—equipment and income, 1898–99—Continued.

Chief sources of support.	Value of benefactions or bequests in 1898-99.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1898-99.	
21	22	23	24	25	26	27	28	29	
Amer. Bapt. Home Miss. Soc., Jeruel Ass'n.	$1,043	212	$2,500	0	$475	0	$2,136	$2,611	31
Tuition and Amer. Miss. Ass'n.	.....	150	5,600	.....	.....	.....	.....	.....	32
City	.....	.....	3,000	.....	.....	.....	.....	.....	33
Small endowment and miss. contributions.	6,283	2,500	75,000	0	485	$1,050	12,221	13,756	34
Tuition and benevolence	28,000	10,500	251,000	0	2,000	900	1,400	4,300	35
A. M. E. Church and private donations.	.....	1,500	75,000	.....	900	.....	7,100	8,000	36
W. A. H. M. S., Slater fund	1,730	3,400	175,000	0	2,835	300	12,167	15,302	37
Tuition	.....	0	.....	0	1,836	0	225	2,061	38
Northern Presb. Church and tuition.	.....	450	20,000	0	420	150	4,500	5,070	39
Endowment and M. E. Ch. South.	.....	.....	65,000	0	.....	.....	.....	.....	40
Amer. Bapt. Home Miss. Soc	.....	.....	4,500	0	585	0	2,054	2,639	41
United States	0	400	30,000	$15,000	0	200	0	15,200	42
Western Union and South Western Union Ass'n.	508	0	1,000	300	0	0	0	300	43
Tuition and benevolence	403	1,200	12,900	0	709	0	2,947	3,656	44
Tuition and Amer. Miss. Ass'n.	160	3,000	40,000	0	.....	2,500	3,300	5,800	45
State Baptist Convention	.....	.....	15,000	0	500	0	1,500	2,000	46
Amer. Miss. Ass'n	.....	200	.....	0	1,000	.....	1,820	2,820	47
Freedmen's Aid and Southern Ed. Society.	.....	1,500	35,000	.....	2,400	6,000	500	8,900	48
Endowment	2,500	11,000	100,000	.....	.....	21,000	500	21,500	49
Tuition and Amer. Miss. Ass'n.	.....	325	8,875	.....	662	.....	.....	662	50
.....	.....	200	.....	.....	.....	.....	.....	.....	51
.....	.....	.....	.....	.....	.....	.....	.....	.....	52
City and State	.....	425	5,000	.....	.....	.....	.....	.....	53
State	.....	1,550	39,465	3,000	0	1,255	3,480	7,735	54
Tuition	.....	.....	.....	.....	.....	.....	.....	.....	55
Amer. Miss. Ass'n	900	600	17,904	0	1,018	240	117	1,375	56
City and State	.....	400	1,200	.....	.....	.....	.....	.....	57
Amer. Christian Miss. Society	.....	725	.....	0	0	244	2,353	2,597	58
City and State	.....	700	30,000	4,365	475	.....	10	4,850	59
Freedmen's Aid and Southern Ed. Society.	.....	.....	.....	.....	209	.....	.....	209	60
Endowment, Freedmen's Aid Society M. E. Ch.	.....	2,500	40,000	.....	475	2,400	400	3,275	61
Endowment and benefactions	26,409	1,500	121,200	0	0	5,600	.....	5,600	62
Freedmen's Aid and Southern Ed. Soc. M. E. Ch.	.....	5,000	100,000	.....	1,150	350	6,020	7,520	63
State and United States	0	1,665	61,903	10,000	0	0	12,377	22,377	64
Tuition and contributions	625	2,500	100,000	.....	2,000	500	3,000	5,500	65

TABLE 10.—*Schools for the education of the colored race—professional*

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.											
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	MARYLAND.																			
66	Baltimore City Colored High School.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
67	Baltimore Normal School (colored).	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
68	Morgan College	13	0	13	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
69	St. Frances Academy	---	---	---	0	38	38	---	---	---	---	---	---	---	---	---	---	38	12	5
70	The Industrial Home for Colored Girls.	---	---	---	0	105	105	---	---	---	---	---	---	---	---	---	---	105	40	---
71	Princess Anne Academy	0	0	0	41	29	70	2	5	0	0	0	0	4	0	4	10	29	29	11
	MISSISSIPPI.																			
72	Mount Hermon Female Seminary.	---	---	---	0	25	25	---	---	---	---	---	---	---	---	---	---	25	25	---
73	Southern Christian Institute.	10	0	10	18	9	27	8	8	0	0	5	0	0	5	0	8	0	5	7
74	Mississippi State Normal School.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
75	Rust University	---	---	---	10	40	50	6	4	---	---	---	---	---	---	---	---	48	28	---
76	Jackson College	---	---	---	0	45	45	---	---	---	---	---	---	---	---	---	---	45	---	---
77	Lincoln School	---	---	---	12	90	102	---	6	---	---	---	---	---	---	---	---	90	40	---
78	Meridian Academy*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
79	Natchez College*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
80	Tougaloo University	0	6	6	75	100	175	12	75	---	---	---	---	75	---	---	---	73	53	16
81	Alcorn Agricultural and Mechanical College.	---	---	---	307	10	317	317	---	---	---	---	---	---	---	---	---	---	---	---
	MISSOURI.																			
82	Sumner School	---	---	---	17	0	17	---	17	---	---	---	---	---	---	---	---	---	---	---
83	Douglass High School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
84	Lincoln Institute	---	---	---	69	70	139	---	30	---	---	---	---	29	10	---	6	70	---	---
85	Lincoln High School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
86	George R. Smith College	---	---	---	12	40	52	---	---	---	---	---	---	---	---	---	12	40	---	---
	NEW JERSEY.																			
87	Manual Training and Industrial School.	0	0	0	30	79	109	10	30	0	0	0	0	0	0	0	0	33	20	26
	NORTH CAROLINA.																			
88	Washburn Seminary	0	0	0	39	52	91	0	39	0	0	0	0	0	0	0	0	52	---	0
89	Biddle University	19	0	19	135	0	135	---	28	13	8	---	---	---	---	16	44	---	---	26
90	Clinton Colored Graded School.	---	---	---	5	3	8	7	---	---	---	---	---	---	---	---	---	---	1	---
91	Scotia Seminary	---	---	---	0	291	291	---	---	---	---	---	---	---	---	---	---	291	291	---
92	State Colored Normal School.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
93	State Colored Normal School.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
94	Albion Academy—State Normal School.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
95	Franklinton Christian College.	8	0	8	0	10	10	---	---	---	---	---	---	---	---	---	---	10	---	---
	State Colored Normal School. *a*																			
96	A. and M. College for the Colored Race.	---	---	---	88	49	137	111	92	---	---	---	---	48	3	---	---	48	48	---
	Bennett College. *a*																			
	High Point Normal and Industrial School. *a*																			

* Statistics of 1897-98.

a No report.

and industrial training—equipment and income, 1898–99—Continued.

Chief sources of support.	Value of benefactions or bequests in 1898-99.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1898-99.	
21	22	23	24	25	26	27	28	29	
City	0	350	$40,000						66
State	0	2,000		$2,000		$250		$2,250	67
M. E. Church and tuition		3,000	50,000		$800	1,000	$6,500	8,300	68
									69
City and State		200							70
United States and tuition	0		12,100		546		5,154	5,700	71
Tuition and benevolence	$4,000	300	25,000		350			350	72
Tuition and Amer. Christian Miss. Soc.	2,000	1,500	40,000	0	250	0	3,750	4,000	73
State		3,000	12,000	2,250	0	0	349	2,599	74
Freedmen's Aid and S. Ed. Soc. M. E. Church.		3,000	180,000		1,500		4,900	6,400	75
Amer. Bapt. Home Mission Society.		800	35,000		485		2,530	3,015	76
Amer. Miss. Ass'n		300	3,000		500		2,000	2,500	77
F. A. S. Ed. Soc. and tuition			4,000		679		171	850	78
			1,200						79
Amer. Miss. Ass'n		4,500	85,000						80
United States		3,000	130,000			5,915	12,487	18,762	81
State and county		600		4,000	150			4,150	82
State		300							83
State and United States		257	70,800	30,590	80	1,233		31,903	84
			18,000						85
Freedmen's Aid and S. Ed. Soc. of the M. E. Ch.	200	2,500	50,000		1,800	125	2,000	3,925	86
State and tuition	0	200		5,000	413	0	59	5,472	87
Amer. Miss. Ass'n			6,000	0					88
Presb. Church and tuition		10,500	150,000		4,000	240	3,760	8,000	89
Tuition					300		270	570	90
Freedmen's Aid	9,000	1,800	65,000	1,000	0	300	14,500	15,800	91
State		100	1,000	2,000				2,000	92
State and Peabody Fund		210		2,000			300	2,300	93
									94
		2,600	7,000						95
State and United States		700	66,600	7,500	241		8,414	16,155	96

TABLE 10.—*Schools for the education of the colored race—profcssional*

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.											
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	NORTH CAROLINA—cont'd.																			
97	Lincoln Academy*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
98	Whitin Normal School*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
99	Barrett Collegiate and Industrial Institute.	---	---	---	35	40	75	---	5	10	5	2	---	---	---	5	5	20	20	---
100	State Colored Normal School.	0	0	0	0	123	123	0	0	0	0	0	0	0	0	0	0	123	0	0
101	St Augustine's School	0	11	11	135	175	310	---	---	---	---	---	---	---	---	---	---	175	---	135
102	Shaw University	117	0	117	66	94	160	---	66	---	---	---	---	---	---	---	---	94	---	---
103	Colored Graded School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
104	Livingstone College	---	---	---	90	120	210	10	15	3	2	2	---	---	---	12	30	90	75	---
	State Colored Normal School. *a*																			
105	Gregory Normal School*	---	---	---	0	100	100	---	---	---	---	---	---	---	---	---	---	100	---	---
106	Rankin-Richards Institute	---	---	---	6	16	22	---	---	---	---	---	---	---	---	---	---	16	---	6
107	The Slater Industrial and State Normal School.	---	---	---	25	28	53	---	15	---	---	---	---	---	---	10	5	18	15	---
108	Waters Normal Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OHIO.																			
109	Wilberforce University	24	0	24	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
110	Colored High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	PENNSYLVANIA.																			
111	Colored High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
112	Lincoln University*	47	0	47	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
113	Institute for Colored Youth	0	0	0	60	124	184	---	25	10	---	---	---	---	---	17	11	61	72	70
	SOUTH CAROLINA.																			
114	Schofield Normal and Industrial School.	0	0	0	130	152	282	28	22	0	0	12	0	0	0	10	8	152	50	60
115	Beaufort Public School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
116	Harbison Institute*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
117	Browning Home School*	---	---	---	0	136	136	---	---	---	---	---	---	---	---	---	---	100	36	---
118	Avery Normal Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
119	Wallingford Academy	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
120	Brainerd Institute	---	---	---	30	43	73	15	10	---	---	2	---	---	---	---	5	41	43	---
121	Allen University	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
122	Benedict College	---	---	---	89	123	212	30	6	2	2	10	---	---	---	4	25	123	12	---
123	Penn Industrial and Normal School.	0	20	20	100	98	198	20	100	0	0	0	0	0	0	0	14	98	0	0
124	Brewer Normal School	---	---	---	0	147	147	---	---	---	---	---	---	---	---	---	---	147	0	0
125	Claflin University	0	2	2	278	293	571	---	72	66	---	18	---	40	7	---	7	200	29	---
	TENNESSEE.																			
126	Howard High School*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
127	Wayman Academy	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
128	Gordonsville High School	---	---	---	4	0	4	---	---	---	---	---	---	2	---	---	---	---	---	2
129	Warner Institute	0	0	0	25	6	31	25	0	0	0	0	0	0	0	0	0	8	10	12
130	Austin High School	0	0	0	0	0	0	0	10	0	0	0	0	0	0	0	0	0	6	0
131	Knoxville College	7	0	7	31	61	92	5	0	---	---	---	---	---	---	---	16	57	6	---
132	Freedmen's Normal Institute.*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
133	Le Moyne Normal Institute.	0	0	0	0	200	200	---	---	---	---	---	---	---	---	---	---	200	30	---
134	Morristown Normal College.	0	0	0	5	179	184	---	---	---	---	---	---	---	---	---	5	179	76	---

*Statistics of 1897-98. *a* No report.

and industrial training—equipment and income, 1898–99.—Continued.

Chief sources of support.	Value of benefactions or bequests in 1898–99.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1898–99.	
21	22	23	24	25	26	27	28	29	
			$3,500	$200	$226			$426	97
Tuition	$75	450	1,200		125		$75	200	98
		300	5,000		1,500		250	1,750	99
State and Peabody Fund	0	20	1,600	2,000	0	0	150	2,150	100
									101
Amer. Bapt. Home Miss. Soc., contributions, tuition.		2,000	90,000		3,677	$275	11,914	15,866	102
	0	50	2,000	1,200	40			1,240	103
A. M. E. Z. and donations	4,500	4,000	1,500	45	1,000	6,000		7,045	104
Amer. Miss. Ass'n, tuition	300	200	15,000	0	1,100		2,900	4,000	105
Tuition and benevolent contributions.	522	700	6,000		128	200	522	850	106
State		1,500	30,000	3,252			3,849	7,101	107
Amer. Bapt. Home Miss. Society		350	1,100	166			1,191	1,357	108
State, tuition, and endowment	8,629	5,000	128,000	16,868	2,364	1,636	6,142	27,010	109
		480	6,000	2,500	0	0	0	2,500	110
State and city									111
Endowment and benevolence	20,000	15,000	234,000	0	1,250	30,000	10,000	41,250	112
									113
Endowment, contribution		1,000	35,000	150	65	587	5,600	6,402	114
State			1,000	1,800			100	1,900	115
	0	200	5,000						116
		300							117
Tuition, Amer. Miss Ass'n	0	800	20,000	0	2,250	0	2,500	4,750	118
Tuition			8,000		272	0	0	272	119
Presb. Church		200	10,000	0					120
A. M. E. Church		210	25,000		600		3,500	4,100	121
Amer. Bapt. Home Mission Soc., tuition.		2,300	74,000		1,192		7,059	8,251	122
	1,200	300	4,500	0	135	0	1,200	1,335	123
Benevolence, Amer. Miss. Ass'n		200	12,000	0	1,000			1,000	124
Freedmen's Aid, Southern Ed. Soc.	10,000	5,000	100,000				25,000	25,000	125
City and State		75	35,000						126
Tuition		80	1,500		624			624	127
Donations and tuition		104	1,000		264		764	1,028	128
A. M. A	25	70	8,000	300	10	0	400	710	129
State		624	10,750						130
United Presb. Church		2,000	100,000	800	300		12,000	13,100	131
Society of Friends									132
Tuition, Amer. Miss. Ass'n	4,800	2,900	45,000	0	4,500		4,800	9,300	133
Meth. E. Ch., donations	7,464	600	75,000		1,150		9,669	10,819	134

TABLE 10.—*Schools for the education of the colored race—professional*

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.											
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	TENNESSEE—continued.																			
135	Bradley Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
136	Central Tennessee College	233	0	233	33	40	73	---	10	---	---	---	7	4	---	---	38	10	---	---
137	Fisk University	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
138	Pearl High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
139	Roger Williams University	16	0	16	8	33	41	0	0	0	0	0	0	0	0	0	8	18	0	15
	TEXAS.																			
140	Tillotson College	0	0	0	0	88	88	0	0	0	0	0	0	0	0	0	0	88	0	0
141	East End High School*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
142	Mary Allen Seminary†	---	---	---	0	229	229	---	---	---	---	---	---	---	---	---	---	229	50	---
143	Central High School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Hearne Academy, Normal and Industrial Institute.*a*																			
144	Bishop College	8	0	8	134	156	290	---	57	---	---	---	---	14	50	---	20	172	9	---
145	Wiley University	---	---	---	30	110	140	---	---	---	---	---	---	---	---	12	35	110	40	---
146	Colored High School*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Prairie View State Normal School.*a*																			
147	Paul Quinn College	3	0	3	27	92	119	12	---	---	---	2	---	---	---	---	17	92	---	---
	VIRGINIA.																			
148	Ingleside Seminary	---	---	---	0	109	109	109	---	---	---	---	---	---	---	---	---	109	109	---
149	Gloucester Agricultural and Industrial School.	---	---	---	43	54	97	30	---	---	---	---	---	---	---	---	---	20	27	20
150	Hampton Normal and Agricultural Institute.	0	0	0	377	233	610	74	46	18	18	9	4	16	12	5	9	180	61	176
151	St. Paul Normal and Industrial School.	---	---	---	112	118	230	18	10	4	5	2	1	6	---	10	8	72	22	72
152	Virginia Collegiate and Industrial Institute.	0	0	0	0	20	20	---	0	0	0	0	0	0	0	0	0	20	20	0
153	Manassas Industrial School	---	---	---	27	38	65	3	27	---	---	---	---	23	---	1	---	38	---	---
154	Public High School (colored).	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
155	Norfolk Mission College	---	---	---	22	334	356	---	---	---	---	---	---	---	---	---	28	268	60	---
156	Bishop Payne Divinity School.	6	0	6	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
157	Peabody School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
158	Virginia Normal and Collegiate Institute.	0	0	0	0	151	151	0	0	0	0	0	0	0	0	0	0	151	17	0
159	Hartshorn Memorial College.	---	---	---	0	96	96	---	---	---	---	---	---	---	---	---	---	96	64	---
160	High and Normal School*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
161	Richmond Theological Seminary.	54	0	54	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	WEST VIRGINIA.																			
162	Storer College	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
163	West Virginia Colored Institute.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
164	Sumner High School (colored).	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Statistics of 1897–98. † Statistics of 1896–97. *a* No report.

and industrial training—equipment and income, 1898-99—Continued.

Chief sources of support.	Value of benefactions or bequests in 1898-99.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1898-99.	
21	22	23	24	25	26	27	28	29	
State and county			$2,100						135
Tuition, Freedmen's Aid and Southern Ed. Soc., M. E. Ch.	$250	6,000	105,000	0	$1,320	$150	$7,120	$8,590	136
Amer. Miss. Ass'n, tuition, State.		6,632	350,000	$435	4,222			4,657	137
	0	50	18,000						138
Amer. Bapt. Home Miss. Society.		4,000	200,000			1,170	2,200	3,370	139
Amer. Miss. Ass'n, tuition		2,000	42,000	0	900	0	2,200	3,100	140
State			2,000	1,200	16			1,216	141
Donations		400	40,000	0			5,500	5,500	142
		91							143
Amer. Bapt. Home Mission Soc., Slater fund.	122	2,100	100,000	0	2,522	0	9,294	11,816	144
Freedmen's Aid, Southern Ed. Soc., M. E. Ch.		3,200	30,000		9,000		2,200	11,200	145
									146
Tuition, donation	2,500	800	80,000		1,025		3,228	4,253	147
Presb. Church	600	300	25,000				3,000	3,000	148
Benevolence	3,700	700	20,000						149
United States	136,416	9,500	712,000	0	0	32,970	126,114	159,084	150
Contributions			60,000		3,500		8,500	12,000	151
M. E. Church	40	80	60,000	0	509	0	1,701	2,210	152
Benefactions	5,240	300	16,000				5,500	5,500	153
									154
United Presb. Church		2,000	60,000		1,795		6,432	8,227	155
Contributions	2,500	800	12,000			300	2,500	2,800	156
City and State	0								157
State	0	403	157,000	15,000	1,106	0	835	16,941	158
Amer. Bapt. Home Mission Soc., contributions.			50,000		600		4,672	5,272	159
State, city, tuition		334	26,300	8,550	80			8,630	160
Amer. Bapt. Home Mission Soc.	1,108	5,000	15,000		271		3,392	3,663	161
Free Bapt. W. Miss. Soc. Endowment, State.		5,000	50,000	1,000	386	1,856	1,268	4,510	162
State		600	54,200	19,000			5,000	24,000	163
		100							164

CHAPTER XLV.

STATISTICS OF REFORM SCHOOLS.

Reports received from the individual reform schools for the year 1898–99 indicate general improvement and progress in this class of industrial training schools. Wherever tried the cottage system has been successful. Under this system it is possible to do more individual work and to separate the better class from the more vicious. It also approaches more nearly healthful home conditions than any other system.

The number of schools reporting was 82; instructors employed, 578; pupils attending school, 22,692, and 14,673 in industrial departments. The total number of inmates was 24,925. The value of grounds and buildings was $18,873,587. The expenditures on buildings and grounds amounted to $605,010; for salaries and other expenses, $2,800,281, making a total expenditure of $3,405,291. The number of assistants, not including instructors in school departments, was 1,788. There were 16,699 white inmates and 2,784 colored inmates; 8,514 were of native parents and 4,122 of foreign-born parents. Those that could only read when admitted were 2,207, and 1,595 could neither read nor write.

The number committed to the institutions during the year was 11,676 and the number discharged 11,990. When discharged from the schools many of the pupils possessed a trade and were provided for in good homes; all could read and write; the majority had received the equivalent of a common school education.

The North Atlantic Division reports 33 schools, 299 instructors, 11,550 pupils in school departments, and 9,282 in industrial departments. The number of inmates reported was 11,767, of which number 9,282 were males and 2,485 females. The value of grounds and buildings was $9,922,733. The expenditures on grounds and buildings amounted to $200,983; for salaries and other expenses, $1,311,832, making a total expenditure of $1,512,815.

The South Atlantic Division reports 11 schools, 57 instructors, 1,898 pupils in school departments, and 925 in the industrial departments. Of the 1,909 inmates reported, 1,679 were males and 230 females. The total value of grounds and buildings was $1,195,097. The amount expended for buildings and improvements was $17,419; for salaries and other expenses, $161,792, making a total expenditure of $179,211.

The South Central Division reports 5 schools, 29 instructors, 1,549 pupils in school departments, and 441 in industrial departments; total number of inmates, 1,694. Of this number, 1,110 are males and 584 females. The value of grounds and buildings was $472,000. The total amount expended was $187,148—for buildings and improvements, $27,241, and for salaries and other expenses, $159,907.

The North Central Division reports 28 schools, 184 instructors, and 7,164 pupils in school departments, and 6,205 in industrial departments. The total number of inmates reported was 9,164, of which number 6,729 were males and 2,435 females. The value of grounds and buildings was $6,738,019. The amount expended was $1,380,117—for buildings and improvements, $353,367, and for salaries and other expenses, $1,026,750.

The Western Division reports 5 schools, 9 instructors, and 531 pupils in school departments, and 446 in industrial. The value of grounds and buildings was $545,738. The amount expended was $146,000—for buildings and improvements, $6,000, and for salaries and other expenses, $140,000.

TABLE 1.—*Summary of statistics of reform schools, 1898–99.*

State or Territory.	Number of schools.	Number of teachers.	Number of pupils.	Number taught trades.	Inmates.			Value of grounds and buildings.	Expenditures.	
					Male.	Female.	Total.		Buildings and improvements.	For salaries and other expenses.
1	2	3	4	5	6	7	8	9	10	11
United States	82	578	22,692	14,673	19,153	5,772	24,925	$18,873,587	$605,010	$2,800,281
North Atlantic Division	33	299	11,550	6,656	9,282	2,485	11,767	9,922,733	200,983	1,311,832
South Atlantic Division	11	57	1,898	925	1,679	230	1,909	1,195,097	17,419	161,792
South Central Division	5	29	1,549	441	1,110	584	1,694	472,000	27,241	159,907
North Central Division	28	184	7,164	6,205	6,729	2,435	9,164	6,738,019	353,367	1,026,750
Western Division	5	9	531	446	353	38	391	545,738	6,000	140,000
North Atlantic Division:										
Maine	2	10	209	73	136	73	209	160,000	.....	8,000
New Hampshire	1	3	127	.....	105	22	127	100,000	.....	.....
Vermont	1	3	148	65	123	25	148	75,000	2,134	17,634
Massachusetts	10	38	848	657	707	162	869	529,710	30,258	145,328
Rhode Island	2	6	406	110	351	55	406	223,700	157	5,551
Connecticut	2	15	687	583	433	254	687	625,000	5,801	37,278
New York	8	143	6,269	3,048	5,016	1,449	6,465	4,744,729	68,625	596,833
New Jersey	3	46	802	560	645	157	802	441,949	20,132	121,921
Pennsylvania	4	35	2,054	1,560	1,766	288	2,054	3,022,645	73,876	379,287
South Atlantic Division:										
Delaware	3	12	127	86	114	24	138	158,000	.....	12,043
Maryland	5	32	1,215	559	1,009	206	1,215	695,400	13,768	75,428
District of Columbia	1	8	248	80	248	0	248	250,000	.....	41,825
Virginia	1	2	108	0	108	0	108	25,897	111	11,856
West Virginia	1	3	200	200	200	0	200	65,800	3,540	20,640
North Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Florida	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Central Division:										
Kentucky	2	13	604	441	320	374	694	400,000	11,859	50,806
Tennessee	1	12	745	.....	535	210	745	.....	11,428	67,278
Alabama	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	1	1	92	0	99	0	99	22,000	.....	8,823
Texas	1	3	108	.....	156	0	156	50,000	3,954	33,000
Arkansas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:										
Ohio	3	37	1,543	742	1,065	490	1,555	1,380,732	67,045	210,708
Indiana	2	8	693	693	509	184	693	319,447	4,449	93,582
Illinois	5	26	1,257	1,903	1,763	222	1,985	1,565,000	202,000	233,360
Michigan	4	32	1,173	396	1,053	676	1,729	934,963	4,000	153,561
Wisconsin	2	16	552	243	320	228	548	343,671	.....	.....
Minnesota	2	14	433	441	405	38	443	707,037	15,857	109,378
Iowa	2	16	631	631	442	189	631	274,169	1,152	65,329
Missouri	3	15	236	510	739	195	934	600,000	20,000	116,536
North Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota	1	6	111	111	88	23	111	100,009	4,000	1,500
Nebraska	2	6	195	195	125	70	195	270,000	2,500	16,000
Kansas	2	8	340	340	220	120	340	243,000	32,364	26,796
Western Division:										
Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	1	2	140	134	.....	.....	.....	111,700	.....	.....
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	1	3	148	148	110	38	148	83,000	.....	20,000
Oregon	1	2	102	64	102	0	102	150,000	.....	.....
California	2	2	141	100	141	0	141	201,038	6,000	120,000

TABLE 2.—*Summary of statistics of reform schools, 1898–99.*

State or Territory.	Number of assistants.	Race.		Nativity.		Illiteracy.		During year.	
		White.	Colored.	Native parents.	Foreign-born parents.	Could only read.	Could neither read nor write.	Committed.	Discharged.
1	2	3	4	5	6	7	8	9	10
United States	1,788	16,699	2,784	8,514	4,122	2,207	1,595	11,676	11,990
North Atlantic Division	807	7,734	906	2,412	1,600	322	389	4,893	5,156
South Atlantic Division	141	1,285	623	1,621	214	556	178	894	883
South Central Division	103	1,140	342	476	168	350	209	890	972
North Central Division	669	6,048	880	3,687	1,932	841	790	4,776	4,725
Western Division	68	492	33	318	208	138	29	223	254
North Atlantic Division:									
Maine	7	210	3	66	7	------	------	70	53
New Hampshire	9	126	1	49	78	------	------	------	------
Vermont	13	140	8	140	8	100	30	82	73
Massachusetts	101	833	32	283	299	42	29	608	642
Rhode Island	36	374	32	140	266	22	32	318	268
Connecticut	59	200	54	196	201	20	12	192	306
New York	335	3,473	292	329	169	41	27	2,374	2,367
New Jersey	63	691	117	91	32	1	5	230	252
Pennsylvania	184	1,687	367	1,118	540	96	254	1,019	1,195
South Atlantic Division:									
Delaware	18	64	73	40	34	32	15	28	24
Maryland	52	844	371	1,056	149	427	79	586	610
District of Columbia	40	98	150	218	30	82	64	130	106
Virginia	14	108	0	107	1	15	8	50	84
West Virginia	17	171	29	200	------	------	12	100	59
North Carolina	------	------	------	------	------	------	------	------	------
South Carolina	------	------	------	------	------	------	------	------	------
Georgia	------	------	------	------	------	------	------	------	------
Florida	------	------	------	------	------	------	------	------	------
South Central Division:									
Kentucky	52	364	118	344	144	306	142	359	288
Tennessee	37	682	63	------	------	------	------	269	225
Alabama	------	------	------	------	------	------	------	------	------
Mississippi	------	------	------	------	------	------	------	------	------
Louisiana	------	24	75	------	------	27	17	181	382
Texas	14	70	86	132	24	17	50	81	77
Arkansas	------	------	------	------	------	------	------	------	------
Oklahoma	------	------	------	------	------	------	------	------	------
Indian Territory	------	------	------	------	------	------	------	------	------
North Central Division:									
Ohio	92	651	143	260	184	------	86	910	956
Indiana	43	613	80	584	96	67	139	219	280
Illinois	55	1,632	277	1,095	668	272	251	1,320	1,033
Michigan	120	972	81	763	293	24	52	780	787
Wisconsin	77	525	13	144	404	------	------	221	302
Minnesota	50	146	4	48	68	2	6	139	144
Iowa	36	554	77	479	146	250	230	213	203
Missouri	102	412	102	82	4	20	10	725	655
North Dakota	------	------	------	------	------	------	------	------	------
South Dakota	14	104	7	68	43	8	4	24	26
Nebraska	41	178	17	45	25	------	------	69	60
Kansas	39	261	79	119	1	198	12	156	279
Western Division:									
Montana	------	------	------	------	------	------	------	------	------
Wyoming	------	------	------	------	------	------	------	------	------
Colorado	16	118	16	87	47	0	1	71	79
New Mexico	------	------	------	------	------	------	------	------	------
Arizona	------	------	------	------	------	------	------	------	------
Utah	------	------	------	------	------	------	------	------	------
Nevada	------	------	------	------	------	------	------	------	------
Idaho	------	------	------	------	------	------	------	------	------
Washington	12	145	3	85	63	28	19	77	88
Oregon	13	99	3	80	23	100	2	23	20
California	27	130	11	66	75	10	7	52	67

TABLE 3.—*Statistics of industrial*

	Post-office.	Name.	Executive officer.	Number of assistants.		
				Male.	Female.	Total.
	1	2	3	4	5	6
1	Whittier, Cal	City and County Industrial School	No report			
2	Watterman, Cal	Preston School of Industry	David S. Kirshberg	18	9	27
3	Golden, Colo	State Industrial School	Barnard L. Olds	13	3	16
4	Meriden, Conn	Connecticut State Reform School	Charles M. Williams	20	19	39
5	Middletown, Conn	Industrial School for Girls	W. G. Fairbank	0	20	20
6	Clayton, Del	St. Joseph's Industrial School*	Rev. L. J. Welbers	7	1	8
7	Wilmington, Del	Ferris Industrial School	Asmond S. Meserve	5	3	8
8	do	Industrial School for Girls	Mrs. L. E. Brown	0	2	2
9	Washington, D. C	Reform School of the District of Columbia.*	G. A. Shallenberger	30	10	40
10	Augusta, Ga	Richmond County Reformatory Institute.	No report			
11	Chicago, Ill	Erring Women's Refuge of Reform	Helen M. Woods			
12	do	John Worthy Manual Training School	Robert M. Smith	2	0	2
13	Glenwood, Ill	Illinois School of Agriculture and Manual Training for Boys.	Oscar L. Dudly	8	35	43
14	Pontiac, Ill	Illinois State Reformatory*	George Torrence			
15	South Evanston, Ill	Illinois Industrial School for Girls	Miss Katherine S. Miller.	0	10	10
16	Indianapolis, Ind	Indiana Industrial School for Girls	Miss Sara F. Keely		13	13
17	Plainfield, Ind	Reform School for Boys	T. J. Charlton	21	9	30
18	Eldora, Iowa	Industrial School for Boys	B. J. Miles	14	6	20
19	Mitchellville, Iowa	Industrial School for Girls	A. H. Leonard		16	16
20	Beloit, Kans	Kansas Industrial School for Girls	Hester A. Hanback		7	7
21	North Topeka, Kans.	Reform School*	J. W. Hart	18	14	32
22	Louisville, Ky	Industrial School of Reform*	P. Caldwell	25	10	35
23	Newport, Ky	Convent of the Good Shepherd	Mother M. Baptist		17	17
24	New Orleans, La	Boys' House of Refuge	Michall T. Mokler			
25	Hallowell, Me	Maine Industrial School for Girls	Miss Helen M. Staples		6	6
26	Portland, Me	State Reform School	Edwin P. Wentworth	1	0	1
27	Baltimore, Md	House of Refuge	Robert J. Kirkwood	21	5	26
28	do	Female House of Refuge	Miss Mary D. Stuart		6	6
29	Baltimore (sta.), Md.	St. Mary's Industrial School for Boys	Brother Dominic	16	0	16
30	Cheltenham, Md	House of Reformation for Colored Boys.	Nathan Thompson	21	3	
31	Melvale, Md	Industrial Home for Colored Girls*	Mrs. H. F. Whittemore.		4	4
32	Boston, Mass	House of Reformation	John C. Anthony	10	0	10
33	North Chelmsford, Mass.	Middlesex County Truant School	M. A. Warren	4	5	9
34	Goshen, Mass	Hampshire and Franklin County Truant School.	W. A. Barrus	1	1	2
35	Lancaster, Mass	State Industrial School for Girls	Mrs. L. L. Brackett		14	14
36	Lawrence, Mass	Essex County Truant School	Henry E. Swan	3	4	7
37	Oakdale, Mass	County Truant School	No report			
38	Salem, Mass	Plummers Farm School of Reformation for Boys.	Chas. A. Johnson	3	3	6
39	Springfield, Mass	Hampden County Truant School	Erwin G. Ward	1	3	4
40	Walpole, Mass	Norfolk, Bristol, and Plymouth Union School.	Aaron R. Morse	2	5	7
41	Westboro, Mass	Lyman School for Boys	Theodore F. Chapin	19	23	42
42	Adrian, Mich	Industrial Home for Girls	Mrs. Lucy M. Sickels		17	17
43	Detroit, Mich	House of the Good Shepherd	Mother St. Scholastica Stiene.		31	31
44	Ionia, Mich	State House of Correction and Reformatory.	Otis Tuller	37	0	37
45	Lansing, Mich	Industrial School for Boys	J. E. St. John	25	10	35
46	Red Wing, Minn	Minnesota State Training School	J. W. Brown	16	14	30
47	St. Cloud, Minn	Minnesota State Reformatory	Hon. W. H. Houlton	20	0	20
48	Boonville, Mo	State Reform School for Boys	Lyman D. Drake	35	7	42

*In 1897–98.

and reform schools for 1898–99.

Inmates.											Schools.								Value of grounds and buildings.	Expenditures.		
Sex.			Race.		Nativity.		Illiteracy.		During year.		Number of teachers.			Number of pupils.			Hours of daily sessions.	Number taught mechanical trades.		Buildings and improvements.	For support.	
Male.	Female.	Total.	White.	Colored.	Native parents.	Foreign-born parents.	Could only read.	Could neither read nor write.	Committed.	Discharged.	Male.	Female.	Total.	Male.	Female.	Total.						
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
																						1
141	0	141	130	11	66	75	10	7	52	67	1	1	2	141	0	141	4	100	$201,038	$6,000	$120,000	2
134	0	134	118	16	87	47	0	1	71	79	1	1	2	140	0	140	4	134				3
433	6	433			66	77			143	214	2	5	7	433	0	433	3	433	400,000		77,567	4
	254	254	200	54	130	124	20	12	49	92	0	8	8	0	254	254	4	150	225,000	5,801	37,278	5
43	0	43		43					8	2	7	1	8	43	0	43	2½	43	120,000			6
71	0	71	40	31	40	31	31	10	17	18	0	1	1	60	0	60	3	19	10,000		12,043	7
0	24	24	24	0		3	1	5	3	4	0	3	3		24	24	5	24	28,000			8
248	0	248	98	150	218	30	82	64	130	106	8	0	8	248	0	248	4	80	200,000		41,825	9
																						10
0	82	82	2	4								2	2						85,000			11
117	0	117	103	14	70	47	11	15	588	471	7	0	7	117	0	117	6	117	130,000	52,000	23,000	12
276	0	276	256	20	270	6												276	250,000	50,000	30,360	13
1,370	0	1,370	1,146	224	755	615	261	236	732	562	14	0	14	1000	0	1000	4	1370	960,000	100,000	180,000	14
	140	140	125	15								3	3		104	140		140	140,000			15
	184	184	176	8	148	23	7	15	35	50		3	3		184	184	5	184	156,447	2,449	37,082	16
509	0	509	437	72	436	73	60	124	184	230	3	2	5	509	0	509	8½	509	163,000	2,000	56,500	17
442	0	442	391	51	325	111	250	225	140	150	7	7	14	442	0	442	4	442	205,569	1,152	46,946	18
0	189	189	163	26	154	35		5	73	53	0	2	2		189	189	4	189	69,600		18,383	19
	120	120	96	24	119	1			46	39		3	3		120	120	5	120	68,000	14,654	5,379	20
220	0	220	165	55			198	12	110	140	4	1	5	220	0	220	4	220	175,000	17,710	21,417	21
320	124	444	364	118	344	144	306	142	319	260	1	6	7	320	124	444	4½	289	400,000	8,000	50,000	22
	250	250							40	28		6	6		160	160	7	152		3,859	806	23
99	0	99	24	75			27	17	181	382	1	0	1	92	0	92	6		22,000		8,823	24
	73	73	74	3	66	7			25			2	2		73	73	3	73	35,000		8,000	25
136	0	136	136						45	53	4	4	8	136	0	136	{4–5½}		125,000			26
209	0	209	209		140	69	100	29	107	131	6	2	8	209	0	209	4	116	300,000			27
	93	93	93		70	23	2		29	22		2	2		93	93	4	93	60,000	630	11,534	28
542	0	542	542		475	57	48	35	329	323	12	0	12	542	0	542	3–5	237	100,400	10,148	27,853	29
258	0	258		258	258		254	4	73	90	5	0	5	258	0	258	4		200,000	1,390	28,541	30
	113	113		113	113		23	11	48	44		5	5	0	113	113	6	113	25,000	1,600	7,500	31
158	0	158	154	4	120	38			135	119	4	5	9	140	0	140	5	140	65,000			32
115	0	115	111	4					76	67	1	3	4	115	0	115	4½	60	120,000	12,000	15,780	33
																					300	34
	162	162	147	15				8	91	54	0	6	6		162	162	3	162	118,115	5,972	31,308	35
41	0	41	39	2	39	2	28	13	29	32		1	1	41	0	41	4		20,000		9,308	36
																						37
27	0	27	27		14	13	6		21	24		1	1	27	0	27	4	12	25,000	500	5,800	38
30	0	30	30		25	5	5	3	31	22		1	1	30	0	30	4–5		20,000		6,166	39
53	0	53	52	1	11	42	3		46	36		1	1	50	0	50	4		20,000	1,300	8,000	40
283	0	283	273	10	74	199		5	179	288	3	12	15	283	0	283	5	283	141,595	10,486	68,666	41
	296	296										5	5		296	296	3½	296	191,171	4,000	11,739	42
	380	380							160	120		2	2		83	83	3	100	65,000			43
453	0	453	412	41	363	93	14	52	275	303	13	0	13	198	0	198			438,792		81,822	44
600	0	600	560	40	400	200	10		345	364	2	10	12	600	0	600	4½		240,000		60,000	45
255	38	293									2	3	5	255	38	293	4	293	307,037	15,857	59,642	46
150	0	150	146	4	48	68	2	6	139	144	9	0	9	140	0	140	5½	148	400,000		49,736	47
428	0	428	326	102					238	173	4	1	5	150	0	150	5	300	200,000	14,000	48,000	48

TABLE 3.—*Statistics of industrial and*

	Post-office.	Name.	Executive officer.	Number of assistants.		
				Male.	Female.	Total.
	1	2	3	4	5	6
49	Chillicothe, Mo	State Industrial Home for Girls	Mrs. L. U. De Bolt	2	8	10
50	St. Louis, Mo	House of Refuge	Wm. C. Nolte	35	15	50
51	Miles City, Mont	State Reform School	No report	---	---	---
52	Geneva, Nebr	Girls' Industrial School	B. R. B. Weber	---	5	5
53	Kearney, Nebr	State Industrial School for Boys	C. W. Hoxie	30	6	36
54	Manchester, N. H	State Industrial School	F. W. Robinson	6	3	9
55	Jamesburg, N. J	New Jersey State Reform School for Juvenile Delinquents.	Ira Otterson	23	17	40
56	Trenton, N. J	State Industrial School for Girls	Mrs. Myrtle B. Eyler	1	13	14
57	Verona, N. J	Newark City Home	C. M. Hamson	6	3	9
58	Brooklyn, N. Y	Brooklyn Truant School	No report	---	---	---
59	Canaan Four Corners, N. Y.	Berkshire Industrial Farm	W. W. Mayo	9	2	11
60	Elmira, N. Y	New York State Reformatory	Z. R. Brockway	123	0	123
61	Hudson, N. Y	House of Refuge for Women	Mary E. May	11	32	43
62	New York, N. Y	New York Juvenile Asylum	Charles E. Bruce	23	35	58
63	....do	House of Refuge	Elisha M. Carpenter	47	45	92
64	West Chester, N. Y	New York Catholic Protectory	Brother Eusebius	---	---	---
65	Utica, N. Y	St. Vincent Industrial Home	Brother Julian	7	1	8
66	Cincinnati, Ohio	Cincinnati House of Refuge	James Allison	23	13	36
67	Lancaster, Ohio	Boys' Industrial School	David M. Barrett	42	14	56
68	Rathbone, Ohio	Girls' Industrial Home	Albert W. Stiles	0	21	0
69	Turner, Oreg	Oregon State Reform School	H. E. Bickers	8	5	13
70	Glen Mills, Pa	House of Refuge (boys' department)	F. H. Nibecker	19	0	19
71	Huntingdon, Pa	Pennsylvania Industrial Reformatory.	T. B. Patton	94	0	94
72	Morganza, Pa	Pennsylvania Reform School	J. A. Quay	49	22	71
73	Philadelphia, Pa	The House of Refuge	M. A. Campbell	---	---	---
74	Howard, R. I	Oaklawn School for Girls	James H. Eastman	0	4	4
75	....do	Sockanosset School for Boys	....do	19	13	32
76	Plankington, S. Dak	South Dakota Reform School	C. W. Ainsworth	8	6	14
77	Nashville, Tenn	Tennessee Industrial School	W. C. Kilvington	37	0	37
78	Gatesville, Tex	House of Correction and Reformatory.	J. Tankeasley	14	0	14
79	Ogden, Utah	Reform School	No report	---	---	---
80	Vergennes, Vt	Vermont Industrial School	S. A. Andrews	6	7	13
81	School, Va	Laurel Industrial School	J. W. Cringan	12	2	14
82	Chehalis, Wash	Washington State Reform School *	Thos. P. Westendorf	---	---	12
83	Pruntytown, W. Va	West Virginia Reform School	D. W. Shaw	12	5	17
84	Milwaukee, Wis	Wisconsin Industrial School for Girls	Miss Emma F. Bland	3	29	32
85	Waukesha, Wis	Wisconsin Industrial School for Boys	Chas. O. Merica	25	20	45

*In 1897-98.

reform schools for 1898-99—Continued.

Inmates.											Schools.								Value of grounds and buildings.	Expenditures.		
Sex.			Race.		Nativity.		Illiteracy.		During year.		Number of teachers.			Number of pupils.			Hours of daily sessions.	Number taught mechanical trades.		Buildings and improvements.	For support.	
Male.	Female.	Total.	White.	Colored.	Native parents.	Foreign-born parents.	Could only read.	Could neither read nor write.	Committed.	Discharged.	Male.	Female.	Total.	Male.	Female.	Total.						
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
.....	86	86	86	...	82	4	20	10	6	23	...	3	3	....	86	86	5	86	$200,000	.....	$14,836	49
311	109	420	.....	...	...	...	...	....	481	459	...	7	7	....	...	....	6	124	200,000	$6,000	54,700	50
.....	...	...	...	...	...	...	...	....	...	...	...	...	...	....	...	...	...	...	.....	.....	.....	51
.....	70	70	63	7	45	25	...	....	39	40	...	2	2	....	70	70	4	70	70,000	.....	6,000	52
125	0	125	115	10	...	...	...	....	30	20	4	0	4	125	0	125	5	125	200,000	2,500	10,000	53
105	22	127	126	1	49	78	...	....	...	...	...	3	3	105	22	127	5⅔	....	100,000	.....	.....	54
405	0	405	321	84	...	...	...	....	119	164	23	17	40	405	0	405	3½	375	180,000	13,901	66,841	55
.....	123	123	104	19	91	32	1	5	17	6	...	2	2	....	123	123	3	123	91,949	4,244	19,030	56
240	34	274	266	8	...	...	...	....	94	82	1	3	4	240	34	274	5–3	62	170,000	1,987	36,500	57
.....	...	...	...	...	...	...	...	....	...	...	...	...	...	....	...	...	...	...	.....	.....	.....	58
46	0	46	46	0	...	...	...	....	32	16	...	1	1	46	0	46	3	46	40,000	.....	13,314	59
1,446	0	1,446	1,346	100	...	...	...	....	523	593	30	0	30	1350	0	1350	4½	....	1,459,971	43,115	227,011	60
.....	263	263	248	15	137	126	21	13	84	105	0	6	6	....	229	229	3	117	299,758	5,930	66,349	61
708	274	932	884	98	...	...	...	....	1003	1124	1	26	27	653	265	918	5	306	850,000	8,058	120,118	62
681	112	793	716	77	...	...	...	....	579	481	0	20	20	681	112	793	4½	....	535,000	11,522	170,041	63
1,900	800	2,700	.....	...	...	...	...	....	.....	....	35	19	54	1900	800	2700	4½	2350	1,500,000	.....	.....	64
235	0	235	233	2	192	43	20	14	153	48	5	0	5	233	0	233	5	229	60,000	.....	.....	65
304	140	444	362	82	260	184	...	86	414	398	1	7	8	304	140	444	3	142	440,000	7,297	58,703	66
761	0	761	.....	...	...	...	...	....	411	473	2	18	20	761	0	761	4	600	500,000	47,237	110,904	67
.....	350	350	289	61	...	...	...	....	85	85	0	9	9	....	338	338	5	....	440,732	12,511	41,101	68
102	0	102	99	3	80	23	100	2	23	20	2	0	2	102	0	102	4	64	150,000	.....	.....	69
828	0	828	670	158	247	213	82	84	460	376	0	13	13	828	0	828	4	388	1,000,000	a60,000	128,000	70
522	0	522	437	85	447	75	86	81	250	339	8	0	8	522	0	522	1	522	1,250,000	1,691	145,220	71
416	131	547	468	79	329	218	...	64	230	367	6	4	10	416	131	547	5	493	607,645	12,185	106,067	72
.....	157	157	112	45	95	34	28	25	79	113	0	4	4	0	157	157	4	157	165,000	.....	.....	73
0	55	55	52	3	33	22	1	11	22	20	0	1	1	0	55	55	...	....	23,700	157	5,551	74
351	0	351	322	29	107	244	21	21	296	248	0	5	5	351	0	351	5	110	200,000	.....	.....	75
88	23	111	104	7	68	43	8	4	24	26	3	3	6	88	23	111	4	111	100,000	4,000	1,500	76
535	210	745	682	63	...	...	...	....	269	225	0	12	12	535	210	745	9	....	.....	11,428	67,278	77
156	0	156	70	86	132	24	17	50	81	77	2	1	3	108	0	108	6	....	50,000	3,954	33,000	78
.....	...	...	...	...	...	...	...	....	...	...	...	...	...	....	...	...	...	...	.....	.....	.....	79
123	25	148	140	8	140	8	100	30	82	73	1	2	3	123	25	148	...	65	75,000	2,134	17,634	80
108	0	108	108	0	107	1	15	8	50	84	2	0	2	108	0	108	4	....	25,897	111	11,856	81
110	38	148	145	3	85	63	28	19	77	86	...	...	3	....	...	148	3	148	83,000	.....	20,000	82
200	0	200	171	29	200	...	...	12	100	59	3	0	3	200	0	200	3½	200	65,800	3,540	20,640	83
15	228	243	237	6	68	175	...	....	84	103	0	7	7	15	243	258	4½	243	118,510	.....	.....	84
305	0	305	288	7	76	229	...	....	137	199	8	1	9	....	294	294	4	....	225,161	.....	.....	85

a A gift.

CHAPTER XLVI.

SCHOOLS FOR THE DEFECTIVE CLASSES.

Schools for the blind.—It is gratifying to note in most of the institutions for the education of the blind in this country the effort to secure for the blind the means of a broader intellectual foundation, a greater development of the inner forces of thought, feeling, and action, a greater power of self-reliance and self-direction. As now conducted the kindergarten and elementary schools lay a firm foundation for their physical, mental, moral, social, and æsthetic development. This, followed by a high or preparatory school complete in its departments for physical and manual training as well as for literary, scientific, and musical studies, will fully equip them to enter colleges and universities and conservatories of music. There, in company with the seeing pupils, the blind may pursue almost any branch of knowledge, thus enabling them to enter many spheres of usefulness, not confining them to the field of manual labor that is now practically closed to them on account of the extensive employment of machinery.

The total number of schools reported was 36; number of instructors, 393—male 137, and 256 female; in music, 127, and in the industrial departments, 122. The total number of pupils reported was 3,665—male 1,898, female 1,767; in the kindergarten, 417; in vocal music, 1,738; in instrumental music, 1,797. In the industrial department were reported 1,924. The total number of volumes in the libraries was 93,262. The value of scientific instruments was $100,610 and the value of grounds and buildings $6,334,307. The total expenditure was $1,065,437.

Schools for the deaf.—There are represented in this report 104 schools for the deaf, with 1,158 instructors and 10,923 pupils. The 57 State public schools report 1,007 instructors—males 362 and females 645; in articulation, 381; aural development, 31; in industrial department, 280. The total number of pupils, 9,890, of which number 3,623 were taught by the combined system, 3,301 by the purely oral method, and 3,169 by the manual method; 696 were taught in the kindergartens. The number of graduates was 246. The libraries of these institutions contained 95,229 volumes. The value of scientific apparatus was $14,420; of grounds and buildings, $11,849,054. The total expenditures amounted to $1,999,767.

The 18 private schools for the deaf report 72 instructors—42 in articulation, 8 in aural development, and 24 in the industrial department. The number of pupils reported was 439, of which number 256 were taught by the combined system, 141 by the purely oral method, and 37 by the manual method; 47 were taught in the kindergartens. There were 32 graduates.

The public day schools for the deaf reported 79 instructors—57 in articulation, 25 in aural development, and 32 in industrial departments. The number of pupils reported was 594, of which number 110 were taught by the combined system, 324 by the purely oral method, 9 by the manual method. The number taught in the kindergartens was 31. There were 13 graduates.

The first oral school in America for the deaf was established in 1867. It then met with very little favor. Since 1891 the system has grown with wonderful rapidity, and is now followed in all the leading schools of the country. Again the kindergarten supplies the means to the end in oral training. The early formation of the habit of looking to the lips rather than to the hands for information is the first step toward the acquisition of speech. Manual training in schools for the deaf occupies an important place. While it is not trade teaching, it prepares pupils for the selection of a trade; and "as a trained mind is the best preparation for the study of a profession, so are the trained hand and trained eye the best preparation for the successful acquisition of a trade."

The South gives evidence of gratifying progress in deaf-mute education. The schools of Georgia and Texas have grown from log cabins to elegant buildings. The deaf school buildings of Georgia are valued at $75,000 and those of Texas at $337,500.

Schools for the feeble-minded.—The number of schools reported was 29, with 231 instructors in the school departments, 236 in industrial departments, and 675 assistants in caring for the inmates. The number of pupils reported was 9,542, of which number 973 were instructed in the kindergarten and 1,559 in music. The 19 State public schools report 233 instructors in school departments, 206 in industrial departments, and 610 assistants caring for the inmates. The number of pupils reported was 9,158. Of these 973 were in kindergartens and 1,559 in music. The value of grounds and buildings was $5,546,827, and the expenditures were $1,472,170.

TABLE 1.—*Summary of statistics of schools for the blind, 1898–99.*

States and Territories.	Instructors.					
	Number of institutions.	Male.	Female.	Total.	Music.	Industrial.
1	2	3	4	5	6	7
United States	35	137	256	393	127	122
North Atlantic Division	3	22	62	84	33	20
South Atlantic Division	8	34	42	76	23	25
South Central Division	9	33	52	85	26	43
North Central Division	9	42	88	130	34	27
Western Division	6	6	12	18	11	7
North Atlantic Division:						
Maine						
New Hampshire						
Vermont						
Massachusetts	1	14	39	53	20	10
Rhode Island						
Connecticut						
New York	1	5	12	17	4	3
New Jersey						
Pennsylvania	1	3	11	14	9	7
South Atlantic Division:						
Delaware						
Maryland	2	10	8	18	4	6
District of Columbia						
Virginia	1	4	6	10	3	2
West Virginia	1	1	3	4	3	2
North Carolina	1	8	17	25	8	10
South Carolina	1	3	3	6	2	2
Georgia	1	8	4	12	2	2
Florida	1	0	1	1	1	1
South Central Division:						
Kentucky	1	5	6	11	3	3
Tennessee	1	3	10	13	4	4
Alabama	1	6	5	11	3	3
Mississippi	1	3	4	7	2	2
Louisiana	1	2	4	6	3	5
Texas	2	9	11	20	7	24
Arkansas	1	5	9	14	3	2
Oklahoma						
Indian Territory	1	0	3	3	1	0
North Central Division:						
Ohio	1	10	14	24	9	5
Indiana	1	5	9	14	3	4
Illinois	1	6	14	20	5	3
Michigan	1	4	8	12	3	4
Wisconsin	1	3	12	15	4	5
Minnesota						
Iowa	1	4	7	11	3	2
Missouri	1	5	8	13	4	2
North Dakota						
South Dakota						
Nebraska	1	3	8	11	0	0
Kansas	1	2	8	10	3	2
Western Division:						
Montana	1	2	2	4	1	0
Wyoming						
Colorado	1	1	3	4	3	2
New Mexico						
Arizona						
Utah	1	0	2	2	2	3
Nevada						
Idaho						
Washington	1	0	1	1	1	1
Oregon	1	1	2	3	1	1
California	1	2	2	4	3	0

TABLE 2.—*Summary of statistics of schools for the blind, 1898–99.*

States and Territories.	Pupils.							
	Male.	Female.	Total.	Vocal music.	Instrumental music.	Kindergarten.	Graduates 1898–99.	Industrial department.
1	2	3	4	5	6	7	8	9
United States	1,898	1,767	3,665	1,738	1,797	417	107	1,924
North Atlantic Division	298	281	579	211	267	117	38	449
South Atlantic Division	332	306	638	352	430	45	22	362
South Central Division	418	470	888	675	397	125	20	552
North Central Division	765	638	1,403	425	636	130	27	519
Western Division	85	72	157	75	67			42
North Atlantic Division:								
Maine								
New Hampshire								
Vermont								
Massachusetts	123	115	238	61	117	74	12	204
Rhode Island								
Connecticut								
New York	82	69	151	7	50	25	6	88
New Jersey								
Pennsylvania	93	97	190	143	100	18	20	157
South Atlantic Division:								
Delaware								
Maryland	78	57	135	88	89	18	3	95
District of Columbia								
Virginia	34	25	59	52	39		3	57
West Virginia	19	24	43	15	36		1	25
North Carolina	114	118	232	150	165	27	5	90
South Carolina	27	23	50	47	44		1	50
Georgia	53	55	108		52		9	45
Florida	7	4	11		5			
South Central Division:								
Kentucky	63	73	136	136	68	24	8	116
Tennessee	62	73	135	123	92		2	135
Alabama	46	46	92	89				73
Mississippi	22	12	34	12	19	11		44
Louisiana	24	23	47	47	28	15		
Texas	93	126	219	97	114	33	6	59
Arkansas	100	108	208	155	60	36	4	125
Oklahoma								
Indian Territory	8	9	17	16	16	6		
North Central Division:								
Ohio	194	138	332	139	151	37	9	
Indiana	63	66	129					111
Illinois	153	99	252	57	113	46	5	80
Michigan	62	52	114	28	76		4	7
Wisconsin	64	55	119	10	66	10	9	87
Minnesota								
Iowa	96	84	180	53	90			110
Missouri	52	52	104	70	72	17		74
North Dakota								
South Dakota								
Nebraska	36	39	75	68	68	9		50
Kansas	45	53	98			11		
Western Division:								
Montana	4	3	7		5			
Wyoming								
Colorado	21	24	45					
New Mexico								
Arizona								
Utah	13	5	18		16			16
Nevada								
Idaho								
Washington	5	7	12		5			9
Oregon	14	8	22	22	13			17
California	28	25	53	53	28			

TABLE 3.—*Summary of statistics of schools for the blind, 1898–99.*

States and Territories.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				Grounds and buildings.	For salaries and other expenses.
1	2	3	4	5	6
United States	93,262	$100,610	$6,334,307	$322,318	$743,119
North Atlantic Division	32,553	7,500	1,404,275	108,669	82,902
South Atlantic Division	7,894	30,900	875,000	96,087	154,324
South Central Division	13,212	20,125	672,500	60,283	128,071
North Central Division	35,239	37,455	2,442,532	51,364	293,660
Western Division	4,364	4,630	940,000	6,015	84,162
North Atlantic Division:					
Maine					
New Hampshire					
Vermont					
Massachusetts	16,071		574,596		
Rhode Island					
Connecticut					
New York	4,889	5,500	348,092	10,000	24,483
New Jersey					
Pennsylvania	11,593	2,000	481,587	98,669	58,419
South Atlantic Division:					
Delaware					
Maryland	2,405	5,000	350,000	36,087	40,474
District of Columbia					
Virginia	1,000	21,000	150,000		
West Virginia	189	1,000	75,000		34,850
North Carolina	1,000	3,500	150,000	57,500	52,500
South Carolina					
Georgia	3,250		125,000	2,500	16,500
Florida	50	400	25,000		10,000
South Central Division:					
Kentucky	3,000	2,500	250,000	20,183	23,811
Tennessee	2,600	4,500	10,000		22,246
Alabama	1,267	1,500	50,000	9,000	21,160
Mississippi		1,500	50,000	1,200	4,000
Louisiana	1,000	2,000	40,000	15,000	19,354
Texas	4,700	5,000	172,500	3,000	16,000
Arkansas	600	3,000	100,000	11,850	21,500
Oklahoma					
Indian Territory	45	125		50	
North Central Division:					
Ohio	4,472	4,000	650,000	21,630	61,306
Indiana	1,600	2,955	521,382	1,498	27,738
Illinois	5,000	12,000	175,000		45,000
Michigan	3,000	4,000	126,150		26,087
Wisconsin	3,300	7,000	195,000	5,000	25,000
Minnesota					
Iowa	13,000	1,000	150,000	2,000	11,000
Missouri	928		250,000		56,817
North Dakota					
South Dakota					
Nebraska	2,739	1,500	75,000	21,136	22,712
Kansas	1,200	5,000	300,000		18,000
Western Division:					
Montana	200	530	50,000		
Wyoming					
Colorado	31	2,000	120,000		14,790
New Mexico					
Arizona					
Utah	483	700	200,000		
Nevada					
Idaho					
Washington	145	850			
Oregon	505	550	20,000		7,700
California	3,000		550,000	6,015	61,672

TABLE 4.—*Statistics of State institutions for the education of the blind, 1898-99.*

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.								Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				Male.	Female.	Total.	Music.	Industrial department.	Male.	Female.	Total.	Vocal music.	Instrumental music.	Kindergarten.	Graduates in 1898-99.	Industrial department.					Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	Talladega, Ala.	Alabama Academy for the Blind.	J. H. Johnson	6	5	11	3	3	46	46	92	89	----	----	----	73	1,267	$230	$1,500	$50,000	$9,000	$21,160
2	Little Rock, Ark.	Arkansas School for the Blind.	Jno. H. Dye	5	9	14	3	2	100	108	208	155	60	36	4	125	600	142	3,000	100,000	11,850	21,500
3	Berkeley, Cal.	California Institution for the Deaf and the Blind.	Warring Wilkinson	2	2	4	3	----	28	25	53	53	28	----	----	----	3,000	288	------	550,000	6,015	61,672
4	Colorado Springs, Colo.	Colorado School for the Deaf and the Blind.	W. K. Argo	1	3	4	3	2	21	24	45	----	----	----	----	----	31	290	2,000	120,000	-------	14,790
5	St. Augustine, Fla.	State Institute for the Deaf and the Blind.	Frederick Pasco	---	1	1	1	1	7	4	11	----	5	----	----	----	50	140	400	25,000	-------	10,000
6	Macon, Ga.	Georgia Academy for the Blind.	Dudley Williams	8	4	12	2	2	53	55	108	----	52	----	9	45	3,250	150	------	125,000	2,500	16,500
7	Jacksonville, Ill.	Illinois Institution for the Education of the Blind.*	Frank C. Hall	6	14	20	5	3	153	99	252	57	113	46	5	80	5,000	205	12,000	175,000	-------	45,000
8	Indianapolis, Ind.	Indiana Institute for the Education of the Blind.	Geo. S. Wilson	5	9	14	3	4	63	66	129	----	----	----	----	111	1,600	193	2,955	521,381	1,498	27,738
9	Fort Gibson, Ind. T.	International School for the Blind.	Miss Laura Rowland	---	3	3	1	----	8	9	17	16	16	6	----	----	45	-----	125	--------	50	-------
10	Vinton, Iowa	Iowa College for the Blind	T. F. McClune	4	7	11	3	2	96	84	180	53	90	----	----	110	13,000	-----	1,000	150,000	2,000	11,009
11	Kansas City, Kans.	Kansas State Institution for the Blind.*	W. H. Toothaker	2	8	10	3	2	45	53	98	----	----	----	11	----	1,200	-----	5,000	300,000	-------	18,000
12	Louisville, Ky.	Kentucky Institution for the Education of the Blind.	Benj. B. Huntoon	5	6	11	3	3	63	73	136	136	68	24	8	116	3,000	189	2,500	250,000	20,183	23,811
13	Baton Rouge, La.	Louisiana Institution for the Blind.*	W. H. N. Magruder	2	4	6	3	5	24	23	47	47	28	15	----	----	1,000	300	2,000	40,000	15,000	19,354
14	Baltimore, Md.	Maryland School for the Blind.	Frederick D. Morrison.	6	6	12	3	4	56	47	103	56	68	13	1	63	2,405	299	5,000	350,000	1,087	30,815
15	----do----	Maryland School for the Colored Blind and Deaf.	----do----	4	2	6	1	2	22	10	32	32	21	5	2	32	------	-----	------	--------	35,000	10,659
16	South Boston, Mass.	Perkins Institution and Massachusetts School for the Blind.	M. Anagnos	14	39	53	20	10	123	115	238	61	117	74	12	204	16,071	300	------	574,596	-------	-------

17	Lansing, Mich	Michigan School for the Blind	E. P. Church	4	8	12	3	4	62	52	114	28	76		4	7	3,000	229	4,000	126,150		26,087
18	Faribault, Minn.	Minnesota School for the Blind																				
19	Jackson, Miss	Mississippi Institution for the Blind.	W. S. Sims	3	4	7	2	2	22	12	34	12	19	11		44			1,500	50,000	1,200	4,000
20	St. Louis, Mo	Missouri School for the Blind.	S. M. Green	5	8	13	4	2	52	52	104	70	72	17		74	928	250		250,000		56,817
21	Boulder, Mont.	Montana Deaf and Dumb Asylum.	E. S. Tillinghast	2	2	4	1		4	3	7		5				200		530	50,000		
22	Nebraska City, Nebr.	Nebraska Institute for the Blind.	J. E. Harris	3	8	11			36	39	75	68	68	9		50	2,739		1,500	75,000	21,136	22,712
23	Batavia, N. Y.	New York State Institution for the Blind.	Gardener Fuller	5	12	17	4	3	82	69	151	7	50	25	6	88	4,889	300	5,500	348,092	10,000	24,483
24	New York, N. Y.	New York Institution for the Blind.																				
25	Raleigh, N. C	North Carolina Institution for the Education of the Deaf, Dumb, and the Blind.	John E. Ray	8	17	25	8	10	114	118	232	150	165	27	5	99	1,000		3,500	150,000	a57,500	52,500
26	Columbus, Ohio	Ohio State Institution for Blind.	R. W. Wallace	10	14	24	9	5	194	138	332	139	151	37	9		4,472	193	4,000	650,000	21,630	61,306
27	Salem, Oreg	Oregon Institute for Blind	J. L. Carter	1	2	3	1	1	14	8	22	22	13			17	505	240	550	20,000		7,700
28	Guthrie, Okla.	Oklahoma Institution for the Deaf, Dumb, and Blind.																				
29	Philadelphia, Pa.	Pennsylvania Institution for the Instruction of the Blind.	Edward E. Allen	3	11	14	9	7	93	97	190	143	100	18	20	157	11,593	400	2,000	481,587	98,669	58,419
30	Pittsburg, Pa.	Western Pennsylvania Institution for the Blind.	No report																			
31	Cedar Spring, S. C	South Carolina Institution for the Education of the Deaf and the Blind.	N. T. Walker	3	3	6	2	2	27	23	50	47	44		1	50		150				
32	Nashville, Tenn.	Tennessee School for the Blind	John V. Armstrong	3	10	13	4	4	62	73	135	123	92		2	135	2,000	175	4,500	100,000		22,246
33	Austin, Tex	Institution for the Blind	E. P. Becton	8	9	17	6	3	72	105	177	73	100	33	6	59	4,250		5,000	135,000	3,000	
34	do	Deaf, Dumb, and Blind Institute for Colored Youth.	S. J. Jenkins	1	2	3	1	21	21	21	42	24	14				450			37,500		16,000
35	Ogden, Utah	Utah School for the Blind	Frank C. Metcalf		2	2	2	3	13	5	18		16			16	483		700	200,000		
36	Staunton, Va	Virginia School for the Deaf and Blind.	Wm. A. Bowles	4	6	10	3	2	34	25	59	52	39		3	57	1,000	200	21,000	150,000		
37	Vancouver, Wash.	Washington School for Defective Youth.	James Watson		1	1	1	1	5	7	12		5			9	145		850			
38	Romney, W. Va.	West Virginia Schools for Deaf and Blind.	James T. Rucker	1	3	4	3	2	19	24	43	15	36		1	25	189		1,000	75,000		b34,850
39	Janesville, Wis.	Wisconsin School for the Blind.	H. F. Bliss	3	12	15	4	5	64	55	119	10	66	10	9	87	3,300		7,000	195,000	5,000	25,000

* Statistics for 1897–98.

a Including department for deaf children (colored).

b Combined with deaf.

TABLE 5.—*Summary of statistics of State institutions for the deaf, 1898-99.*

State or Territory.	Number of institutions.	Male.	Female.	Total.	Articulation.	Auricular perception.	Industrial department.
	2	3	4	5	6	7	8
United States	56	362	645	1,007	381	35	280
North Atlantic Division	19	88	287	375	232	14	105
South Atlantic Division	10	63	70	133	37	3	44
South Central Division	9	63	74	137	28	2	39
North Central Division	12	122	191	313	72	16	73
Western Division	6	26	23	49	12	.....	19
North Atlantic Division:							
Maine	1	1	12	13	8	0	5
New Hampshire	.....	.....	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....	.....	.....
Massachusetts	2	1	25	26	23	.....	4
Rhode Island	1	2	8	10	8	.....	.....
Connecticut	2	13	12	25	11	6	8
New York	8	39	138	177	108	2	58
New Jersey	1	4	11	15	3	.....	5
Pennsylvania	4	28	81	109	71	6	25
South Atlantic Division:							
Delaware	.....	.....	.....	.....	.....	.....	.....
Maryland	2	10	11	21	6	2	7
District of Columbia	1	19	12	31	12	0	3
Virginia	1	9	8	17	.....	.....	7
West Virginia	1	5	6	11	2	.....	7
North Carolina	2	10	16	26	9	1	9
South Carolina	1	4	7	11	4	.....	5
Georgia	1	3	6	9	3	.....	4
Florida	1	3	4	7	1	.....	2
South Central Division:							
Kentucky	1	15	16	31	9	.....	6
Tennessee	1	6	9	15	2	1	4
Alabama	1	8	7	15	.....	.....	4
Mississippi	1	4	5	9	2	1	5
Louisiana	1	3	5	8	3	.....	4
Texas	2	15	17	32	9	.....	9
Arkansas	1	10	14	24	3	.....	7
Oklahoma	1	2	1	3	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	.....
North Central Division:							
Ohio	1	9	25	34	13	1	8
Indiana	1	15	18	33	10	.....	5
Illinois	1	19	32	51	.....	1	8
Michigan	1	12	29	41	13	.....	7
Wisconsin	1	12	11	23	10	2	6
Minnesota	1	9	14	23	5	.....	5
Iowa	1	8	10	18	4	.....	6
Missouri	1	14	18	32	5	.....	7
North Dakota	1	3	3	6	1	.....	2
South Dakota	1	3	3	6	1	.....	4
Nebraska	1	7	12	19	8	8	7
Kansas	1	11	16	27	2	4	8
Western Division:							
Montana	1	2	2	4	1	.....	1
Wyoming	.....	.....	.....	.....	.....	.....	.....
Colorado	1	8	5	13	4	.....	5
New Mexico	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....
Utah	1	2	5	7	5	.....	7
Nevada	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....
Washington	1	2	2	4	.....	.....	3
Oregon	1	2	2	4	.....	.....	.....
California	1	10	7	17	2	.....	3

TABLE 6.—*Summary of statistics of State institutions for the deaf, 1898–99.*

State or Territory.	Pupils.							
	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1898–99.
1	2	3	4	5	6	7	8	9
United States	5,438	4,452	9,890	3,623	3,301	3,169	696	236
North Atlantic Division	1,720	1,482	3,202	681	2,056	435	442	107
South Atlantic Division	648	521	1,169	413	204	374	34	25
South Central Division	828	680	1,508	918	139	491	33	15
North Central Division	1,965	1,559	3,524	1,198	824	1,827	182	72
Western Division	277	210	487	413	78	42	5	17
North Atlantic Division:								
Maine	43	32	75	68	.....	7	10	.....
New Hampshire	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	101	76	177	26	151	.....	.....	1
Rhode Island	34	28	62	.....	62	.....	10	.....
Connecticut	109	94	203	114	45	44	.....	.....
New York	937	758	1,695	349	1,135	326	419	39
New Jersey	47	71	145	.....	.....	.....	.....	13
Pennsylvania	422	423	845	124	663	58	3	54
South Atlantic Division:								
Delaware	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	80	52	132	67	53	32	23	6
District of Columbia	95	60	155	155	.....	.....	.....	13
Virginia	78	64	142	125	17	.....	.....	.....
West Virginia	70	69	139	5	14	125	.....	1
North Carolina	159	136	295	.....	78	217	.....	.....
South Carolina	58	53	111	.....	38	.....	.....	.....
Georgia	76	58	134	.....	.....	.....	.....	3
Florida	32	29	61	61	4	.....	11	2
South Central Division:								
Kentucky	183	169	352	152	.....	.....	.....	7
Tennessee	136	91	227	80	31	116	.....	.....
Alabama	75	57	132	.....	.....	.....	.....	.....
Mississippi	46	48	94	74	20	.....	.....	.....
Louisiana	50	53	103	71	32	.....	.....	.....
Texas	185	134	319	284	.....	174	.....	4
Arkansas	141	116	257	257	56	201	33	4
Oklahoma	12	12	24	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:								
Ohio	286	251	537	.....	192	347	.....	5
Indiana	181	138	319	.....	87	196	36	9
Illinois	312	221	533	.....	.....	.....	50	4
Michigan	230	193	423	423	123	300	.....	.....
Wisconsin	124	108	232	.....	120	112	.....	16
Minnesota	140	102	242	183	59	.....	52	.....
Iowa	174	118	292	292	57	235	.....	13
Missouri	236	171	407	.....	57	350	.....	7
North Dakota	18	32	50	43	7	.....	.....	.....
South Dakota	27	22	49	49	.....	.....	.....	.....
Nebraska	110	67	177	177	79	67	24	5
Kansas	127	136	263	31	43	220	20	13
Western Division:								
Montana	15	10	25	21	6	.....	5	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	43	39	82	82	40	42	.....	2
New Mexico	8	4	12	.....	12	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....
Utah	54	27	81	81	20	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....
Washington	35	33	68	68	.....	.....	.....	.....
Oregon	32	26	58	.....	.....	.....	.....	4
California	90	71	161	161	.....	.....	.....	11

TABLE 7.—*Summary of statistics of State institutions for the deaf, 1898–99.*

State or Territory.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				Grounds and buildings.	For support.
1	2	3	4	5	6
United States	95,229	$14,420	$11,849,054	$158,952	$1,840,815
North Atlantic Division	38,923	8,350	4,076,264	61,394	764,813
South Atlantic Division	13,008	2,620	1,608,000	26,000	188,877
South Central Division	6,650	1,350	1,330,500	26,350	205,658
North Central Division	32,909	1,250	3,795,390	37,976	573,659
Western Division	3,739	850	1,038,900	7,232	107,808
North Atlantic Division:					
Maine	600		30,000		15,000
New Hampshire					
Vermont					
Massachusetts	2,400		170,000	500	47,254
Rhode Island	142		90,000		19,000
Connecticut	2,300		208,000	225	5,088
New York	21,857	8,250	1,954,669	51,376	453,188
New Jersey	1,500		150,000		
Pennsylvania	10,124	100	1,473,595	9,293	225,283
South Atlantic Division:					
Delaware					
Maryland	3,008	780	290,000		34,027
District of Columbia	4,400	1,000	700,000	3,000	70,000
Virginia	600	40	150,000		25,000
West Virginia	500		75,000		34,850
North Carolina	2,300	200	235,000	23,000	15,000
South Carolina	900		58,000		
Georgia	1,200	600	75,000		
Florida	100		25,000		10,000
South Central Division:					
Kentucky	2,000	500	143,000	3,750	65,006
Tennessee	900		150,000	1,600	33,500
Alabama			100,000		31,407
Mississippi	1,000		75,000		18,530
Louisiana	500		350,000		
Texas	1,050	50	337,500	12,000	17,215
Arkansas	1,200	800	175,000	9,000	40,000
Oklahoma					
Indian Territory					
North Central Division:					
Ohio	1,000		750,000		
Indiana	3,209		530,460	2,623	61,698
Illinois	12,000		500,000	5,463	109,217
Michigan	3,665	600	435,305	6,390	59,884
Wisconsin	2,400	100	120,000		43,286
Minnesota	1,850		271,625	6,000	45,000
Iowa	2,800		400,000	4,500	43,000
Missouri	2,000	200	360,000	12,000	103,383
North Dakota	400		23,000		
South Dakota	185		60,000	1,000	10,000
Nebraska	1,400		120,000		55,710
Kansas	2,000	350	225,000		42,481
Western Division:					
Montana	100	150	50,000	1,217	10,286
Wyoming					
Colorado	581	200	120,000		24,000
New Mexico			5,500		
Arizona					
Utah	358		188,400		
Nevada					
Idaho					
Washington			100,000		
Oregon	200		25,000		11,850
California	2,500	500	550,000	6,015	61,672

TABLE 8.—*Summary of statistics of public and private day schools for the deaf, 1898–99.*

PUBLIC DAY SCHOOLS.

States.	Instructors.							Pupils.								
	Number of institutions.	Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1898–99.	Expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Total	29	6	73	79	57	25	32	331	263	594	110	324	9	31	13	$43,155
California	1	0	2	2	----	----	----	9	5	14	----	14	----	4	----	----
Illinois	12	2	18	20	17	14	16	106	68	174	49	109	----	----	----	----
Indiana	1	1	0	1	1	----	----	7	8	15	15	----	----	----	----	----
Massachusetts	1	1	16	17	12	----	5	63	65	128	----	----	----	----	9	22,299
Michigan	1	0	2	2	----	----	----	6	6	12	----	12	----	----	----	1,200
Missouri	1	1	3	4	1	----	----	25	15	40	40	----	----	----	1	----
Ohio	4	0	12	12	10	6	5	57	46	103	6	81	9	27	----	4,018
Wisconsin	8	1	20	21	16	5	6	58	50	108	----	108	----	----	3	15,638

PRIVATE DAY SCHOOLS.

Total	18	20	52	72	42	8	24	230	224	439	256	141	37	47	32	73,500
California	3	1	4	5	1	----	2	14	19	33	24	4	5	----	----	----
Illinois	3	0	13	13	10	4	3	49	53	103	73	24	----	24	----	----
Iowa	1	1	0	1	----	----	----	3	2	5	----	----	5	----	----	----
Louisiana	1	3	5	8	3	----	6	27	18	45	23	----	22	----	----	----
Maryland	1	2	2	4	4	----	----	22	10	32	----	32	----	----	3	51,500
Massachusetts	1	----	4	4	2	----	----	12	5	17	----	17	----	17	5	----
Michigan	1	3	1	4	2	2	----	20	23	43	43	----	----	----	5	22,000
Missouri	2	----	7	7	4	----	3	15	37	52	46	6	----	----	----	----
Nebraska	1	2	3	5	3	2	5	5	10	----	----	1	----	6	----	----
New York	1	3	6	9	9	----	----	12	19	31	----	31	----	----	----	----
Ohio	1	----	3	3	1	----	----	8	4	12	6	5	----	----	----	----
Oklahoma	1	1	0	1	----	----	----	0	5	5	----	----	5	----	----	----
Wisconsin	1	4	4	8	3	----	5	43	19	62	41	21	----	----	19	----

TABLE 9.—*Statistics of State institutions for the education of the deaf, 1898–99.*

	Post-office.	Name.	Executive officer.	Instructors.						Pupils.								Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1898–99.					Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	Talledega, Ala	Alabama Institute for the Deaf.*	Joseph H. Johnson.	8	7	15	---	---	4	75	57	132	----	----	----	----	----	------	-------	------	$100,000	-------	$31,407
2	Little Rock, Ark.	Arkansas Deaf-Mute Institute.	Frank B. Yates..	10	14	24	3	---	7	141	116	257	257	56	201	33	4	1,200	-------	$800	175,000	$9,000	40,000
3	Berkeley, Cal	California Institution for the Education of the Deaf and the Blind.	Warring Wilkinson.	10	7	17	2	---	3	90	71	161	161	----	----	----	11	2,500	$288	500	550,000	6,015	61,672
4	Colorado Sp'gs, Colo.	Colorado School for the Deaf and Blind.	W. K. Argo ------	8	5	13	4	---	5	43	39	82	82	40	42	----	2	581	-------	200	120,000	-------	24,000
5	Hartford, Conn..	American School at Hartford for the Deaf.	Job Williams	6	12	18	5	---	6	98	72	170	114	12	44	----	----	2,000	200	------	200,000	-------	22,850
6	Mystic, Conn	Mystic Oral School for the Deaf.	Ella Scott.....	7	0	7	6	6	2	11	22	33	----	33	----	----	----	300	-------	------	8,000	225	5,088
7	Washington, D. C.	The Columbia Institution for the Deaf.	Edward M. Gallaudet, president.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	4,400	-------	1,000	700,000	3,000	70,000
		Gallaudet College	Edward M. Gallaudet.	14	7	21	10	---	----	63	39	102	102	----	----	----	13	------	-------	------	----------	-------	-------
		Kendall School	James Denison ..	5	5	10	2	---	3	32	21	53	53	----	----	----	----	------	-------	------	----------	-------	-------
8	St. Augustine, Fla.	State Institution for the Blind, Deaf, and Dumb.	Frederick Pasco.	3	4	7	1	---	2	32	29	61	61	4	----	11	2	100	140	------	25,000	-------	10,000
9	Cave Spring, Ga.	Georgia School for the Deaf.	W. O. Connor	3	6	9	3	---	4	76	58	134	----	----	----	----	3	1,200	-------	600	75,000	-------	-------
10	Jacksonville, Ill.	Illinois Institution for the Education of the Deaf and Dumb.	Dr. J. C. Gordon .	19	32	51	---	1	8	312	221	533	----	----	----	50	4	12,000	221	------	500,000	5,463	109,217
11	Indianapolis, Ind	Indiana Institution for the Education of the Deaf.*	Richard O. Johnson.	15	18	33	10	---	5	181	138	319	----	87	196	36	9	3,209	-------	------	530,460	2,622	61,698
12	Council Bluffs, Iowa.	Iowa School for the Deaf ...	Henry W. Rothert.	8	10	18	4	---	6	174	118	292	292	57	235	----	13	2,800	-------	------	400,000	4,500	43,000

13	Olathe, Kans	Kansas Institution for the Education of the Deaf and Dumb.	H. C. Hammond	11	16	27	2	4	8	127	136	263	31	43	220	20	13	2,000	169	350	225,000	.....	42,481
14	Danville, Ky	Kentucky Institution for the Education of Deaf Mutes.	Augustus Rogers	15	16	31	9	...	6	183	169	352	152	....	....	....	7	2,000	185	500	143,000	3,750	65,006
15	Baton Rouge, La	Louisiana State Institution for the Deaf and Dumb.	Dr. John Jamstremski.	3	5	8	3	...	4	50	53	103	71	32	....	....	....	500	180	.....	350,000	.....	.....
16	Portland, Me	Maine School for the Deaf	Elizabeth R. Taylor.	1	12	13	8	0	5	43	32	75	68	....	7	10	....	600	200	.....	30,000	.....	15,000
17	Baltimore, Md	Maryland School for Colored Blind and Deaf.	Frederick D. Morrison.	4	1	5	2	2	4	25	15	40	40	10	....	10	1	.....	200	.....	35,000	.....	10,659
18	Frederick, Md	Maryland School for the Deaf.	Chas. W. Ely	6	10	16	4	...	5	55	37	92	27	43	32	13	5	3,008	254	780	255,000	.....	23,368
19	Northampton, Mass.	Clark School for the Deaf	Caroline A. Yale	1	22	23	22	...	3	84	67	151	....	151	....	....	1	2,400	283	.....	155,000	.....	47,254
20	Beverly, Mass	New England Industrial School for Deaf Mutes.	Nellie H. Sweet	...	3	3	1	...	1	17	9	26	26	....	....	....	....	.....	.....	.....	15,000	500	.....
21	Flint, Mich	Michigan School for the Deaf.	Francis D. Clarke	12	29	41	13	...	7	230	193	423	423	123	300	....	....	3,665	174	600	435,305	6,390	59,884
22	Faribault, Minn	Minnesota School for the Deaf.	James N. Tate	9	14	23	5	...	5	140	102	242	183	59	....	32	....	1,850	202	.....	271,625	6,000	45,000
23	Jackson, Miss	Institution for the Education of the Deaf and Dumb.	J. R. Dobyns	4	5	9	2	1	5	46	48	94	74	20	....	....	....	1,000	.....	.....	75,000	.....	18,530
24	Fulton, Mo	Missouri School for the Deaf.*	Noble B. McKee	14	18	32	5	...	7	236	171	407	....	57	350	....	7	2,000	185	200	360,000	12,000	103,383
25	Boulder, Mont	Montana Deaf and Dumb Asylum.	E. S. Tillinghast	2	2	4	1	...	1	15	10	25	21	6	....	5	....	100	321	150	50,000	1,217	10,286
26	Omaha, Nebr	Nebraska Institute for the Deaf and Dumb.	Henry E. Dawes	7	12	19	8	8	7	110	67	177	177	79	67	24	5	1,400	157	.....	120,000	.....	55,710
27	Trenton, N. J	New Jersey School for Deaf Mutes.	Weston Jenkins	4	11	15	3	...	5	74	71	145	....	....	....	....	13	1,500	306	.....	150,000	.....	.....
28	Santa Fe, N. Mex	New Mexico Asylum for the Education of the Deaf and Dumb.	Lars M. Larson	1	0	1	...	...	....	8	4	12	....	....	12	....	....	.....	.....	.....	.....	5,500	.....
29	Albany, N. Y	Albany Home School for the Oral Instruction of the Deaf.	Mary McGuire	...	4	4	...	...	1	14	8	22	....	22	....	14	....	.....	262	.....	10,000	.....	5,226
30	Buffalo, N. Y	Le Conteulx St. Mary's Institution for the Improved Instruction of Deaf Mutes.	Sister Mary Anne Burke.	2	18	20	12	2	6	94	86	180	170	10	....	65	19	788	254	.....	230,000	25,865	31,618
31	Fordham, N. Y	St. Joseph's Institute for the Improved Instruction of Deaf Mutes.	Miss Anna R. Peacock.	7	34	41	30	...	10	211	192	403	....	367	36	76	5	1,900	295	.....	500,000	.....	117,614
32	Malone, N. Y	Northern New York Institution for Deaf Mutes.	Edward C. Rider	2	13	15	9	...	4	50	41	91	....	....	91	28	....	592	305	250	87,836	5,639	25,082
33	New York (Lexington avenue), N. Y.	Institution for the Improved Instruction of Deaf Mutes.	H. F. Mitchell	6	21	27	20	...	7	106	96	202	....	202	....	11	2	900	314	500	213,716	6,553	56,394

* From 1897–98.

TABLE 9.—*Statistics of State institutions for the education of the deaf, 1898–99*—Continued.

	Post-office.	Name.	Executive officer.	Instructors.						Pupils.								Volumes in library.	Annual cost per capital.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1898-99.					Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
34	New York (Station M), N. Y.	New York Institution for the Instruction of the Deaf and Dumb.	E. H. Currier	7	22	29	28	---	14	301	165	466	179	342	7	140	12	7,634	$320	$5,000	$526,000	$12,829	$117,383
35	Rochester, N. Y.	Western New York Institution for Deaf Mutes.	Z. F. Westervelt	5	18	23	5	---	10	88	104	192	----	192	192	85	1	7,000	279	2,500	130,000	490	52,409
36	Rome, N. Y	Central New York Institution for Deaf Mutes.*	Edward B. Nelson.	10	8	18	4	---	6	73	66	139	----	----	----	----	----	3,043	------	------	257,117	-------	47,462
37	Morganton, N. C.	North Carolina School for the Deaf and Dumb.	E. McK. Goodwin	6	10	16	8	---	4	107	95	202	----	66	136	----	----	1,300	148	------	185,000	-------	--------
38	Raleigh, N. C	North Carolina Institution for the Education of the Deaf, Dumb, and Blind.	John E. Ray	4	6	10	1	1	5	52	41	93	----	12	81	----	----	1,000	200	200	50,000	a23,000	15,000
39	Devils Lake, N. Dak.	Deaf and Dumb Asylum	Dwight F. Bangs	3	3	6	1	---	2	18	32	50	43	7	----	----	----	400	------	------	23,000	-------	--------
40	Columbus, Ohio	Ohio Institution for the Education of the Deaf and Dumb.	J. W. Jones	9	25	34	13	1	8	286	251	537	----	192	347	----	5	1,000	201	------	750,000	-------	--------
41	Guthrie, Okla.	Oklahoma Institute for the Deaf.*	H. C. Beamer	2	1	3	---	---	----	12	12	24	----	----	----	----	----	------	------	------	---------	-------	--------
42	Salem, Oreg	Oregon School for Deaf Mutes.	P. S. Knight	2	2	4	---	---	----	32	26	58	----	----	----	----	4	200	204	------	25,000	-------	11,850
43	Edgewood Park, Pa.	Western Pennsylvania Institution for the Deaf and Dumb.	William N. Burt	8	13	21	7	---	5	101	97	198	124	74	----	3	10	3,254	240	100	258,095	978	47,611
44	Philadelphia, Pa.	Home for the Training in Speech of Deaf Children before they are of School Age.	Miss Mary S. Ganett.	1	7	8	6	6	2	32	28	60	----	60	----	----	4	200	350	------	60,000	3,315	15,666

45	Mount Airy, Philadelphia, Pa.	Pennsylvania Institution for the Deaf and Dumb.	A. L. E. Crouter	17	52	69	50	...	15	255	251	506	....	448	58	....	40	6,500	291	.....	1,000,000	5,000	141,921
46	Scranton, Pa.....	Pennsylvania Oral School for the Deaf.	Mary B. C. Brown	2	9	11	8	...	3	34	47	81	....	81	....	....	....	170	237	.....	155,500	.....	20,085
47	Providence, R. I.	Rhode Island Institute for the Deaf.	Laura DeL. Richards.	2	8	10	8	...	....	34	28	62	....	62	....	10	....	142	.....	.....	90,000	.....	19,000
48	Cedarspring, S. C.	South Carolina Institution for the Education of the Deaf and Blind.	N. F. Walker.....	4	7	11	4	...	5	58	53	111	....	38	....	....	....	900	150	.....	58,000	.....	.....
49	Sioux Falls, S. Dak.	South Dakota School for Deaf Mutes.	James Simpson..	3	3	6	1	...	4	27	22	49	49	....	....	....	....	185	.....	.....	60,000	1,000	10,000
50	Knoxville, Tenn.	Tennessee Deaf and Dumb School.	Thomas L. Moses	6	9	15	2	1	4	136	91	227	80	31	116	....	....	900	165	.....	150,000	1,600	33,500
51	Austin, Tex.....	Deaf, Dumb, and Blind Institute for Colored Children.*	S. J. Jenkins	1	3	4	...	...	2	21	14	35	....	....	....	....	1	150	.....	50	37,500	12,000	17,215
52	.....do.....	Deaf and Dumb Asylum....	B. F. McNulty ...	14	14	28	9	...	7	164	120	284	284	....	174	....	4	900	187	.....	300,000	.....	.....
53	Ogden, Utah.....	Utah State School for the Deaf and Dumb.	Frank W. Metcalf.	2	5	7	5	...	7	54	27	81	81	20	....	....	....	358	.....	.....	188,400	.....	.....
54	Staunton, Va	Virginia School for the Deaf and the Blind.	Wm. A. Bowles ..	9	8	17	...	...	7	78	64	142	125	17	....	....	....	600	.....	40	150,000	.....	25,000
55	Vancouver, Wash.	Washington School for Defective Youth.	James Watson...	2	2	4	...	...	3	35	33	68	68	....	....	....	....	.....	.....	.....	100,000	.....	.....
56	Romney, W. Va..	West Virginia Schools for Deaf and Blind.	James T. Rucker.	5	6	11	2	...	7	70	69	139	5	14	125	....	1	500	189	.....	75,000	.....	34,850
57	Delavan, Wis	Wisconsin School for the Deaf.	John W. Swiler..	12	11	23	10	2	6	124	108	232	....	120	112	....	16	2,400	220	100	120,000	.....	43,286

*From 1897-98.

a Embracing blind department.

TABLE 10.—*Statistics of public day schools for the deaf, 1898–99.*

	Post-office.	Name.	Executive officer.	Instructors.						Pupils.								Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1898-99.					Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	Los Angeles, Cal.	Public School for the Deaf.	J. A. Foshay	---	2	2	---	---	---	9	5	14	---	14	---	4	---	22	------	------	------	------	------
2	Chicago, Ill	Burr Public Day School for the Deaf.	Mary A. McCowan.	---	1	1	1	1	1	5	3	8	---	8	---	---	---	------	------	------	------	------	------
3	---do	Froebel Public Day School for the Deaf.	---do	---	1	1	1	1	1	6	1	7	---	7	---	---	---	------	------	------	------	------	------
4	---do	Darwin Public School for the Deaf.	---do	---	1	1	1	1	1	6	5	11	---	11	---	---	---	------	------	------	------	------	------
5	---do	Hardigan Public School for the Deaf.	---do	---	1	1	1	1	1	8	1	9	---	9	---	---	---	------	------	------	------	------	------
6	---do	Kominski Public School for the Deaf.	---do	---	1	1	1	---	---	9	2	11	---	11	---	---	---	------	------	------	------	------	------
7	---do	Lyman Trumbull Public Day School for the Deaf.	---do	---	2	2	2	---	---	9	9	18	---	18	---	---	---	------	------	------	------	------	------
8	---do	Monroe Public Day School for the Deaf.	---do	2	1	3	2	2	3	13	11	24	24	---	---	---	---	------	------	------	------	------	------
9	---do	Prescott Public Day School for the Deaf.	---do	---	1	1	1	1	1	8	3	11	11	---	---	---	---	------	------	------	------	------	------
10	---do	Seward Public Day School for the Deaf.	---do	---	1	1	1	1	1	4	6	10	---	4	---	---	---	------	------	------	------	------	------
11	---do	Wicker Park Day School for the Deaf.	---do	---	2	2	1	1	2	11	3	14	14	---	---	---	---	------	------	------	------	------	------
12	---do	Yale Public Day School for the Deaf.	---do	---	5	5	5	5	5	21	20	41	---	41	---	---	---	------	------	------	------	------	------
13	La Salle, Ill*	Day School for the Deaf	Miss Katherine Grimes.	0	1	1	---	---	---	6	4	10	---	---	---	---	---	------	------	------	------	------	------
14	Evansville, Ind	---do	Paul Lange	1	0	1	1	---	---	7	8	15	15	---	---	---	---	------	$65	------	------	------	------
15	Boston, Mass	Horace Mann School for the Deaf.	Miss Sarah Fuller	1	16	17	12	---	5	63	65	128	---	---	---	---	9	1,078	192	------	$98,000	$690	$21,609
16	Detroit, Mich	Detroit Day School for the Deaf.	W. C. Martindale	---	2	2	---	---	---	6	6	12	---	12	---	---	---	------	150	------	------	------	1,200

17	St. Louis, Mo	Public Day School for the Deaf.	James H. Clowd	1	3	4	1			25	15	40	40				1						
18	Cincinnati, Ohio	Oral School for the Deaf	Virginia A. Osborn.		5	5	5	1		20	14	34		34		10		150	95	$100			3,218
19	do	Public School for the Deaf	Caroline Fesenbeck.	0	1	1				4	5	9			9				80	100			800
20	Cleveland, Ohio	Cleveland Public School for the Deaf.	Miss Katherine King.		5	5	5	5	5	27	26	53	6	47		17		100					
21	Elyria, Ohio	Lorain County Oral Deaf School.	Miss Emma L. Carrigan.*		1	1				6	1	7											
22	Eau Claire, Wis	Eau Claire Day School for the Deaf.	Otis C. Gross		3	3	1		2	3	5	8		8					150				833
23	Fond du Lac, Wis	School for the Deaf	L. A. Williams		1	1	1	1	1	3	4	7		7				20	150				700
24	Manitowoc, Wis	Day School for the Deaf	Wm. R. Mayor		1	1	1			3	2	5		5				24	150			750	732
25	Marinette, Wis	Marinette School for the Deaf.	Frances O. Ellis		1	1	1	1		3	4	7		7					150				660
26	Milwaukee, Wis	Milwaukee Public Day School for the Deaf.	Frances Wettstein.		9	9	8		1	30	26	56		56			3	142	137		15,000	750	8,113
27	Oshkosh, Wis	Oshkosh Day School for the Deaf.	Katharine Grimes.	1	3	4	2	2	2	6	5	11		11					150				1,450
28	Sheboygan, Wis	Sheboygan Day School for the Deaf.	H. F. Leverenz		1	1	1			5	1	6		6					150				900
29	Wausau, Wis	Wausau Day School for the Deaf.	Karl Mathie		1	1	1	1		5	3	8		8					150			100	650

* From 1897–98.

TABLE 11.—*Statistics of private schools for the deaf, 1898-99.*

	Post-office.	Name.	Executive officer.	Instructors.						Pupils.								Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.
				Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1898-99.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	Oakland, Cal	Oral Day School for the Deaf	Charlotte L. Morgan	---	1	1	---	---	---	4	0	4	---	4	---	---	---	---	---	---	---
2	San Francisco, Cal	San Francisco School for the Deaf.*	A. N. Holden	1	0	1	---	---	---	3	2	5	---	---	5	---	---	---	---	---	---
3	North Temescal, Cal	St. Joseph's School and Home for Deaf Mutes.	Sister H. Valeria	---	3	3	1	---	2	7	17	24	24	---	---	---	---	---	---	---	---
4	Chicago, Ill. (4725 St. Lawrence avenue).	Chicago Kindergarten Home for Deaf.*	Charlotte L. Morgan.	---	3	3	---	---	---	4	1	5	---	---	---	5	---	---	---	---	---
5	Chicago, Ill. (May street).	Ephpheta School	Margaret Cosgrove	---	6	6	6	2	1	28	45	73	73	---	---	---	---	---	---	---	---
6	Chicago, Ill. (6550 Yale avenue).	The McCowan Oral School for Young Deaf Children.	Miss Cornelia D. Bingham.	---	4	4	4	2	2	17	7	24	---	24	---	19	---	---	$360	---	---
7	Dubuque, Iowa	Eastern Iowa School for Deaf	DeCoursey French	1	0	1	---	---	---	3	2	5	---	---	5	---	---	---	---	---	---
8	Chinchuba, La	Deaf Mute Institute of the Holy Rosary.	Very Rev. Canon H. C. Mignot.	3	5	8	3	---	6	27	18	45	23	---	22	---	---	---	---	---	---
9	Baltimore, Md	The F. Knapp Institute	William A. Knapp	2	2	4	4	---	---	22	10	32	---	32	---	---	3	2,800	---	$1,500	$50,000
10	West Medford, Mass	The Sarah Fuller Home for Little Children who can not Hear.	Eliza L. Clark	---	4	4	2	---	---	12	5	17	---	17	---	17	5	---	350	---	---
11	North Detroit, Mich	German Evangelical Lutheran Deaf and Dumb Institute.	H. Uhlig	3	1	4	2	2	---	20	23	43	43	---	---	---	5	200	---	---	22,600
12	St. Louis, Mo. (Cass avenue).	Mater Consilia Deaf Mute Institute.	---	---	3	3	2	---	1	1	37	38	34	4	---	---	---	210	---	---	---
13	St. Louis, Mo. (Longwood place).	St. Joseph's Institute for the Deaf.	Rev. Mother Agatha	---	4	4	2	---	2	14	0	14	12	2	---	---	---	---	---	---	---
14	Omaha, Nebr	Gillespie School for the Deaf*	J. A. Gillespie	2	3	5	3	2	2	5	5	10	---	---	1	6	---	---	---	---	---
15	New York, N. Y. (42 West 76th street).	The Wright Humason School	Thos. A. Humason	3	6	9	9	---	---	12	19	31	---	31	---	---	---	---	---	---	---
16	Cincinnati, Ohio	Notre Dame School for the Deaf.	Sister Mary of the Sacred Heart.	---	3	3	1	---	---	8	4	12	6	5	---	---	---	---	---	---	---
17	Byron, Okla	Western Oklahoma School for Deaf.	Ellsworth Long	1	0	1	---	---	---	---	5	5	---	---	5	---	---	---	---	---	---
18	St. Francis, Wis	St. John's Catholic Deaf Mute Institute.	Rev. M. M. Gerend	4	4	8	3	---	5	43	19	62	41	21	---	---	19	---	---	---	---

*From 1897-98.

TABLE 12.—*Summary of statistics of public and private schools for the feeble-minded, 1898–99.*

PUBLIC INSTITUTIONS.

States.	Number of institutions.	Instructors.					Pupils.					Value of grounds and buildings.	Expenditures.
		Male.	Female.	Total.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Total.	Kindergarten.	Music.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Total	19	57	176	233	206	610	4,750	4,408	9,158	973	1,559	$5,546,827	$1,472,170
Massachusetts	1	5	9	14	6	94	398	208	678	210	82	363,600	94,326
New York	3	1	16	17	22	77	352	814	1,166	124	179	602,653	157,383
New Jersey	2	5	11	16	14	44	176	188	364	43	259	250,000	66,254
Pennsylvania	1	1	19	20	70	41	579	382	961	70	120	575,000	182,191
Kentucky	1	7	5	12	7	11	78	68	146	.....	94	120,000	55,063
Ohio	1	2	26	28	16	49	683	439	1,122	.....	.....	783,297	154,153
Indiana	1	14	13	27	18	30	327	279	606	32	285	400,000	86,200
Illinois	1	3	13	16	5	41	450	400	850	150	35	500,000	111,500
Michigan	1	----	9	9	4	17	101	176	277	.....	10	129,600	65,908
Minnesota	1	2	13	15	4	41	367	330	697	45	94	449,895	122,480
Iowa	1	7	18	25	11	41	518	386	904	66	123	315,915	122,040
Nebraska	1	2	6	8	3	10	108	116	224	20	74	200,000	74,000
Kansas	1	1	2	3	----	40	91	49	140	26	.....	100,000	50,226
Washington	1	----	2	2	1	3	29	23	52	42	29	25,000	----------
California	1	2	7	9	20	20	302	274	576	108	50	590,000	80,000
Wisconsin	1	5	7	12	5	51	191	204	395	37	125	231,867	50,446

PRIVATE INSTITUTIONS.

Total	10	6	42	48	30	65	233	151	384	138	164	$223,000	$14,600
Connecticut	1	----	4	4	----	15	117	69	186	66	64	125,000	----------
Illinois	1	----	1	1	----	7	10	7	17	3	.....	10,000	----------
Maryland	1	----	1	1	1	4	21	6	27	9	10	----------	----------
Massachusetts	3	2	10	12	17	18	51	20	71	2x	17	50,000	----------
Michigan	1	1	4	5	4	4	16	14	30	12	30	----------	----------
New Jersey	3	3	22	25	8	17	18	35	53	24	43	38,000	14,600

TABLE 13.—*Statistics of State institutions for the feeble-minded, 1898-99.*

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.					Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				Male.	Female.	Total.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Total.	Kindergarten.	Music.				Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Eldridge, Cal	California Home for the Care and Training of Feeble-Minded Children.	A. E. Osborne	2	7	9	20	20	302	274	576	108	50	------	------	$500,000	------	$80.000
2	Lincoln, Ill	Illinois Asylum for Feeble-Minded Children.	Dr. W. L. Athon	3	13	16	5	41	450	400	850	150	35	500	$500	500,000	$3,500	108,000
3	Fort Wayne, Ind	Indiana School for Feeble-Minded Youth.	Alexander Johnson	14	13	27	18	30	327	279	606	32	285	400	1,000	400,000	8,700	77,500
4	Glenwood, Iowa	Iowa Institution for Feeble-Minded Children.	F. M. Powell	7	18	25	11	41	518	386	904	66	123	1,066	1,060	315,915	------	122,040
5	Winfield, Kans	Kansas State Asylum for Idiotic and Imbecile Youth.	Dr. C. S. Newland	1	2	3	....	40	91	49	140	26	-----	40	------	100,000	37,500	12,726
6	Frankfort, Ky	Kentucky Institution for Care of Feeble-Minded Children.	J. L. Long	7	5	12	7	11	78	68	146	....	94	------	------	120,000	28,820	26,243
7	Waverly, Mass	The Massachusetts School for the Feeble-Minded.	Walter E. Fernald	5	9	14	6	94	398	280	678	210	82	920	800	363,600	11,548	82,778
8	Lapeer, Mich	Michigan Home for the Feeble-Minded and Epileptic.	W. A. Polglase, M. D.	....	9	9	4	17	101	176	277	....	10	------	300	129,600	16,161	49,747
9	Faribault, Minn	Minnesota School for Feeble-Minded.	Arthur C. Rogers, M. D.	2	13	15	4	41	367	339	697	45	94	254	3,081	449,895	17,500	104,980
10	Beatrice, Nebr	Nebraska Institution for Feeble-Minded Youth.	Benj. F. Long, M. D.	2	6	8	3	10	108	116	224	20	74	------	------	200,000	26,000	48,000
11	Vineland, N. J	New Jersey State Institution for Feeble-Minded Women.	Mary J. Dunlap, M. D.	....	....	....	6	8	-----	107	107	....	85	600	1,000	50,000	2,000	3,000
12	-----do	New Jersey Training School for Feeble-Minded Children.	S. Olin Garrison	5	11	16	8	36	176	81	257	43	174	600	1,200	200,000	7,998	53,256
13	Newark, N. Y	New York State Custodial Asylum for Feeble-Minded Women.	C. W. Winspear	....	1	1	3	28	-----	449	449	40	26	195	443	179,075	12,734	49,482
14	New York, N. Y	School for Feeble-Minded	M. C. Dumphy	....	3	3	9	11	58	72	130	40	110	------	------	------	------	------
15	Syracuse, N. Y	Syracuse State Institution for Feeble-Minded Children.	James C. Carson, M. D.	1	12	13	10	38	294	293	587	44	43	------	------	423,578	3,452	91,715
16	Columbus, Ohio	Ohio Institution for the Education of Feeble-Minded Youth.	G. A. Doren, M. D.	2	26	28	16	49	683	439	1,122	....	326	2,608	------	783,297	11,748	142,405

17	Elwyn, Pa	Pennsylvania Training School for Feeble-Minded Children.	Martin W. Barr, M. D.	1	19	20	70	41	579	382	961	70	120	1,200	600	575,000	27,502	154,689
18	Vancouver, Wash	Washington School for Defective Youth.	James Watson	----	2	2	1	3	29	23	52	42	29	------	200	25,000	-------	-------
19	Chippewa Falls, Wis.	Wisconsin Home for Feeble-Minded.	Alfred W. Wilmarth	5	7	12	5	51	191	204	395	37	125	124	250	231,867	-------	50,446

TABLE 14.—*Statistics of private schools for the feeble-minded, 1898–99.*

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.				Music.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				Male.	Female.	Total.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Total.	Kindergarten.					Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Lakeville, Conn	Connecticut School for Imbeciles	Geo. W. Knight. M.D.	---	4	4	----	15	117	69	186	66	64	------	-------	$125,000	-------	-------
2	Godfrey, Ill	Home and School for Nervous and Backward Children.	Wm. H. C. Smith, M.D	---	1	1	----	7	10	7	17	3	----	500	-------	10,000	-------	-------
3	Ellicott City, Md	Font Hill Institution for Feeble-Minded and Epileptic Children.	Samuel J. Fort, M. D.	---	1	1	1	4	21	6	27	9	10	------	-------	-------	-------	-------
4	Amherst, Mass	Home School for Nervous and Delicate Children.	Mrs. W. D. Herrick	1	3	4	1	4	8	7	15	----	----	------	-------	-------	-------	-------
5	Barre, Mass	Private Institution for the Education of Feeble-Minded Youth.	Catherine W. Brown	1	5	6	11	14	40	10	50	21	15	------	-------	-------	-------	-------
6	Fayville, Mass	Emanuel School	M. A. T. D. Green	---	2	2	5	----	3	3	6	3	2	400	-------	-------	-------	-------
7	Kalamazoo, Mich	Wilbur Home and School for the Feeble-Minded.	C. T. Wilbur	1	4	5	4	4	16	14	30	12	30	------	-------	50,000	-------	-------
8	Cranbury, N. J	The Garrison Educational Home for Feeble Minds.	Rev. C. F. Garrison	2	5	7	3	----	5	6	11	8	6	------	-------	8,000	-------	-------
9	Haddonfield, N. J	Haddonfield Training School	Margaret Bancroft	1	6	7	3	13	5	15	20	4	20	1,000	$2,000	30,000	$5,000	$9,600
10	Orange, N. J	Seguin School for Children of Arrested Mental Development.	Mrs. Elsie M. Seguin	---	11	11	2	4	8	14	22	12	17	------	-------	-------	-------	-------

CHAPTER XLVII.

STATISTICS OF PUBLIC KINDERGARTENS.

There are now 213 cities in the United States of over 4,000 population in which public kindergartens are maintained in connection with the city systems of public schools. The table on the next page summarizes the statistics of the public kindergartens of these 213 cities for the scholastic year 1898–99. There was an increase of 24 in the number of cities supporting public kindergartens over the preceding year. The actual number of kindergartens reported was 1,542, an increase of 177. The number of teachers employed was 2,829, an increase of 297. The number of pupils in the kindergartens was 109,894, an increase of 14,027 over the year 1897–98. The information in Table 2 was furnished this office by the city superintendents of public instruction. The table shows the number of public kindergartens in each city, the number of teachers, and the number of pupils by sex.

For the year 1897–98 this office attempted to collect statistics of public and private kindergartens, kindergarten associations, and kindergarten training schools. The result was printed in Chapter LIII of the Education Report for 1897–98, pages 2537 to 2579. The office, by much correspondence, procured the names of 2,998 private kindergartens known to have been in operation in 1897–98. After repeated requests for information, 1,519 private kindergartens reported statistics to this office. Detailed information from the 1,479 other private kindergartens reported as still in existence could not be obtained. The 1,519 kindergartens reporting had 3,232 teachers and 47,853 pupils. Allowing proportionate numbers of teachers and pupils, it may be estimated that the 1,479 kindergartens not giving statistics had 3,173 teachers and 45,884 pupils. Taking this as a liberal estimate, the 2,998 private kindergartens had 6,405 teachers and 93,737 pupils in 1897–98. The statistics of the private kindergartens as thus estimated will be found summarized in the last three columns of Table 1 on the next page.

Assuming that the private kindergartens in 1898–99 maintained the average enrollment of the preceding year, the number of children receiving instruction in kindergartens was not less than 203,631. If the private kindergartens have kept pace with the growth of public kindergartens, 10,000 to 15,000 may be added to the grand total.

The following table gives the number of public and private kindergartens, the number of teachers, and the number of pupils, as reported to this office for certain years beginning with 1873:

Year.	Kindergartens.	Teachers.	Pupils.	Year.	Kindergartens.	Teachers.	Pupils.
1873	42	73	1,252	1882	348	814	16,916
1874	55	125	1,636	1884	354	831	17,002
1875	95	216	2,809	1885	415	905	18,832
1876	130	364	4,090	1886	417	945	21,640
1877	129	336	3,931	1887	544	1,256	25,925
1878	159	376	4,797	1888	521	1,202	31,227
1879	195	452	7,554	1892	1,311	2,535	65,296
1880	232	524	8,871	1898	2,884	5,764	143,720
1881	273	676	14,107				

TABLE 1.—*Statistics of public kindergartens reporting for 1898-99, and private kindergartens reporting and not reporting for 1897-98.*

State or Territory.	Public kindergartens, 1898-99.					Private kindergartens reporting and not reporting in 1897-98.		
	Number of cities.	Number of schools.	Number of teachers.	Pupils.			Total number of private kindergartens.	Total number of teachers, partly estimated.	Total number of pupils, partly estimated.
				Male.	Female	Total.			
United States	213	1,542	2,829	53,762	56,132	109,894	2,998	6,405	93,737
North Atlantic Division	108	786	1,308	24,081	25,117	49,198	1,112	2,097	32,913
South Atlantic Division	3	22	24	423	446	869	294	586	8,377
South Central Division	9	30	56	1,475	1,604	3,079	178	412	5,692
North Central Division	75	615	1,244	24,064	25,192	49,256	1,040	2,627	35,946
Western Division	18	89	197	3,719	3,773	7,492	374	683	10,809
North Atlantic Division:									
Maine	5	8	13	150	165	315	47	79	1,096
New Hampshire	4	12	19	326	345	671	7	12	194
Vermont	1	2	3	53	59	112	15	23	299
Massachusetts	30	200	399	6,721	6,926	13,647	186	334	4,514
Rhode Island	5	29	50	1,035	1,057	2,092	23	45	713
Connecticut	14	77	156	2,228	2,390	4,618	84	156	2,207
New York	32	195	249	6,036	6,193	12,229	415	847	14,769
New Jersey	11	88	143	3,776	4,028	7,804	96	159	2,444
Pennsylvania	6	175	276	3,756	3,954	7,710	239	442	6,677
South Atlantic Division:									
Delaware							32	56	779
Maryland							65	135	1,986
District of Columbia	2	16	16	298	316	614	58	108	1,422
Virginia							18	36	512
West Virginia							3	9	159
North Carolina							27	54	996
South Carolina							6	12	190
Georgia	1	6	8	125	130	255	61	131	1,730
Florida							24	45	603
South Central Division:									
Kentucky	4	12	23	946	1,015	1,961	57	138	1,914
Tennessee							39	84	1,273
Alabama	2	3	3	97	125	222	14	29	376
Mississippi	1	1					6	11	198
Louisiana	1	13	27	350	392	742	26	81	951
Texas	1	1	3	82	72	154	23	41	567
Arkansas							5	13	186
Oklahoma							3	5	76
Indian Territory							5	10	151
North Central Division:									
Ohio	7	36	59	1,121	1,179	2,300	193	473	6,201
Indiana	10	34	58	722	776	1,498	92	263	5,181
Illinois	3	87	178	3,614	3,789	7,403	276	767	8,876
Michigan	17	68	91	2,303	2,419	4,722	125	263	3,925
Wisconsin	21	124	254	6,503	6,660	13,163	58	161	2,230
Minnesota	3	55	94	2,094	2,330	4,424	88	231	3,279
Iowa	10	56	90	1,569	1,583	3,152	54	125	1,688
Missouri	2	114	346	4,622	4,928	9,550	77	168	2,342
North Dakota							9	17	243
South Dakota							7	17	221
Nebraska	2	41	74	1,516	1,528	3,044	19	52	488
Kansas							42	90	1,272
Western Division:									
Montana							17	35	498
Wyoming							5	6	101
Colorado	4	27	53	1,347	1,318	2,665	30	58	798
New Mexico	1	1	1	43	35	78			
Arizona							3	7	88
Utah	1	1	2	35	38	73	30	68	965
Nevada							2	3	49
Idaho							4	6	80
Washington	2	5	10	241	245	486	53	91	1,263
Oregon							41	79	1,092
California	10	55	131	2,053	2,137	4,190	189	330	5,875

TABLE 2.—*Public kindergartens in cities of over 4,000 inhabitants.*

	State and city.	Kindergartens.	Instructors.	Pupils.		
				Male.	Female.	Total.
	1	2	3	4	5	6
	ALABAMA.					
1	Anniston	1	1	57	65	122
2	Bessemer	2	2	40	60	100
	CALIFORNIA.					
3	Los Angeles	39	83	1,157	1,188	2,345
4	Oakland	1	1	25	27	52
5	Pomona	2	7	50	65	115
6	Riverside	1	4	27	39	66
7	Sacramento	6	11	144	151	295
8	Santa Ana	1	3	47	46	93
9	Santa Barbara	4	6	75	85	160
10	Santa Cruz	1	2	27	32	59
11	San Diego	6	6	182	204	386
12	San Jose	4	8	319	300	619
	COLORADO.					
	Denver:					
13	District No. 1	20	40	990	945	1,935
14	District No. 2	5	10	326	325	651
15	District No. 7	1	1	6	8	14
16	Pueblo District No. 20	1	2	25	40	65
	CONNECTICUT.					
17	Bristol	3	7	132	133	265
18	East Hartford	3	6	92	93	185
19	Greenwich	2	2	70	85	155
20	Hartford	13	50			
21	Manchester (South)	1	2	134	156	290
22	Naugatuck	2	3	90	72	162
23	New Britain	8	14	270	280	550
24	New Haven	12	22	520	578	1,098
25	New London	2	4	32	36	68
26	Norwalk	5	10	136	140	276
27	Stamford	2	3	61	59	120
28	Wallingford	3	6	124	128	252
29	Winchester	2	5	69	78	147
30	Windham	3	6	200	236	436
	DISTRICT OF COLUMBIA.					
	Washington:					
31	1st to 8th divisions	10	10	194	207	401
32	9th to 11th divisions	6	6	104	109	213
	GEORGIA.					
33	Augusta	6	8	125	130	255
	ILLINOIS.					
34	Chicago	84	171	3,534	3,707	7,241
35	Evanston (district No. 1)	2	4	60	57	117
36	Jacksonville	1	3	20	25	45
	INDIANA.					
37	Aurora	1	2	10	28	38
38	Bluffton	1	5	49	55	104
39	Hammond	4	8	138	145	283
40	Indianapolis	1	3	43	28	71
41	La Porte	3	5	84	68	152
42	Peru	2	3			
43	Richmond	3	3	100	99	199
44	Terre Haute	17	13	223	258	481
45	Valparaiso	1	14	40	56	96
46	Vincennes	1	2	35	39	74
	IOWA.					
47	Burlington	4	8	80	74	154
48	Cedar Rapids	11	16	466	424	890
49	Council Bluffs	6	15	151	132	283
50	Creston	3	6	142	137	279
	Des Moines:					
51	North Side	4	7	122	119	241
52	West Side	11	16	218	232	450
53	Dubuque	4	8	142	180	322
54	Junction City	1	1	10	15	25
55	Marshalltown	7	7	137	145	282
56	Oskaloosa	5	6	101	125	226

TABLE 2.—*Public kindergartens in cities of over 4,000 inhabitants*—Continued.

	State and city.	Kindergartens.	Instructors.	Pupils.		
				Male.	Female.	Total.
	1	2	3	4	5	6
	KENTUCKY.					
57	Covington	5	10	243	251	494
58	Frankfort	1	2	493	537	1,030
59	Lexington	5	10	200	213	413
60	Winchester	1	1	10	14	24
	LOUISIANA.					
61	New Orleans	13	27	350	392	742
	MAINE.					
62	Bangor	4	8	84	94	178
63	Belfast	1	1	4	6	10
64	Biddeford	1	1	11	21	32
65	Lewiston	1	1	33	21	54
66	Saco	1	2	18	23	41
	MASSACHUSETTS.					
67	Andover	3	4	50	54	104
68	Attleboro	1	2	51	51	102
69	Boston	69	137	2,514	2,620	5,134
70	Braintree	5	7	90	89	179
71	Bridgewater	1	2	20	26	46
72	Brookline	11	19	226	210	436
73	Cambridge	11	22	379	401	780
74	Easton	1	2	19	22	41
75	Fall River	3	6	202	187	389
76	Greenfield	2	2	35	30	65
77	Haverhill	1	2	20	23	43
78	Holyoke	5	10	100	100	200
79	Lowell	12	23	489	556	1,045
80	Malden	3	7	94	96	190
81	Medford	4	8	249	207	456
82	Milton	4	7	80	84	164
83	New Bedford	3	6	126	118	244
84	Newton	12	30	387	398	785
85	North Adams	3	6	129	141	270
86	Northampton	3	6	68	77	145
87	Peabody	2	4	49	39	88
88	Revere	3	6	72	84	156
89	Salem	8	17	202	236	438
90	Somerville	5	10	243	250	493
91	Springfield	7	17	350	360	710
92	Watertown	1	2	29	30	59
93	Webster	1	5	41	43	84
94	Westfield	1	2	14	15	29
95	West Springfield	3	6	104	105	209
96	Worcester	12	22	289	274	563
	MICHIGAN.					
97	Albion	1	1	20	23	43
98	Big Rapids	4	4	113	100	213
99	Cadillac	5	5	130	145	275
100	Coldwater	2	1	30	36	66
101	Detroit	10	17	394	350	744
102	Grand Haven	1	3	60	61	121
103	Grand Rapids	9	9	314	356	670
104	Holland	2	5	109	102	211
105	Ironwood	4	12	200	253	453
106	Kalamazoo	3	3	101	100	201
107	Menominee	5	7	155	171	326
108	Mount Clemens	4	4	123	117	240
109	Muskegon	8	10	244	294	538
110	Negaunee	1	1	64	70	134
111	St. Joseph	2	2	45	37	82
112	Traverse City	4	4	96	104	200
113	Wyandotte	3	3	105	100	205
	MINNESOTA.					
114	Duluth	21	27	634	630	1,264
115	St. Paul	27	53	1,310	1,500	2,810
116	Winona	7	14	150	200	350
	MISSISSIPPI.					
117	Natchez	1	1			

TABLE 2.—*Public kindergartens in cities of over 4,000 inhabitants*—Continued.

	State and city.	Kindergartens.	Instructors.	Pupils.		
				Male.	Female.	Total.
	1	2	3	4	5	6
	MISSOURI.					
118	Kansas City	8	9	141	163	304
119	St. Louis	106	337	4,481	4,765	9,246
	NEBRASKA.					
120	Lincoln	14	28	385	388	773
121	Omaha	27	46	1,131	1,140	2,271
	NEW HAMPSHIRE.					
122	Concord	5	8	176	160	336
123	Exeter	1	1	14	11	25
124	Nashua	2	4	66	87	153
125	Portsmouth	4	6	70	87	157
	NEW JERSEY.					
126	Elizabeth	1	3			
127	Hoboken	7	15	371	342	713
128	Jersey City	2	4	63	69	132
129	Newark	37	73	2,000	2,076	4,076
130	Orange	5	5	97	112	209
131	Passaic	6	10	300	369	669
132	Paterson	18	20	600	713	1,313
133	Plainfield	5	6	145	149	294
134	Red Bank	3	3	62	68	130
135	Salem	2	2	30	37	67
136	Union (town of)	2	2	108	93	201
	NEW MEXICO.					
137	Santa Fe	1	1	43	35	78
	NEW YORK.					
138	Albany	20	20	575	567	1,142
139	Binghamton	13	13	389	394	783
140	Buffalo	11	14	359	430	789
141	Catskill	2	2	50	55	105
142	Cohoes	2	4	43	96	139
143	Geneva	4	6	70	92	162
144	Glens Falls	2	4	60	60	120
145	Gloversville	5	5	193	176	369
146	Haverstraw	1	2	75	75	150
147	Hempstead	1	2	33	31	64
148	Ilion	3	4	32	32	64
149	Jamestown	9	14	264	272	536
150	Lansingburg	5	10	118	157	275
151	Mount Vernon	2	2	36	31	67
152	New Rochelle	5	9	257	236	493
153	New York	101	126	3,260	3,264	6,524
154	Niagara Falls	5	8	132	128	260
155	North Tonawanda	4	4	90	97	187
156	Nyack	1	2	60	69	129
157	Olean	6	6	136	144	280
158	Peekskill	1	1	20	25	45
159	Port Chester	3	6			
160	Rensselaer	1	1	27	32	59
161	Rochester	20	91	1,219	1,369	2,588
162	Saratoga Springs	5	11	134	143	277
163	Schenectady	2	2	54	56	110
164	Sing Sing	2	2	78	73	151
165	Syracuse	15	19	339	362	701
166	Troy	3	6	103	95	198
167	Utica	12	20	466	458	924
168	White Plains	3	3	51	47	98
169	Yonkers	7	10	286	254	540
	OHIO.					
170	Canton	2	2	30	45	75
171	Cleveland	13	25	451	500	951
172	Dayton	12	13	314	353	667
173	Fostoria	1	3	65	56	121
174	Fremont	3	6	100	80	180
175	Mansfield	4	9	150	135	285
176	Newark	1	1	11	10	21

TABLE 2.—*Public kindergartens in cities of over 4,000 inhabitants*—Continued.

	State and city.	Kindergartens.	Instructors.	Pupils.		
				Male.	Female.	Total.
	1	2	3	4	5	6
	PENNSYLVANIA.					
177	Allegheny	10	30	145	155	300
178	Beaver Falls	1	1	10	10	20
179	Chambersburg	1	2	15	20	35
180	Dunmore	1	1	20	27	47
181	Philadelphia	142	201	3,566	3,742	7,308
182	Pittsburg	20	41	.....	.....	.....
	RHODE ISLAND.					
183	Cranston	4	4	55	65	120
184	Newport	4	4	134	150	284
185	Pawtucket	4	8	177	187	364
186	Providence	16	32	638	626	1,264
187	Woonsocket	1	2	31	29	60
	TEXAS.					
188	El Paso	1	3	82	72	154
	UTAH.					
189	Logan	1	2	35	38	73
	VERMONT.					
190	St. Albans	2	3	53	59	112
	WASHINGTON.					
191	Seattle	1	2	38	45	83
192	Spokane	4	8	203	200	403
	WISCONSIN.					
193	Appleton	4	8	149	181	330
194	Baraboo	4	4	150	156	306
195	Beaver Dam	2	2	41	40	81
196	Beloit	3	9	150	143	293
197	Berlin	2	3	54	60	114
198	Fond du Lac	5	10	125	175	300
199	Kaukauna	1	2	32	25	57
200	Madison	2	4	67	65	132
201	Manitowoc	2	2	.....	.....	.....
202	Marinette	5	5	246	239	485
203	Menasha	3	4	113	115	228
204	Menomonie	3	10	134	143	277
205	Milwaukee	43	85	3,081	3,030	6,111
206	Monroe	3	5	100	114	214
207	Neenah	1	1	40	58	98
208	Oshkosh	9	36	490	522	1,012
209	Racine	8	11	300	321	621
210	Sheboygan	6	20	442	426	868
211	Stevens Point	4	6	104	108	212
212	Superior	9	22	473	499	972
213	Wausau	5	5	212	240	452

CHAPTER XLVIII.

CONTRIBUTIONS TO THE HISTORY OF NORMAL SCHOOLS IN THE UNITED STATES.

By M. A. Newell, formerly Secretary of the Maryland State Board of Education.

I.

THE STATE NORMAL SCHOOLS OF NEW ENGLAND.

1. MASSACHUSETTS.

It is said that the first normal school of which we have any authentic account was established in Rheims, France, in 1681 by the celebrated Abbé de La Salle. But the normal idea goes much farther back. "Vixere fortes ante Agamemnona." Luther was filled with it. The mediæval universities had for their prime object the production of doctors—teachers. And what were the "schools of the prophets" but teachers' seminaries of a special kind?

It is very probable that the normal school established by the Abbé de La Salle bore more resemblance to the Hebrew "schools of the prophets" than to the State normal schools of New England; but let him have due credit for his work. The schools of the Christian Brothers, of which he was the founder, are the most progressive of any under the auspices of the Roman Catholic Church. The exhibit which they made at the New Orleans Centennial Exposition was highly creditable, and excited both surprise and admiration.

But though France may have been first in point of time, Germany "bettered the instruction." In 1697 August Hermann Francke organized a teachers' class in connection with his school at Halle. Among the students who flocked to his school to learn his improved methods of teaching was Johann Julius Hecker, who founded a teachers' seminary in 1735 at Stettin, in Pomerania, and another at Berlin in 1748. The graduates of the school at Berlin were considered so far superior to untrained teachers that it is said that Frederick the Great gave orders that no others should be employed to teach in schools on the crown lands of his kingdom. The school established at Berlin was afterwards removed to Potsdam, and both it and the school at Stettin became State institutions, the first State normal schools ever established.[1]

To James G. Carter, of Lancaster, belongs the credit of having first arrested the attention of the thinking men of Massachusetts to the necessity of immediate and thorough improvement in the system of free or public schools. He has been called the father of normal schools in America, but recognizing the subsequent claims of "Father Peirce," we should rather call Mr. Carter the "grandfather." His "Letters to the Hon. William Prescott on the free schools of New England" in 1824, and his "Essays on popular education," on "Education as a science," and an "Institution for the instruction of teachers in 1825," were pioneer efforts in the great work, and

[1] Fifty-third Annual Report of the Board of Education, Massachusetts.

unlike most pioneer work, were as valuable and useful for construction as for destruction. In 1827 he opened an institution with special reference to the education of teachers on the plans which he had expounded, and memorialized the legislature for aid. The memorial sets forth, "That he is about to open a seminary in a central part of the State for the general instruction of children and youth of both sexes, and also for the particular instruction of those who may resort to him for that purpose in the science of education, or in the best means of developing the physical, moral, and intellectual powers of the young by judicious and wholesome exercise of those powers, and at a subsequent period of conveying to their minds the greatest amount of useful knowledge." The normal school was evidently in his head not in a protoplastic state, to be evolved and differentiated subsequently, but full grown, like Minerva in the brain of Jupiter, fully armed and equipped. Unfortunately, Vulcan was not on hand with his ax to effect a speedy delivery.

Mr. Carter asked the legislature, as the chosen guardian of the schools, to extend to private enterprise a moderate amount of public patronage, so as to diminish the necessary expenses to individuals, and to open its doors to all who would aspire to the responsible employment of teachers of youth. By this union of private and public means he believed that "a seminary for the education of teachers might be at once commenced upon a scale more commensurate with its importance to the community, more adequate to the public demands for better instruction, more in keeping with the fundamental principles of the free schools, and more consonant with the whole spirit of our free institutions."

The committee to whom the memorial was referred made a favorable report. They say that Mr. Carter's plan "is entirely practical in its character, simple in its details, and peculiarly calculated to develop the powers of the mind, and that the studies it requires are brought wholly and appropriately within the pale of downright utility." The committee further say that while they "incline to the opinion that this institution should be detached entirely from all other pursuits and be devoted wholly and distinctly to the simple object in view, they would not be considered as deciding definitely that it could not be safely connected with some of the literary establishments of the State." It is worthy of note that the sentiment of Massachusetts, so far as that sentiment has found record, was not in favor of the experiment tried afterwards in New York of grafting a normal scion on an academic stock, nor of the Pennsylvania system of pooling the issues between the State and a private corporation. The committee preferred an institution "detached entirely from all other pursuits" with the "simple object in view"—the preparation of teachers.

The committee are very frank in expressing their views as to the necessity of such preparation. They say "it needs neither argument nor an exhibition of facts to demonstrate to the legislature that the free schools of the Commonwealth are not such as they ought to be—that they fail, most essentially, of accomplishing the high objects for which they were established. Upon this subject public opinion is fully settled. Nor is it difficult to arrive at the true cause. Can it in the large majority of cases be traced to any other cause than the incompetency of teachers?" The logic is simple and irrefutable. Our schools are not what they ought to be. The cause of failure is the incompetence of the teachers. To have competent teachers we must instruct them in the business of their profession. Therefore, etc., Q. E. D. But neither the logic nor the eloquence of the committee prevailed with the legislature. The recommendation of the committee was lost by a majority of 1.[1]

The story of the origin of normal schools in the United States has been told so often and so well that it is introduced here merely for the sake of completeness, and must be disposed of in the briefest possible manner. It was not due to any noticeable uprising of popular opinion; it had not been heralded by any voice crying from

[1] Memorial of James G. Carter to the legislature of Massachusetts, with report of committee, 1827.

the wilderness; it would have come, sooner or later, in any event; but the precise date of the advent seems to us mortals almost like an accident.

In August, 1834, the Rev. Charles Brooks, of Medford, Mass., on his way from London to the United States, made the acquaintance of Dr. St. Julius, of Hamburg, who had been sent by the King of Prussia to learn the condition of schools, hospitals, prisons, and other public institutions in the United States. The six weeks companionship of these two men (record-breaking steamers had not then been invented) resulted finally in planting the seed which afterwards grew up as the normal school system of the United States. Mr. Brooks says: "I fell in love with the Prussian system, and it seemed to possess me like a missionary angel. I gave myself to it, and in the Gulf stream I resolved to do something about State normal schools. This was its birth in me, and I baptized it 'my sea-born child.' After this I looked upon each child as a being who could complain of me before God if I refused to provide for him a better education after what I had learned. The whole Prussian system," he says, "is built on these eight words, 'As the teacher is, so is the school,' and, therefore, we must have seminaries for the preparation of teachers."

In 1835 Mr. Brooks called a convention of the citizens of Plymouth, to whom he opened the whole matter as clearly and as strongly as he could, showing that the great work must begin by founding a State normal school in Plymouth County. The audience was warmed up, and Ichabod Morton, dean of the first parish, rose and said: "Mr. President, I am glad to see this day. The work is well begun; the facts now presented to us so plainly prove conclusively the inestimable value of teachers' seminaries. Mr. Brooks says he wants the first one established in the old colony, and so do I, sir, and I will give one thousand dollars toward its establishment." Thus the Prussian stranger began its journey from Plymouth Rock.

Many conventions were held, many speeches were made, many resolutions adopted, in 1838, but the points emphasized in nearly every convention were:

First. The deplorably low condition of the public schools.

Second. The necessity for immediate and radical reform.

Third. A declaration that the inauguration of normal schools after the Prussian model would reform and vitalize the whole system of elementary education in the State.

At one of these conventions (Hanover, September 3, 1838) Daniel Webster and John Quincy Adams were present, and though both had attended under the condition that they were not to be called on to speak, yet neither of them was able to refrain from giving expression to the feelings and sentiments which had been developed by contact with the enthusiastic leaders of the movement.

Mr. Webster said he was anxious to concur with others in aid of the project. The ultimate aim was to elevate and improve the primary schools. If the town schools were no better than they were when he attended them, he was sure they were insufficient to the wants of the present day. This plan of a normal school is designed to elevate the common schools and thus to carry out the noble ideas of our Pilgrim fathers. But there is a larger view yet. Every man and every woman, every brother and every sister is a teacher. Parents are eminently teachers. Now, if normal schools are to teach teachers, they make parents and all who in any way influence childhood competent to their high office. In families there will be better teaching, and the effect will be felt throughout society.

Mr. Adams said:

The original settlers of New England were the first people on the face of the globe who undertook to say that all children should be educated. On this our democracy has been founded. Our town schools and town meetings have been our stronghold in this point, and our efforts now are to second the efforts of our pious ancestors. Some kingdoms of Europe have been justly praised for their patronage of elementary instruction, but they were only following our early example. Our old system has made us an enlightened people, and I feared that the normal school system was to

subvert the old system, take the power from the towns and put it into the State, and overturn the old democratic principle of sustaining the schools by a tax on property; but I am happy to find that such is not its aim or wish; but on the contrary it is accordant to all the old maxims, and would elevate the town schools to the new wants of a growing community. We see monarchs expending vast sums to establish normal schools through their realms, and sparing no pains to convey knowledge and efficiency to all the children of their poorest subjects. Shall we be outdone by kings? Shall monarchs steal a march on republics in the patronage of that education on which a republic is based? On this great and glorious cause let us spend freely, yes, more freely than on any other.

Mr. Brooks and his immediate and active coadjutors, Edmund Dwight, Ichabod Morton, George B. Emerson, Dr. Channing, James G. Carter, Horace Mann, and other less conspicuous but not less honored men, had joined in their minds the idea of a State board of education and a State normal school as essential elements of the proposed reform of the system of her public schools. It was plain to them then, as it is plain to us now, that a State normal school without the support and direction of the State itself would be but as a ship set adrift on the ocean without sails and without a pilot. Each seemed to them to be the necessary complement to the other, and much of the objection raised afterwards against the State board of education was really directed against the State normal school.

First State Board of Education.

The board of education was established by a vote of the legislature, and was organized on the 29th of June, 1837, with Horace Mann as secretary. The promoters of the enterprise hoped to have Mr. Carter as the executive officer, but they were, fortunately as we now think, overruled. No better man than Horace Mann could have been selected. It was understood from the beginning that the first business of the board was to organize a State normal school. Without Mr. Brooks the child would not have been born at that time; without Horace Mann it might not have survived the perils of infancy.

The new board of education recommended, as was expected, the enactment of a law for the establishment of State normal schools. It is doubtful whether their recommendation would have been adopted had not a "*deus ex machina*" descended for the occasion. Mr. Edmund Dwight proposed to the legislature that he would be responsible for $10,000 to aid in the establishment of teachers' seminaries, provided the legislature would give the same amount for the same cause. On the 19th of April (a marked day in the history of the United States) the legislature passed resolutions accepting the gift, and authorizing the governor to draw a warrant on the treasurer for $10,000 for the purpose specified in the resolutions. Thus were the State normal schools of Massachusetts launched upon an ocean of uncertainty, but with a fair prospect of reaching the desired harbor.[1]

The board decided to establish three normal schools—one for the northeastern, one for the southeastern, and one for the western part of the State, to be continued three years as an experiment; and as the money at their disposal was not sufficient to erect buildings, they proposed to establish the schools at suitable places as soon as the requisite assistance was given. Many towns in different parts of the State submitted proposals; and at a meeting of the board December 28, 1838, it was voted "to locate a normal school for the qualification of female teachers at Lexington, and one at Barre for both sexes."

This is the first official use of the word "normal;" and it is to be noticed that it needed an explanatory phrase, "for the qualification of female teachers." The word in the sense in which it was used was not English, and was not understood except by educational experts. The English "Training school for teachers," or the

[1] Two lectures. I. History of the Introduction of State Normal Schools into America, by Charles Brooks, of Medford, Mass. Boston, 1864.

German "Teachers' seminaries" would have been intelligible and suggestive; but the French "Normal" conveyed no precise information to any but well-educated people. There is not a principal of a normal school who was living twenty-five years ago who has not been addressed, as the writer has been, as principal of the "norman" school, or (Dii avertite omen!) principal of the "Mormon" school. But words are things. They are more. They are living things. They take root. They bear fruit. And this word "normal" has borne much bad fruit. There are scores of so-called "normal" schools in the country which have nothing "normal" about them except in their advertisements and catalogues. But the word became popular, and unscrupulous dealers in education used it as an unprotected trade-mark to make their wares more salable.

Lexington–Framingham School.

The Rev. Cyrus Peirce was engaged to teach the school at Lexington. Had he proved a failure, success would have been postponed for a quarter of a century. But he had said, "I would rather die than fail," and though he came very near dying, there was no symptom of failure. He succeeded even beyond the expectation of Horace Mann, a man of great expectations. "He not only knew how to teach with precision, but he evoked from his pupils such a force of conscience as insured thorough study and assimilation of whatever was taught." There is no doubt that the rapidly increasing popularity of normal teaching was largely due to the conscientiousness, the sagacity, and the professional skill of "Father Peirce."

The opening day came, July 3, 1839, and with it a heavy rain. Assembled in the reception room of the normal building were the august visitors of the school, with the newly elected principal, and before them sat three timid girls—only three—to be examined and enrolled as the first pupils of the first State normal school in America. The first quarter closed with 12 students. In the fall a model school was conducted with 33 pupils. "The normal students are," says Mr. Peirce, "in the very undesirable condition of being familiar with the books without knowing anything they contain." The studies for the first term were the common branches, algebra, natural philosophy, physiology, mental philosophy, bookkeeping, moral philosophy, and geometry. In an address delivered about this time by his excellency Edward Everett, chairman of the board of education, his excellency laid down very clearly the lines on which normal instruction is built and the objects it should seek to accomplish.

(1) Instruction, especially in the common branches.

(2) The art of teaching.

(3) The science of school government, and theory applied to practice in the model school.

Truly we have not advanced far since those days. Movements there have been, but motion is not always progress.

Mr. Peirce worked for three years in Lexington, performing an almost incredible amount of labor. There was no appropriation for assistance of any kind, and he took it upon himself to supervise or actually perform the menial services of the school. He seldom allowed himself more than four hours sleep out of the twenty-four. He attended to the fires, he rang the school bell, he heard almost every recitation in the normal room, and visited the model room at recess. With the assistance of his wife he examined the written exercises, the compositions, the school journals, answered the demands of his large correspondence, and arranged all the details of every day's school duties with a persistence and conscientiousness unsurpassed, if ever equaled, elsewhere. "Had it not been for Cyrus Peirce," says Dr. Henry Barnard, "I consider the cause of normal schools would have failed or have been postponed to an indefinite period." [1]

[1] Mrs. Electa N. Lincoln Walton, in the Forty-third Report of the Board of Education, Massachusetts.

COUNTER REVOLUTION.

The course of aggressive reforms, like the course of true love, never runs smooth. The normal school had demonstrated its power; therefore the normal school must be crushed. In March, 1840, the committee of education was directed by an order of the house of representatives to "consider the expediency of abolishing the board of education and the normal schools, and to report by bill or otherwise." The board of education and the normal schools were regarded as Siamese twins—the death of one would be the destruction of the other. The normal schools were not popular at first. Brooks and Carter and Mann believed in them, but there were many who regarded them as newfangled heresies. The committee on education belonged to the latter class. The teacher, like the poet, they said, as Gail Hamilton said forty years ago, "nascitur, non fit;" the faculty of acquiring necessarily implies the faculty of of imparting; all that is needed is knowledge. That will bring with it skill. The arguments of the committee are worth reproducing, inasmuch as they contain the germ of all that has been said in opposition to normal schools for the last half century.

(1) *They are imitated from France and Prussia*, where "the smallest bridge can not be built or any village road repaired until a central board has been consulted." "The French and Prussian systems appear to be much more admirable as a means of political influence and of strengthening the hands of the government than as a means for the diffusion of knowledge."

(2) *Academies and high schools are fully adequate to furnish a competent supply of teachers.* "Comparing the normal schools already established with the academies and high schools of the Commonwealth, they do not appear to present any peculiar or distinguishing advantages."

(3) *There is no need of professional instruction.* "It is insisted by the board of education that the art of teaching is a peculiar art, which is particularly and exclusively taught at normal schools, but it appears to the committee that every person who has himself undergone a process of instruction must acquire by that very process the art of instructing others." [*Nomine mutato.* Every person who has himself undergone the process of being shaved by a barber, must acquire by that very process the art of shaving others.]

(4) "It is obviously impossible, and it is perhaps not desirable, that the business of keeping these [district] schools should become a distinct and separate profession, which the establishment of normal schools seems to anticipate."

(5) "We have no adequate security that the teachers thus taught at the public expense will remain in the Commonwealth, and it seems hardly just that Massachusetts should be called upon to educate at her own cost teachers for the rest of the Union."

(6) These normal schools "do not appear to have any stronger claims on the public treasury than many of our academies and high schools."

(7) "The idea of the State controlling education, whether by establishing a central board or by organizing normal schools, seems a great departure from the uniform spirit of our institutions—a dangerous precedent and an interference with a matter more properly belonging to those hands to which our ancestors wisely intrusted it. It is greatly to be feared that any attempt to form all our schools and all our teachers upon one model would destroy all competition, all emulation, and even the spirit of improvement itself."

The committee, in accordance with their report, submitted a bill abolishing the board of education and the State normal schools. But Horace Mann and his enthusiastic supporters were too strong for the conservative committee, and the bill was lost by a vote of 245 to 182.[1] The "counter revolution" failed.

Just forty-seven years later a gentleman of Alabama published a pamphlet

[1] Commonwealth of Massachusetts. House Document No. 49, session of 1840.

entitled "The normal school question investigated," which had the same object as the report of the committee and met with the same fate. It begins, "Ought the normal schools of Alabama to be abolished? I think they ought, and in the following pages shall give some of the reasons why I think so." But the reasons are so much shrouded in rhetoric that it is hard to find them. A few specimens will suffice:

There is nothing taught in the normals which is not taught in the other schools of the State. Why, then, should they be supported by the State? * * * Those seeking an education very naturally accept the free tuition tendered them, and, besides, they very readily see that, with much lower attainments and much less merit, they can secure the more desirable situations for having attended the normal, so that the very natural tendency is to lower rather than exalt the standard. Besides, the State may have the satisfaction of seeing her true and tried teachers crushed financially and driven from the field. * * * The appropriations to the normal schools have all the offensiveness of the worst kind of class legislation, and as such are fine fuel for communistic fires. * * * I am aware that many are looking to our normal schools to furnish us teachers. Such hopes are delusive. They will never be realized. * * * Normal students, when you get them through school, will not accept work in our common country schools. * * * Is it a part of the legitimate duties of our lawmakers to establish and endow institutions to manufacture teachers? Would it not be better to have teachers educate themselves like [*sic*] men do for the other professions? * * * I can scarcely realize how men can be sincere when they talk about the abolition of these [normal] schools affecting disastrously the educational cause of the State. No fears need be entertained. The tide is rising. These normals are only a little driftwood on the surface, showing that the swell is coming. Their abolition would possibly affect disastrously a few towns and a few teachers, but it will in no wise retard the steady growth of a healthy educational interest in the State. This interest was here before the normals came, and when they are gone it will continue to grow.[1]

The rhetoric of the pamphleteer had no more effect on the legislature of Alabama in 1887 than had the logic of the committee on education on the Massachusetts legislature in 1840.

The normal schools of Massachusetts in their youth were not popular institutions. Carter and Brooks and Horace Mann believed in them from the first. Daniel Webster and John Quincy Adams and men of their stamp, capable of broad views of the present and prescient of the future, gave in their adhesion, but conservatism, localism, and vested interests were against them. A formidable assault through the newspapers, principally religious newspapers, led by a minister of the Gospel, caused some fear and trembling for a moment, but served in the end to show the strength of the fortress. Thirty-one Boston schoolmasters raised the old cry, "Great is Diana of the Ephesians!" A Boston school committee objected to the employment of a school superintendent who should spend part of his time in the training of teachers because "such training would lead to repeated experiments with new methods." But in spite of opposition, and partly because of opposition, the normal schools went on "conquering and to conquer."

Three years of unremitting and excessive labor in Lexington proved too much for Mr. Peirce's health—a man of less power of endurance would have broken down sooner—and in 1842 he resigned, and after two years' rest returned to his old charge. The school had now outgrown its accommodations, and a suitable building was offered at West Newton. The price was $1,500, which was given to Horace Mann by Josiah Quincy, jr. Before this Mr. Mann had sold his own library to fit up the normal boarding house at Lexington. In 1849 Mr. Peirce's health again failed, and he was compelled again to resign.

The school soon outgrew its accommodations at West Newton, as it had done those at Lexington, and in 1852 an appropriation of $6,000 was made by the legislature to defray the expense of providing a more commodious building and a better site for the school with the necessary appurtenances and apparatus. The choice of site fell

[1] The normal question investigated. Rome, Ga., 1887.

upon Framingham, a spot "beautiful for situation," but so far from the nearest railway station that the school fell off in numbers for some years.

On Christmas day, 1887, the boarding house of the school, Crocker Hall, which had been built in the year previous, was partially destroyed by fire, and the legislature at their first session thereafter appropriated $105,000 for the repair of the hall and the erection of a new academic building. If this appropriation is compared with the amount voted to remove the school from West Newton to Framingham, an idea may be formed of the rise in value of normal schools in thirty-five years.

Principals of the Lexington-West Newton-Framingham School.

Cyrus Peirce	1839 to 1842
Samuel J. May	1842 to 1844
Cyrus Peirce	1844 to 1849
Eben S. Stearns	1849 to 1855
George N. Bigelow	1855 to 1866
Annie E. Johnson	1866 to 1875
Ellen Hyde	1875

The Barre-Westfield School.

Two months and one day after the opening of the normal school at Lexington the school at Barre (established by vote of the board of education at the same time) was opened for the reception of students under the principalship of Samuel P. Newman, a graduate of Bowdoin College. The opening was signalized by an address from the governor of Massachusetts, Edward Everett, one of the most perspicuous and most polished of his speeches, perspicuous and polished as they all are. He sets forth with great plainness and with sufficient amplification the aims and purposes of normal schools:

(1) A careful review of the branches of knowledge required to be taught in our common schools, it being of course the first requisite of a teacher that he should first know well that which he is to aid others in learning. Such an acquaintance with these branches of knowledge is much less common than may generally be supposed. The remark may sound paradoxical, but I believe it will bear examination when I say that a teacher thoroughly versed in those branches only which are taught in our common schools is as difficult to find as a first-rate lawyer, divine, or physician, statesman, man of business, or farmer. * * *

(2) The art of teaching. To know the matter to be taught, and to know it thoroughly, are of themselves, though essential, not all that is required. There is a peculiar art of teaching. The details of this branch are inexhaustible, but it is hoped that the most important principles may be brought within such a compass as to afford material benefit to those who pass even the shortest time at these institutions.

(3) The third branch of instruction to be imparted in such an institution concerns the important subject of the government of the school, which might perhaps more justly have been named the first. The best method of governing a school—that is, of exercising such a moral influence in it as is most favorable to the improvement of the pupils—will form a very important part of the course of instruction designed to qualify teachers for their calling. * * * How much is implied in the words, "to govern a school!" For several hours in the day the teacher is expected to exercise the authority of a parent over fifty or sixty, perhaps over ninety or a hundred children. Without the aid of that instinct of natural affection which fortifies parental authority he is expected, with a parent's power, to control alike the docile and the obstinate, the sullen and the gay. And he is to do this not by violence and storm, but by wisely threading the maze of that living labyrinth, the affections of the youthful heart. * * * The instruction of the normal school will therefore dwell on the government of youth as of paramount importance, as that part of the teacher's duty which demands the rarest union of qualities, which most tries the temper, and, when faithfully and judiciously performed, is most important in its results. Give me the child whose heart has embraced without violence the gentle

[1] Proceedings of the semicentennial celebration of the State Normal School, Framingham, July 2, 1889.

love of obedience, in whom the sprightliness of youth has not encroached on deference for authority, and I would rather have him for my son, though at the age of twelve he should have his alphabet to learn, than be compelled to struggle with the caprice of a self-willed, obstinate youth whose bosom has become a viper's nest of the unamiable passions, although in early attainments he may be the wonder of the day.

(4) In the last place it is to be observed that in aid of all the instruction and exercises within the limits of the normal school, properly so called, there is to be established a common or district school as a school of practice, in which, under the direction of the principal of the normal school, the young teacher may have the benefit of actual exercise in the business of instruction.

The temptation to quote from the magnificent peroration to this magnificent address is too strong to be resisted. Like other classic gems it has found its way into our schoolbooks, and though much worn it will never become trite:

Permit me, fellow-citizens and friends, in bringing this address to a close, to congratulate you on the establishment, in the bosom of this community, of an institution destined, we trust, to be an instrument of much good. We place it under the protection of an intelligent public. Its organization is simple; its action will be wholly free from parade or display; its fruits, we trust, will be seen in raising the standard of common-school education. This object, we confess, we regard as one of paramount importance—second to no other not immediately connected with the spiritual concerns of man. If there be any persons to whom the words "common schools" and "common-school education" convey an idea of disparagement and insignificance, such persons are ignorant, not merely of the true character of our political system, but of the nature of man. I certainly intend nothing derogatory to our higher seminaries of education in town or country. * * * But whether we consider the numbers who enjoy their benefit, the relative importance to the State of an entire well-educated population and of the services of those who receive the advantages of an education at the higher seminaries, taken in connection with the fact that a liberal education may be had elsewhere, but that a common-school education must be had at home or not at all, no rational man, as it seems to me, can fail to perceive the superior importance of the common schools They give the keys of knowledge to the mass of the people. * * * Our common schools are important in the same way as the common air, the common sunshine, the common rain—invaluable for their commonness. They are the corner stone of that municipal organization which is the characteristic feature of our social system; they are the fountain of that widespread intelligence which, like a moral life, pervades the country; they are the nursery of that inquiring spirit to which we are indebted for the preservation of the blessings of an inquiring Protestant spiritual faith. Established as they were by special legislation in the infancy of the colony, while they are kept up and supported with a liberality corresponding with the growth of the country no serious evil can befall us. Whatsoever other calamities, external or internal, may overtake us, while the schools are supported they will furnish a perennial principle of restoration. With her 3,000 district schools, supported at the public expense, nothing but the irreversible decree of Omnipotence can bring the beaming forehead of Massachusetts to the dust. Vicissitudes may blight the foliage, but there will be vigor in the trunk and life at the root. Talent will constantly spring up on her barren hillsides and in her secluded vales and find an avenue through her schools to the broad theater of life, where great affairs are conducted by able men. Other States may exceed her in fertility of soil, but the skillful labor of her free citizens will clothe her plains with plenty. Other States may greatly outnumber her, but her ingenuity will people her shady glens and babbling waterfalls with half-reasoning engines which will accomplish the work of toiling myriads. Other States will far surpass her in geographical domain, but the government of cultivated mind is as boundless as the universe. Wheresoever on the surface of the globe and in the long line of coming ages there is a reasonable being, there is a legitimate subject of mental influence. From the humblest village school there may go forth a teacher, who, like Newton, shall bind his temples with the stars of Orion's belt—with Herschel, light up his cell with the beams of before undiscovered planets—with Franklin, grasp the lightning. Columbus, fortified with a few sound geographical principles, was, on the deck of his crazy caravel, more truly the monarch of Castile and Arragon than Ferdinand and Isabella, enthroned beneath the golden vaults of the conquered Alhambra. And Robinson, with the simple training of a rural pastor in England, when he knelt on the shore of Delft-Haven and sent his little flock upon their gospel errantry beyond the world of waters, exercised an influence over the destinies of the civilized world which will last till the end of time.[1]

[1] Orations and Speeches on Various Occasions by Edward Everett. Boston, 1850.

The school was kept at Barre for only three years. The whole number of students was 165; young women, 90; young men, 75. On the death of its principal it was suspended for two years, and was then removed to Westfield and placed under the care of the Rev. Dr. Emerson Davis as temporary principal. It occupied for one term the old academy building while rooms were being prepared for its accommodation in the town hall, where it remained for two years, until a building of its own was completed and dedicated to its service September 3, 1846.[1] At this dedication the Rev. Dr. Heman Humphrey made the principal address. He said he would touch upon four topics:

(1) Upon the urgent demand for better-qualified teachers in our common schools.
(2) Upon the reasons why those who are to be teachers should be educated with special reference to the profession.
(3) Upon what is embraced in a good professional teacher's education.
(4) Upon the adaptation of the normal system to give such education.[2]

At the centennial celebration it was stated that the whole number of students registered since the opening at Barre was 3,619, and the number of graduates since 1855 (before which there was no formal graduation) 1,222.

There are two courses of study in the modern school, a two years' and a four years' course. It will be interesting to compare these courses of study with the modest demands of Edward Everett and Dr. Humphrey fifty years before, and with the first printed course of studies under Principal Rowe in 1847.

Course of studies at the Westfield Normal School, 1847.

Reading of Scripture daily.
Orthography.—Fowle's Common School Speller, McElligott's Analyzer, and Worcester's Dictionary; also daily exercises in etymology as connected with spelling.
Enunciation and reading.—Tower's Gradual Reader, Russell and Goldsbury's American School Reader, and Leavitt's Fourth Book.
Writing.—Exercises given by the principal.
Physiology.—Cutter's and Jarvis's.
Drawing.—Schmidt's.
Grammar.—Wells's and Greene's; also Greene's Chart.
Algebra.—Day's and Thompson's algebras; also Tower's Mental Algebra.
Geometry.—Playfair's Euclid.
Philosophy.—Olmstead's.
Phonography.—Andrew's and Boyle's works.
The globes.—Problems.
Theory and practice of teaching.—Page's, Abbott's, and Palmer's treatises.
Vocal music.—Three times a week.
English composition.—Once a week.

Topics of the two years' course.

FIRST TERM.

Arithmetic.—Notation, addition, subtraction, multiplication, and division of integral numbers; common fractional numbers; decimals; compound denominate numbers; metric system taught by apparatus; practical work.
Geometry.—First three books of Wentworth's Geometry, or their equivalent. Pupils do not use text-books. They are required to work out and teach most of the definitions, theorems, and constructions of the course.
Zoology.—General characteristics of animals; chief groups of animals, with methods of determining relative rank; special study of mammals, birds, etc. The school has an excellent "working cabinet" which is in daily use in classes.
Vocal music.—Rhythmics, melodics, dynamics, sight singing, methods.
Composition.—Capitals, punctuation, letter writing, business forms, language lessons.
United States history.—Periods of discoveries; explorations; settlements and

[1] Semicentennial of the State Normal School, Westfield, Mass., June 25, 1889.
[2] Barnard's Normal Schools and Other Institutions, Means, and Agencies designed for the Professional Education of Teachers. Hartford, Conn., 1851.

colonies, with the included wars; revolution; constitution; civil war and events following; collateral reading.

Drawing.—Study and analysis of solids; clay modeling; plane figures; straight and curved lines; free-hand drawing on blackboard and paper from object, dictation, and memory; elementary designs; color.

SECOND TERM.

Arithmetic.—Percentage, and its application in commission, taxes, interest, banking, etc.; extraction of roots, with applications; mensuration; examples and problems in all subjects taught, to apply knowledge. Pupils are encouraged to seek information at the post-office, at lawyers' offices, banks, stores, and the teacher's desk, and thus to become familiar with the practical applications of arithmetic in the affairs of everyday life.

Grammar.—Outline of subject; parts of expressions taught and named; words studied with reference to classification, properties, and construction; parsing and analysis of sentences.

Geography.—Scientific study of the form, size, and motions of the earth; configuration and relief of the land masses; atmospheric and oceanic movements; climate; plant and animal life, and especially man, including distribution of races, and all conditions affecting this distribution; religion, government, and whatever affects the civilization of the races.

Algebra.—Usual topics preceding quadratics.

Botany.—Study of specimens in class room and in field, for knowledge of structure, habits, etc.; bases of classification; analysis of points with artificial keys.

Drawing.—Work of first term continued; geometrical drawing; working drawings; surface developments (objects constructed); free-hand perspective; botanical analysis; historical ornament; design. Drawing is required for only one year, but many continue the study for an additional term or two. For those who do this the subjects are: Model and cast drawing in outline, shading in crayon and charcoal (stump), applied design, details of human figure from the flat and casts.

Composition.—Paragraphing; compositions on subjects assigned; criticism in class and by class; spelling.

THIRD TERM.

Physiology.—General outline of subject; anatomy, physiology, and hygiene of digestive organs, including classification of food stuffs and methods of preparing food; anatomy, physiology, and hygiene of circulatory and respiratory organs; animal heat—its nature, source, distribution, regulation, etc.; clothing—use, qualities desirable in, qualities of common materials, how to dress hygienically, etc. Anatomy is taught from anatomical preparations of organs of the human body; and physiology, as far as possible, by observing organs of other animals in action.

Physics.—Physical properties of matter; definition and enumeration of forces; effects of gravitation, including pressures of liquids and gases, with consequences and applications; electricity, special attention being given to elementary phenomena and to practical applications; machines or means of applying force. In this subject everything is taught experimentally, pupils being required, as far as possible, to perform all important experiments for themselves.

Geography (six weeks).—Philosophic study of topics taken up in second term.

Rhetoric.—Study of figurative language and qualities of style, with practical applications, followed by several weeks of composition writing and criticism; study of the mind and its qualities, including wit, humor, etc.; the sensibilities, especially taste.

English literature.—History of language; study of the life and style of the following authors, and of selections from their works: Wickliffe, Chaucer, Cranmer, Spencer, Bacon, Shakespeare, Milton, Johnson, Whittier, Hawthorne, Lowell, Longfellow; reading (in addition) of Idyls of the King, Ivanhoe, Henry VIII, Merchant of Venice, Julius Cæsar, one book of Paradise Lost, Macaulay's Essay on Johnson, Snowbound, Among the Hills, Vision of Sir Launfal, Commemoration Ode, The Old Manse, Evangeline, Courtship of Miles Standish. There are some variations from term to term.

Mineralogy.—Study of all common minerals, rocks, and ores for qualities and uses.

FOURTH TERM.

Astronomy.—Methods of describing position of heavenly bodies; refraction, parallax, and precession; classification of heavenly bodies; particular study of earth, sun, and moon; tides; eclipses; geography of celestial sphere.

Reading.—Vocal culture; sight reading; study of pieces; methods.

Chemistry.—Chemical physics and inorganic chemistry, with laboratory practice by each pupil.

Theory and art of teaching.—Psychology in its relation to principles and methods of teaching; school organization and government; school laws of Massachusetts; several weeks of purely professional work in common English branches; civil polity.

Geology.—Study of agencies now at work modifying the structure of the earth; historical geology; special study of local features.

Drawing.—Blackboard practice in elementary work for primary school, illustrating reading, language, geography, botany, zoology, etc. Color (theory and practice).

Topics of the four years' course.

Same as those for the two years' course, with the following additions:

Geometry.—Plane geometry completed. The method is the same as for the two years' course.

Algebra.—Pupils have constant drill in the application of the principles, and are taught how to teach the following topics to classes in the upper grades of school: Involution, evolution, radicals and radical equations, imaginary quantities, quadratics, simple indeterminate equations, inequalities, ratio, proportion, progressive series, binominal theorem, logarithms and logarithmic tables.

English literature.—Pupils will select one of the following courses:

COURSE I.—*Chaucer:* Prologue to the Canterbury Tales, The Knight's Tale. *Shakespeare:* Hamlet or Macbeth, As You Like It, Lear, Midsummer Night's Dream, twelve sonnets. *Milton:* L'Allegro, Il Penseroso, Comus, Lycidas, Paradise Lost (Books I and II), Samson Agonistes.

COURSE II.—*Shakespeare:* Hamlet, As You Like It, twelve sonnets, Life. *Milton:* L'Allegro, Il Penseroso, Paradise Lost (Book I), six sonnets, Life. *Scott:* Waverley, Marmion. *Eliot:* Romola. *Tennyson:* Idyls of the King, songs in The Princess. *Thackeray:* Henry Esmond.

COURSE III (Nineteenth Century).—*Scott:* Heart of Midlothian. *Thackeray:* Henry Esmond. *Wordsworth:* Intimations of Immortality. *Tennyson:* Idyls of the King. *Eliot:* Romola. *Byron:* Prisoner of Chillon. *Bulwer:* Last Days of Pompeii. *Carlyle:* Essay on Burns. *Mrs. Browning:* sonnets, short poems. *Froude:* extracts from History of England. *Macaulay:* selected essays.

Drawing.—Models in outline; models in crayon or charcoal (stump); casts in charcoal; botanical analysis and applied design; foliage from nature; historical ornament; color; perspective (parallel and angular); machine drawing; building construction.

Physics.—Sound, heat, light, electricity, and magnetism, with practical applications.

Chemistry.—Qualitative analysis of liquids and solids; chemical theories; preparation of chemicals and apparatus.

Botany.—Structure, composition, growth, functions, and classification of plants; preparation of specimens, etc.

Latin.—Elementary work; translation of Cæsar, Cicero, and Virgil; sight translation; colloquia; scanning and prosody; study of customs, men, times, and style; writing Latin (the more important rules of construction being developed inductively); methods. Pupils are required to teach in the elementary work.

French.—First year: Sauveur's Petites Causeries and Contes Merveilleux, with conversation and dictation exercises; Lambert and Sardou's Manual; Smith's French Principia; Roulier's First Book of French Composition.

Second year: Bernard's L'art d'interesser en Classe; Rougemont's La France; Sand's Petite Fadette; Michelet's Jeanne d'Arc; Souvestre's Confessions d'un Ouvrier; Tableux de la Révolution Française; Roulier's First Book of French Composition; Lambert and Sardou's Manual; Chardenal's French Exercises; Bluet's Class Book of French Composition.

German.—First year: Whitney's German by Practice; Worman's Elementary German Grammar; Schiller's Wilhelm Tell.

Second year: Conversations based on Andersen's Bilderbuch ohne Bilder; Otto's German Grammar; Goethe's Hermann und Dorothea; Goethe's Ausgewählte Prosa (Hart's edition).

General History.—Ancient Greece and Rome, with reference to modern institutions. Institutions and modes of life of the middle ages, with reference to the evolution of our political and other institutions. Modern history, including the development of the nationalities of western Europe and constitutional liberty.

The writer had the pleasure of visiting the Westfield school in 1865, when under the principalship of John W. Dickinson, now secretary of the board of education of Massachusetts. The impression made at that visit will never be obliterated. Though fresh from the study of other normal schools of high reputation—New Jer-

sey, Albany, Oswego, and others—he thought, and still thinks, that the Westfield school was sui generis. One spirit seemed to pervade every room, every class, every student, every teacher—the spirit of John W. Dickinson, the genius loci. An immense and complicated machine animated by one spirit, every part working harmoniously with every other part for the accomplishment of one purpose. In every department of study you found strictness of definition, precision of statement, rigidity of reasoning, variety of illustration, abundance of practical application. Every question, every answer, every recitation, every exercise breathed pedagogy of the severest type. One might, had he been inclined to find fault, have asked for a little more liberty, a little more self-assertiveness on the part of the students, a little more impulsiveness, a little freer play of individual thought, but the keenest critic must have acknowledged that the school was an organization "nobly planned" and skillfully directed by an expert whose convictions were like the laws of the Medes and Persians and who had the full courage of his convictions.

In 1872 the legislature appropriated $72,000 for a boarding hall ample enough for the accommodation of all the students, and lately an appropriation of $150,000 was made to erect a new school building on new grounds.

Model School at Westfield.

The board of education contemplated the addition of a model school, or school of practice, to each of the normal schools under their jurisdiction. It was expected that the town school would furnish this necessary supplement, and such a school was maintained in connection with the normal school at Westfield from 1844 till 1855. But "the relations of this school to the town and to the normal school were never entirely satisfactory, and they were dissolved in 1855, leaving the normal school to obtain its experience by practice on its own members. After this change the Westfield school turned its exclusive attention to the study of the philosophy of teaching, to gaining a technical knowledge of the branches of learning taught in the schools, to preparing such courses of study as are the right occasions for the acquisition of useful knowledge and right mental development, and to training the pupils to teach by requiring them to recite all review lessons in the form of teaching exercises. This method of work produced good practical results, and yet it did not furnish an opportunity for an experience in teaching and controlling a school of real children. To supply the want as far as possible, a school of observation was organized in 1866, and so related to the normal school that its principal could, by permission from the town school committee, nominate the teachers, suggest a course of studies and exercises, and the method of teaching that should be practiced. The normal pupils were granted the privilege of observing the operations of this school and of teaching some of its classes." [1]

Principals of the Westfield school.

Samuel P. Newman	1839–1842
Emerson Davis	1844–1846
David S. Rowe	1846–1854
William H. Wells	1854–1856
John W. Dickinson	1856–1877
Joseph G. Scott	1877–1887
James G. Greenough	1887

Bridgewater Normal School.

It has already been stated that the State board of education decided, in April, 1838, to open three normal schools, each to be continued three years as an experiment. Urged by the eloquence and zeal of the Rev. Charles Brooks, the people of Plymouth

[1] Fifty-third Annual Report of the Board of Education, Massachusetts.

County were the first to apply to the board to have one of these three schools located within their borders. The board resolved formally to grant the request "as soon as suitable buildings, fixtures, and furniture, and the means of carrying on the school, exclusive of the compensation of teachers, should be placed at the disposal of the board." At a county convention which met at Hanover in September, 1838, a resolution was passed to raise $10,000 for this purpose. It was found easier to pass the resolution than to raise the money. In fact, it never was raised, although six towns were desirous of the honor of having the normal school within their limits. Finally the board was asked to name the terms on which they would locate the school at Bridgewater.

The board voted "that the school be established at Bridgewater for the term of three years, on condition that the people of the town put the townhouse in such a state of repair as may be necessary for the accommodation of the school, and that they place at the disposal of the visitors of the school the sum of $500, to be expended in procuring a library and apparatus; and that they give reasonable assurance that the scholars shall be accommodated with board within a suitable distance at an expense not exceeding $2 a week."

The conditions were accepted, and the school was opened in the old town hall in September, 1840, with a class of 21 young women and 7 young men, under the charge of Capt. Nicholas Tillinghast. The hall was a frame building, 40 by 50 feet. For the accommodation of the school the main room was divided lengthwise by a board partition, so constructed that the lower half could be raised so as to throw the two rooms into one for general exercises. The seating corresponded to the building—a pine board attached to the desk behind.

At the end of the three years for which the town hall was engaged, it became necessary to obtain a permanent and more capacious building. A memorial was presented to the legislature of 1845, signed by Charles Sumner and other prominent citizens of Massachusetts, asking for an appropriation of $5,000 for normal school buildings, on condition that a like sum should be contributed by private individuals for the same purpose. The people of Plymouth promised to give the required contribution, and were very anxious to have the school removed to that town, but the board of education decided the question in favor of Bridgewater. Plans and specifications were prepared and proposals called for, but no contract could be made because the board had not sufficient funds at their disposal. After considerable delay, Horace Mann came forward and gave his personal obligation to make up the deficiency, which turned out to be about $700, which he paid; but the money was afterwards returned to him from the State treasury. The house was only a plain wooden structure, 64 by 42 feet, and two stories high; but it was considered one of the most attractive schoolhouses in the State. At the dedication in August, 1846, Mr. Mann made one of his characteristic speeches. Referring to the opposition which the normal schools had met with, he said:

I honor the great body of common school teachers in Massachusetts for the magnanimity they have displayed on this subject. I know that many of them have said, almost in so many words, and what is nobler, they have acted as they have said: "We are conscious of our deficiencies; we are grateful for any means that will supply them; nay, we are ready to retire from our places when better teachers can be found to fill them. We derive, it is true, our daily bread from school keeping, but it is better that our bodies should be pinched with hunger than that the souls of children should starve for want of mental nourishment, and we should be unworthy of the husks which the swine do eat if we could prefer our own emolument or comfort to the intellectual or mental culture of the rising generation. We give you our hand and our heart for the glorious work of improving the schools of Massachusetts, while we scorn the baseness of the men who would appeal to our love of gain, or of ease, to seduce us from the path of duty." This statement does no more than justice to the noble conduct of the great body of teachers in Massachusetts. To be sure there always have been some who have opposed the normal schools, and who will probably continue to oppose them as long as they live, lest they, themselves, should

be superseded by a class of competent teachers. These are they who would arrest education where it is, because they can not keep up with it or overtake it in its onward progress. But the wheels of education are rolling on, and they who will not go with them must go under them.

A boarding hall for the students was built in 1869 in accordance with a resolution of the legislature which authorized the commissioners of the Massachusetts school fund to lend the board of education $15,000 for that purpose, and requiring the board to collect from the occupants of the boarding hall "a sum sufficient to cover the interest at 6 per cent per annum on the cost of said buildings and furniture, and a reasonable insurance of the same." The next legislature increased the loan to $25,000. The interest was punctually paid, but in 1871 the legislature released the board from the obligation to pay interest and insurance, and so the loan became a gift.

The hall was hardly built when it needed to be enlarged, and the school building also required enlargement. Both enlargements were carried through, and in 1889 a new building was imperatively required. It was erected at the cost of $150,000, and is one of the handsomest and best equipped of all the normal school buildings in the country. In addition to the usual assembly room, study rooms, recitation rooms, and libraries, it has 7 laboratories—2 physical laboratories, 2 chemical, 1 mineralogical and geological, 1 biological, and 1 industrial. The last is furnished with carpenters' benches and sets of tools, a circular saw and jig-saw attachment, and is especially useful to students who wish to make sets of apparatus for their own schools without great expense. In the early days it was not easy for graduates of this school to find places as teachers; now the demand for graduates exceeds the supply.

The school is organized, like the other State normal schools of Massachusetts, under the direction of the board of education, with three courses of study—a two years' course, an intermediate course, and a four years' course. The two years' course includes arithmetic, bookkeeping, elementary geometry, algebra, elementary physics, chemistry, mineralogy, botany, zoology, geology, physiology, geography, astronomy, reading, orthography, etymology, grammar, rhetoric, literature, composition, penmanship, drawing, vocal music, gymnastics, military drill, history and civil polity of Massachusetts and of the United States, and school laws of Massachusetts, psychology, science and art of education, school organization, school government, and history of education. It goes without saying that on some of these slices of bread the butter must be spread exceedingly thin.

The four years' course has, in addition to the above, algebra, geometry, trigonometry, surveying, physics, chemistry, botany, zoology, general history, English literature, drawing, Latin and French; Greek and German at the option of the principal and visitors.

The intermediate course adds to the studies of the two years' course such advanced studies as the regular order of exercises may permit.

The catalogue of 1890 gives the names of 130 students in the two years' course, 64 in the four years' course, and 5 in the intermediate.

The early plans of the board of education looked to the maintenance of a model school, or school of practice, as an essential element of each of the State normal schools. The proper adjustment of the theoretical to the practical part of the work has been one of the greatest difficulties met with in most of the normal schools of the country, city training schools, perhaps, excepted. The Bridgewater school has had the benefit of much and varied experience on this point. For the first six years the model school was kept in a small schoolhouse, erected for the purpose by the center school district of the town, and was taught sometimes by a salaried principal and sometimes by the students of the normal school under the supervision of the principal of that school. We are told that "practice teaching in the model school was not very attractive to the normal pupils. Those who had taught before coming to the normal school felt

that they were not specially benefited by this practice; and those who had never taught before did not become sufficiently interested to appreciate work" [how could they in the two weeks allotted to them?] "and some parents preferred that their children should not be experimented with." The school was closed in 1850; but the new building (1891) has model school rooms for 120 scholars.[1]

Principals.

Nicholas Tillinghast	1840–1853
Marshall Conant	1853–1860
Albert G. Boyden	1860

SALEM.

In 1852 the board of education, at the same meeting at which the proposals from Framingham were accepted, resolved to recommend to the legislature the establishment of a normal school in Essex County. The legislature approved the recommendation and made an appropriation to carry it into effect. Proposals were received from Salem, North Andover, Groveland, and Chelsea, and after a careful examination of the claims of the several localities the board decided on Salem, and experience has proved the wisdom of the selection. A suitable site was furnished by the city; a brick building was erected two stories high and 67 feet square, and was dedicated with appropriate exercises in September, 1854, Governor Washburn presiding. The school opened with 65 pupils (the largest opening number up to this date), under the superintendence of Mr. Richard Edwards, a graduate of the Bridgewater Normal School, afterwards principal of the normal school at St. Louis, and later State superintendent of public instruction in Illinois. He was succeeded in 1857 by Prof. Alpheus Crosby, who resigned in 1865, and was followed by Daniel B. Hagar, the present principal.[2]

As a necessary consequence of the labors of three men so distinguished as educators, the school overflowed its banks, and the legislature was called on for an appropriation of $25,000 to enlarge the building, which was promptly and cheerfully granted.

The building as enlarged contains a reception room, 7 recitation rooms, and 3 dressing rooms; an assembly room seated for 210 pupils, rooms for the principal and the assistant teachers, 3 laboratories and lecture rooms, a cabinet, a drawing-room, a library, and a room for text-books. The tower contains a valuable telescope, which was paid for by the voluntary contributions of several graduating classes. The school is intended for the preparation and training of young women exclusively. The course of instruction is the same as in other normal schools of the State.

According to the Report of the Massachusetts State Board of Education for 1889, 88 per cent of the graduates of this school have taught in the State: "50 in normal schools, 2 as principals; 144 in high schools, 11 as principals; 46 in academies and seminaries; 9 in colleges, 2 as professors; 7 in universities; 10 in deaf-mute schools; 8 in the Clarke Institution at Northampton; 5 in kindergarten schools; 4 in training schools; 2 in State industrial schools; 1 in the school for the blind."

WORCESTER.

The normal school at Worcester is thirty-five years younger than the pioneer school at Lexington. The experience of these years was in great part utilized by the new school. There was no need of experimenting. There was no fear of lacking

[1] History of Bridgewater State Normal School, 1876; Report of Board of Education, Massachusetts, 1889; Catalogue of Bridgewater State Normal School, 1890.

[2] Catalogue of the teachers and pupils of the Salem State Normal School, 1854–1887. Annual catalogue, 1890.

support. There was no dread of public opinion.[1] The way had been prepared. The paths had been made straight and the rough places smooth. But the school was not content to follow in the wake of its predecessors. From the first it manifested an individuality of its own; and this has been strengthened by the double good fortune of permanence of location and permanence of its working staff. It has had but one principal in its seventeen years of life, and the changes in the subordinate members of the faculty have not been so numerous as to mar the continuity of the work. From the first no instructors were employed but persons having distinguished professional qualifications, including mature age, wide attainments, and successful experience.

The whole number of students admitted up to January, 1890 (the date of the last available report), was 855, of whom 400 completed the course and graduated with credit. Ninety-five per cent of these graduates engaged in teaching almost as soon as they were free to do so.

The Worcester school is a school of methods, par excellence; not of pedagogic methods merely, but business methods as well. The following selection of blanks will illustrate this in part. (The numbering is the editor's.)

When a student has signed the declaration to teach in the public schools of Massachusetts, as is required in all the normal schools of the State, the following blank is sent to the parent or guardian for signature before the student is formally admitted:

(1) *Certificate of parent or guardian.*

I hereby authorize and approve the declaration signed by Miss ——— ——— as a condition of admission to the State Normal School at Worcester, Mass.

Dated at ....., 18...

[Signature.]

———, ———,

Parent. *Guardian.*

[NOTE.—All blanks are of the feminine gender, so to speak; although young men are legally admissible.]

In order to assist students from a distance in procuring suitable boarding accommodations, the following circular is sent to persons likely to have rooms to spare and to be willing to receive normal students:

(2) *State Normal School at Worcester.*

Please fill in the particulars as indicated below and return this paper to us. We have only a limited number of boarding pupils, and therefore can not always send even to satisfactory places.

Name, ———.
Address, ———.
Accommodations, ———.
Number of rooms, ———.
Number to occupy each, ———.
Size of rooms, ———.
Number of windows in each, ———.
How warmed, ———.
Is light furnished? ———.
Is washing done? ———.
Do you take any other boarders? ———.
Terms, ———.
References, ———.
Remarks, ———.

[1] Some years before this a student of a new normal school, not in Massachusetts, said to her instructor in methods, "Professor, are we to teach this way when we go home?" "Certainly, that is expected," replied the professor. "Well, if I do," was the answer, "I shall be hissed out of the district." But she did; and though she was not exactly "hissed out," she was made so uncomfortable that she sought and found another and better school.

The student, having been duly enrolled and established in a comfortable temporary (or permanent) home, is required to fill up the following blank every week:

(3) *Student's weekly report.*

Report of ——— ———. For the week ending ——— ——, 18—.

[Approximate estimates only are required.]

Time spent.	Monday.		Tuesday.		Wednesday.		Thursday.		Friday.		Saturday.	
	H.	M.	H.	M.	H.	M.	H.	M.	H.	M.	H.	M.
At school												
In study												
At work												
In recreation												
At table												
In sleep												
Accounted for												
Not accounted for												
Total	24	00	24	00	24	00	24	00	24	00	24	00

Questions for students.

1. What has been your latest bedtime during the week? ———.
2. How many meals have you missed? ———.
3. How many evening hours have you spent away from your room? ———.
4. How many hours of outdoor exercise have you had? ———.

Remarks: ———.

[Signature] ——— ———.

Street and number. ———.

(Indorsement:) I have read this report, and believe it to be substantially correct.

[Signature] ——— ———.

Leave of absence being sometimes necessary, the following card is given to the student when the leave is granted:

(4) *Certificate of leave of absence.*

This is to certify that Miss ——— ———, a member of the State Normal School at Worcester, Mass., has permission to be absent ——— ———, until ——— ——, 18—.

——— ———, *Principal.*

——— ——, 18—.

Before the expiration of the leave the student receives a postal card as follows:

(5) STATE NORMAL SCHOOL,
Worcester, Mass., ——— ——, 18—.

Your leave of absence expires on ——— ——, 18—. Please write me whether you expect to come back to school at that time, or whether you desire to prolong your absence. If the latter, please give your reasons and inclose your certificate to me in order that the extension of time may be noted on it.

Very sincerely, yours,

——— ———, *Principal.*

If the extension is granted, a card to that effect is sent to the student.

Occasionally a student is obliged for good reason to leave the school before the expiration of the term. In this case the student receives the following:

(6) *Certificate of dismission.*

This certifies that Miss ——— ——— is honorably dismissed from the State Normal School at Worcester, Mass.

——— ———, *Principal.*

——— ———, 18—.

As supplementary to the systematic study of psychology, the pupils of this school have been engaged for several years in the study of children, objectively, upon a plan which may be outlined as follows:

The principal requests the students to observe the conduct of children under all circumstances—at home, at school, in the street, at work, at play, in conversation with one another and with adults—and record what they see and hear as soon as circumstances will permit. When the nature of the work is explained to the school great emphasis is placed upon the necessity of having the records genuine beyond all possibility of question; of having them consist of a simple, concise statement of what the child does or says without comment by the writer; of making both the observation and the record without the knowledge of the child; and of noting the usual, rather than the unusual, conduct of the individuals observed.

For convenience in classification blanks of five colors are provided for the records; white paper is used for such observations as students make themselves, red for well-attested ones reported by others, yellow for reminiscences of their own childhood, green for mention of whatever they read on the subject, and chocolate for observations that extend continuously over a specified period of time. Each blank has the following heading:

(7) STATE NORMAL SCHOOL AT WORCESTER.

Study of children.

1. Date, ———.
2. Observer's name, ———; age, ——; post-office address, ———.
3. Name (or initials) of person (child) observed, ———; sex, ———; nationality, ———; age (years and months), ———.
4. Length of time between making the observation and recording it, ———.

Record, ———.

If the record is from hearsay the names of both recorder and observer must be given.

Pupils write their records at their convenience (immediately after making the observation is the best time), and put the papers in a designated place. A teacher reads them from time to time and classifies them under the heads of knowledge, reflection, imagination, conscience, feeling, play, etc.[1]

For "exceptional" cases another blank is used with the same items as No. 7, but with the following additional particulars:

(8)

1. Form (body, limbs, size, apparent strength, symmetry, etc.), ———.
2. Head and face (size, shape, symmetry, features, complexion, etc.), ———
3. *Movement and postures* (head and neck, forehead, eyes, mouth, arms and hands, spine, legs and feet) ———.
4. *Health* (nutrition, color, activity in play, sleep, etc.) ———.
5. *Intelligence* (attention, memory, imitation, speech, etc.) ———.
6. *Disposition* (moral, emotional) ———.
7. *Additional* (parents, brothers and sisters, accidents, incidents, etc.) ———.

The public schools of Worcester are the practice or training schools of the normal school. The harmonious relations existing between the two authorities—and not

[1] Fifty-third Annual Report of the Board of Education, Massachusetts, 1889.

often found elsewhere except in city training schools--have led to the establishment of a system of apprenticeships "under the joint supervision of the city superintendent of schools and the faculty of the normal school." Each student after a year and a half spent in the normal school is allowed—not compelled—to go to one of the public schools of the city to observe, to teach, and, occasionally, to take part in the government. The apprenticeship lasting for six months, every student has an opportunity to serve in at least three grades of schools. Each apprentice keeps a diary of the occupation and experience of every day's service, and this record is inspected by the faculty of the normal school. On the completion of the apprenticeship the teacher of the city school in which the service was rendered fills up the following blank:

(9) *Report of the apprentice work of* ——— ———.

Grade ———, ——— street school.
Time, from ——— to ———.
Scale 10—use no fractions.
Number of absences, ———.
Number of tardinesses, ———.
Power of control, ———.
Power of interesting, ———.
Skill in questioning, ———.
Skill in explaining and illustrating, ———.
Enthusiasm, ———.
Bearing, ———.
What traits of excellence (if any) have been shown in teaching or management? ———.
What weakness or deficiency? ———.
Remarks. ———.

[Signature.]

When the apprentice graduates the following certificate is given in addition to the usual diploma:

(10) *Certificate of apprenticeship.*

MASSACHUSETTS STATE NORMAL SCHOOL AT WORCESTER.

——— ———, of ———, a regular graduate of this school (class of ———, 18—), besides doing the work of the two-years' course, has served for half a year as apprentice (or assistant) in the public schools of the city of Worcester.

——— ———, *Principal.*

WORCESTER, MASS., ——— ——, *18—*.

The watchful eye of the school is on the students even after they have left their alma mater. If any should forget this, they will be reminded by the following circular:

(11) STATE NORMAL SCHOOL.

Worcester, Mass., ——— ——, *18—*.

To ——— ———, of ——— Class.

Please answer the following questions and return to me.

The report to be made up from these answers will be seriously impaired in value if you fail to respond promptly.

Very truly, yours,

——— ———, *Principal.*

1. (*a*) Where, (*b*) how many times, (*c*) how many weeks, and (*d*) in how many different schools have you taught since you graduated? ———.
2. (*a*) How large is your present school, and (*b*) is it exceptionally difficult to manage? ———.
3. (*a*) What wages per week do you receive, and (*b*) of how many weeks does your school year consist? ———.

4. What evidence have you that your teaching has been successful? ———.

NOTE.—Reelection, promotion, and increase of salary are the best (though not the only) evidences of success.

5. To what, chiefly, do you attribute your success? ———.

6. Is your health, so far as you are aware, *unimpaired?* ———.

7. What are your expectations with reference to continuing teaching? ———.

8. Give the name and post-office address of a school officer to whom you are or have been directly responsible. ———.

9. Give (*a*) your present and (*b*) your permanent post-office address. ———.

As the graduate derives great advantages from the instruction and discipline of the normal school, it is thought but right in return that the graduate teacher should contribute something to the experience and further development of the normal school. Accordingly a letter making inquiry into the practical effect of normal training on young teachers, so far as they are able to realize it, is sent to graduates of two years standing.

(12) STATE NORMAL SCHOOL, WORCESTER, MASS.

To ——— ———, of ——— Class.

It is thought that the experience of our earlier graduates must enable them to form valuable opinions as to the comparative usefulness in practical teaching of the various points in study and training to which they gave special attention here. Such opinions frankly expressed would furnish important hints for the future management of the school.

The following questions are therefore sent to those who have taught two years or more since graduation. Full and frank answers are earnestly desired, and will be of real service to the school.

1. Have you had much occasion to use the knowledge of hygiene that you acquired here; and if so, in what ways chiefly? ———.

2. (*a*) Do you use and value what you learned here in "Principles?" ———. (*b*) In "Methods?" ———.

3. State pretty fully how you regard your "apprenticeship." ———.

4. (*a*) How much occasion have you had for your acquirements in music? ———. (*b*) In drawing? ———.

5. (*a*) In what respects do you feel best satisfied with your course here? ———. (*b*) In what respects least satisfied? ———.

6. (*a*) What one or two acquirements or habits gained chiefly here do you find most useful in schoolteaching? ———. (*b*) What one or two least useful? ———.

7. What exercise or study, *considering the time it required*, do you regard as the most valuable to you? ———.

8. What influence, if any, do you attribute to the school in the formation or development of your character? ———.

STATE NORMAL SCHOOL AT WORCESTER.

Weekly programme, spring term, 1891.

[EXPLANATIONS: The Roman figure before a class shows the number of the class. The fourth class is divided into two sections, known as *a* and *b* divisions. G means graduates' class.]

9.00 to 9.25	FIRST STUDY PERIOD.				
	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9.30 to 10.30	I. Arithmetic. II. Music. III. Grammar. (*a*) Reading. (*b*) Geology.	I. Music. II. History of education. III. Arithmetic. (*a*) Grammar. (*b*) Geography. Apprentice.	I. Hygiene. II. Psychology. III. English. (*a*) Geology. (*b*) {Grammar. {Botany.	I. Geography. II. Physiology. III. Drawing. (*a*) English. (*b*) Reading.	I. Civil government. II. {Arithmetic. {Natural science. III. Principles. (*a*) Geometry. (*b*) English.
10.05 to 10.35	I. Civil government. II. Principles. III. Drawing. (*a*) Geology. (*b*) Botany.	I. Teaching. II. History. III. Grammar. (*a*) Geology. (*b*) Geometry. Apprentice.	I. History of education. II. English. III. English. (*a*) Geometry. (*b*) Geology.	I. Psychology. II. Drawing. III. Arithmetic. (*a*) Geography. (*b*) Grammar.	I. Psychology. II. {Arithmetic. {Natural science. III. Reading. (*a*) Drawing. (*b*) Geography.
10.40 to 11.10	I. Psychology. II. {Arithmetic. {Natural science. III. Principles. (*a*) Geography. (*b*) {Botany. {Grammar.	I. Psychology. II. Music. III. Principles. (*a*) Geography. (*b*) Geology. Apprentice.	I. Geography. II. Rhetoric. III. Principles. (*a*) Geometry. (*b*) English.	I. Grammar. II. Drawing. III. Principles. (*a*) Geology. (*b*) Geography.	I. Teaching. II. Psychology. III. Drawing. (*a*) Geography. (*b*) Geology.
11.17 to 11.27	WRITING.				
11.27 to 12.00	SECOND STUDY PERIOD.				
12.00 to 1.00	NOONING.				
1.00 to 1.50	PLATFORM EXERCISES.				

1.55 to 2.25	I. Hygiene. II. English. III. Botany. (*a*) Drawing. (*b*) Geography.	I. Arithmetic. II. {Arithmetic. {Natural science. III. History. (*a*) Reading. (*b*) Drawing. Apprentice. G German.	I. Grammar. II. Rhetoric. III. Reading. (*a*) Botany. (*b*) Geometry.	I. Study. II. History. III. Grammar. (*a*) Reading. (*b*) Music.	I. Drawing. II. History of education. III. History. (*a*) {Grammar. {Botany. (*b*) Geometry. G German.
2.30 to 3.00	I. History of education. II. Psychology. III. Botany. (*a*) Geometry. (*b*) Drawing.	I. Arithmetic. II. Elementary methods. III. History. IV. Drawing. Apprentice. G German.	I. English. II. History of education. III. News. (*a*) {Botany. {Grammar. (*b*) Geometry.	I. Teaching. II. History. III. Elementary methods. (*a*) Music. (*b*) English.	I. Drawing. II. Elementary methods. III. News. (*a*) Reading. (*b*) Grammar. G German. G History.
3.05 to 3.25	PHYSICAL EXERCISES.				
3.30 to 4.00	I. Music. II. Grammar. III. History. (*a*) English. (*b*) Reading.	I. Drawing. II. Grammar. III. Elementary methods. (*a*) Geometry. (*b*) Reading. Apprentice. G German.	I. Civil government. II. Physiology. III. Arithmetic. (*a*) English. (*b*) Reading.	I. Hygiene. II. {Arithmetic. {Natural science. III. English. (*a*) Grammar. (*b*) Geometry.	I. Geography. II. Physiology. III. Elementary methods. IV. Music. G German. G History.
4.10 to 4.40	THIRD STUDY PERIOD—OPTIONAL.				

Normal Art School of Massachusetts.

Drawing has for many centuries been recognized as one of the branches of a finished education in two opposite directions: Technological, as a necessary auxiliary in architecture, engineering, and kindred pursuits; and fashionable, from works of tapestry down to the copying of prints. The fashionable school catalogues of the beginning of the century generally wound up with "drawing and the use of the globes" at so much extra. Even to-day there are thousands of teachers who make a living by assisting their pupils in making pictures to be framed for parlor adornment on which not one stroke of the pupil's own hand can be recognized.

The introduction of drawing as a necessary elementary study is but of recent date.

In 1749 Benjamin Franklin published his "Proposed hints for an academy," in which we find the following:

Studies to be selected and adopted.—As to their studies, it would be well if they could be taught everything that is useful and everything that is ornamental. But art is long and their time is short. It is therefore proposed that they learn those things that are likely to be most useful and most ornamental.

Writing, drawing, and arithmetic.—All should be taught to write a fair hand and swift, as that is useful to all. And with it may be learned something of drawing by imitation of prints, and some of the first principles of perspective.

This is perhaps the first recognition in the United States of drawing as entitled to the same rank as writing and arithmetic, among the "useful" branches of learning.

In 1821 William Bentley Fowle took charge of a Lancasterian or monitorial school in Boston, in which he made drawing a general exercise. Mr. Fowle was ahead of his time, like many other reformers, and after two years' service, his employers discovered that they had no further need of him; but the people had, and a company of private citizens built a schoolhouse and invited him to take charge of it. The school, called the Female Monitorial School, was a notable success.

In 1827 Mr. Fowle published an elementary work on drawing, translated in part from the French of M. Francoeur, with additions and alterations to adapt it to the use of schools in the United States. In his preface he says:

Notwithstanding the great utility of this branch of education, it is a lamentable fact that it is seldom or never taught in the public schools, although a very large proportion of our children have no other education than these schools afford. Even in the private schools where drawing is taught, it is too generally the case that no regard is paid to the geometrical principles on which the art depends. Not one in fifty of those who have gone through a course of instruction can do more than copy such drawings as are set before them. They never originate any design, and rarely attempt to draw from nature.

If Master Fowle had lived forty years longer, he might have made the same remarks with equal truth and equal pertinency.

Among the pioneers of the movement which culminated in the general introduction of drawing as a common-school study must be reckoned the Hon. Henry Barnard, editor of the American Journal of Education, and subsequently the first U. S. Commissioner of Education.

In 1838 Dr. Barnard delivered several lectures on drawing as the foundation of all industrial education, and urged that drawing should be taught in the common school pari passu with reading and writing. It was generally believed at that time that the ability to draw was a gift bestowed only on a few, and that, consequently, it would be a waste of time and energy to make it a common school study—in fact, throwing pearls before swine. Dr. Barnard's views on this subject are briefly presented in the following extract from Professor Stone's Report on the Practice of Music and Drawing in the Common Schools of Prussia, made to the legislature of Ohio in 1838, and printed.

The universal success also and beneficial results with which the arts of drawing and designing, vocal and instrumental music, have been introduced into schools was

another fact peculiarly interesting to me. I asked all the teachers with whom I conversed whether they did not sometimes find children actually incapable of learning to draw and to sing. I have had but one reply, and that was that they found the same diversity of natural talent in regard to these as in regard to reading, writing, and other branches of education; but that they had never seen a child who was capable of learning to read and write who could not be taught to sing well and draw neatly; and that, too, without taking any time which would at all interfere with, indeed which would not actually promote, his progress in other studies.[1]

DRAWING IN PRUSSIAN SCHOOLS, 1840.

How slow is the process of observing, appreciating and imitating the best methods of instruction may be seen by comparing the system used in the Realschule of Berlin in 1840, with the systems, or want of system, in vogue in the United States thirty years later. Again we are indebted to that invaluable thesaurus, the American Journal of Education (August, 1840):

The drawing department of this school [the Royal Realschule of Berlin] is superintended by a teacher who has introduced a new method of instruction particularly adapted to the purpose for which drawing is to be applied in common life and in the arts; a method which is found to enable a much larger proportion of the pupils to make adequate progress than the ordinary one of copying from drawings. In this method the pupil begins by drawing from simple geometrical forms, those selected being obtained from models in wood or plaster, of a square pillar (7½ inches high and 1½ inches in its square section), a niche, and a low cylinder (the form of a millstone). The square pillar separates in joints, affording a cube and parallelopipeds of different heights. The hemisphere which caps the niche may be removed, leaving the concave surface of its cylindrical part. The exercises of the pupils run thus: First, to place upon a board, or upon his paper or slate, a point vertically above another point, or so that the lines joining the two shall be parallel to the right or left hand edge of the board, paper, or slate; second, to join them; third, to place a point horizontally from the second, and at a distance equal to that between the first and second points; fourth, to place one vertically over the third, and at a distance equal to that below the first, and to join the third and fourth. The third and fourth being then joined, a square is formed. After practice in this, the simple elevation of the cube is drawn; next, a perspective, by the use of a small frame and silk threads, such as is common in teaching the elements of this subject, and by means of which the pupil acquires a knowledge of the practice. * * * This method of teaching has been introduced quite generally in Prussia, and with the best results as to the formation of accuracy of eye and of hand.

REPORT OF COMMITTEE ON DRAWING.

Compare with this the report of the "special committee on drawing," Boston, 1870. A few short extracts will suffice:

When this committee was appointed, the programme of studies in the schools of the first twelve wards of this city included drawing. The Boston programme was well, so far as it went; but it was not followed. In many of our schools no time was given for even the very mechanical exercise the rules prescribed. There was a general feeling among the teachers that drawing was simply an accomplishment for those whose leisure might be amused by its exercise, and that a large majority of the children in their charge would be better off without it; and with this impression joined to the knowledge that there were no examinations or requirements in this

[1] While this statement is correct in the main, the writer feels it due to truth to say that it is too broad. He has met with many exceptional cases where a good reader could not be taught to sing. Color blindness is not uncommon; tone blindness is probably just as common. There is this difference, that the inability to recognize a color (in school education) hurts only the observer; the inability to produce the proper sound is an annoyance to all who are compelled to listen. With regard to drawing, the sentiments of the present writer are expressed in the following anecdote: At a meeting of the International Conference on Education, held in London, August, 1884, James Russell Lowell, in the course of some extempore remarks, said that he "once knew a teacher of drawing of whom he asked the question: How many can you teach to draw? 'Anybody.' It is to me you speak; how many can you teach in a hundred? 'Well, fifty.' But how many can you teach well? 'Perhaps twenty.' But how many to draw what you would call *well?* 'Well, perhaps, in two or three years, one.'"

department for promotion to higher schools, it is not strange that the time, already insufficient, was found too short for drawing. In some schools the routine of taking out the books, allowing the children to play with pencil and paper for half an hour, and then putting away the result, often without examination, was virtuously performed. In a few schools instruction, and good instruction, was given by the master and his assistants. But this was very exceptional. * * * There was nowhere any system from the primary to the high schools.[1]

But though no great progress had been made in the teaching of drawing in the thirty years referred to, the subject was kept before the people, and the way was prepared for action when opportunity should offer.

REMBRANDT PEALE IN PHILADELPHIA.

In 1840 Rembrandt Peale, the painter, being convinced that drawing could and should be taught in public schools of every grade, offered his services, at a merely nominal salary, to the Philadelphia High School as professor of graphics. His purpose was to verify his theory by actual experiment. The experiment was entirely successful. He then offered to introduce his system into the lower schools if the directors would allow him. This proposal stirred up much opposition. To teach children, children of the poor, to draw was an unheard of and dangerous innovation. Drawing was an accomplishment, not a necessity; a luxury to be enjoyed by those only who were willing and able to pay for it. In the common schools it would be a waste of time. So argued the "conservatives." The "progressists" had a majority of votes, but the minority were so persistent and so virulent in their opposition that the scheme was dropped, and Peale resigned his position in the high school shortly afterwards. "Could Mr. Peale's ideas have been realized," wrote Prof. John S Hart to Hon. John Eaton, United States Commissioner of Education, "in a great mechanical and manufacturing city like Philadelphia, I have no doubt it would have added millions annually to the productiveness of its artisans. Thirty years ago I expressed the belief, and I am willing still to abide by the record, that such a system as Mr. Peale's, fully and fairly carried out, would have been worth to the city pecuniarily more than the entire cost of her system of public schools."

WILLIAM MINIFIE IN BALTIMORE.

In 1848 and 1849 there was in the Boys' High School of Baltimore a teacher of drawing, Mr. William Minifie, who taught the subject as a science and not as picture making. Based on geometry, his progressive studies proceeded systematically, and the progress made by his pupils was most striking. After teaching in the high school for one or two years this teacher was dismissed, because, forsooth, some member of the committee, who was utterly ignorant of any form of art, had some favorite, equally guiltless of any ability to teach industrial drawing, whom he wished employed; rational drawing was relegated to the limbo of forgotten things, picture making was encouraged, and the school children of Baltimore for the next twenty years were deprived of the very opportunity England had taken such pains to furnish, and which, twenty years later, Massachussetts made such commendable efforts to procure.[2]

Post hoc et propter hoc. In his elaborate report on the school drawing exhibits in the Centennial Exhibition at Philadelphia, Mr. Charles B. Stetson writes:

The specimens of drawings done by the boys in Baltimore City College [formerly high school] which are here exhibited consist almost wholly of reproductions from flat copies in light and shade. There are landscapes, trees, rocks, dilapidated houses, fences, bridges, carts, etc. The boys who are compelled to do such work are truly to be pitied. There is nothing to indicate the course of instruction, if really there is anything of the sort.

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[1] Art and Industry. Edueation in the Industrial and Fine Arts in the United States, by Isaac Edwards Clarke, A. M., Part I. Drawing in Public Sehools. Washington, Government Printing Offiee, 1885. A most interesting and valuable work, to whieh the present writer is indebted for a great part of the eontents of this chapter.

[2] Art and Industry, p. 30.

The following history of the Normal Art School is taken from the fifty-third report of the Massachusetts board of education, with some abridgment and many omissions:

A petition was presented to the legislature of 1869, asking that the board of education be requested to report a definite plan for providing instruction in drawing in all towns of the Commonwealth having more than 5,000 inhabitants. * * * In response, the legislature passed a resolve, which was approved June 12, 1869, instructing the board of education to consider the expediency of making provision for giving free instruction to men, women, and children in mechanical drawing in all towns having 5,000 inhabitants or more and to report a definite plan therefor to the next legislature.

The board, through a committee of three of its members, recommended the passage of a law "which shall require elementary and free-hand drawing to be taught in all the public schools of every grade, and which shall further require all cities and towns of ——— inhabitants to make provisions for giving annually free instruction in industrial or mechanical drawing to men, women, and children in such manner as the board shall prescribe." * * *

By an act of the legislature approved May 16, 1870, drawing was included among the branches of learning required to be taught in the public schools. Provision was likewise made for giving free instruction in industrial or mechanical drawing to persons over 15 years of age, all to be under the direction of the school committee. The above act was to take effect upon its passage. To ingraft upon the educational system of the State this branch of instruction created a demand for special training in the art of drawing; but from what source were the instructors to come? Clearly an institution for training the teachers must be established, or no satisfactory results would follow.

In the autumn of 1871 the board employed Mr. Walter Smith, recently from the Art School, Leeds, England, to be State director of art education. * * * Convinced of the necessity of providing some means for the training of teachers in the new branch of study, Mr. Smith advised the establishment of a school for that purpose. The board, acting upon Mr. Smith's recommendations, at once appealed to the legislature for the means to establish a normal art school. The first appeal was not successful. The means were finally provided, and on November 11, 1873, the school was located in rooms in the third story of a private dwelling then in possession of the State, in Pemberton square, Boston. * * *

These were wholly inadequate to the demands, being originally prepared for 36 students, while the school at first numbered 107 and in a short time contained twice that number. The legislature of 1875 authorized the sergeant-at-arms to assign to the school other rooms in another dwelling in Pemberton square. From this location in the fall of 1875 it was removed to rooms, 10 in number, in School street block, opposite the city hall. Here it remained for a term of five years, when it was again removed to better-fitted and more ample rooms in the Deacon House on Washington street. Its last remove was in 1878, to a building constructed for its special use on the corner of Dartmouth and Exeter streets. The Normal Art School building was constructed at an expense of about $85,000. It is favorably located. Though unadorned, it is artistic in design and finish. It is abundantly provided with the necessary appliances for art teaching, and is in every respect a model of convenience for the purposes it was built to serve. * * *

The number of students kept pace with the constantly increasing means of accommodation, and was always in advance of these until the art building was erected. The present number is 220. The number that have received certificates and diplomas is 498; the number that have graduated from the full course is 71. * * *

RESULTS OF THE ESTABLISHMENT OF THE SCHOOL.

The law of 1870, which required drawing to be taught in schools of all grades throughout the Commonwealth, went into operation in the absence of every direct means for its enforcement. There were but few teachers of drawing in the State; there was no published scheme for instruction in drawing which was adapted to the several grades of schools; there was no popular public sentiment among the people which demanded its introduction into the list of branches required to be taught.

The Normal Art School has, during the seventeen years of its existence, prepared teachers of practical skill in the art of drawing, for the evening schools now kept in all the cities and large towns of the State. It provided a large number of art directors and teachers of drawing for public and private schools, for the normal and technical schools, and for the collegiate institutions, and they are filling important positions in all parts of the country. * * *

Perhaps the most important result produced by the school is seen in its influence on the general culture of the pupils in all schools where drawing is taught. It trains them to observe with accuracy and intelligence. Its exercises cultivate the imagination and the judgment; they increase the power of invention, and produce an evident effect in purifying the heart and refining the taste.

When the Normal Art School began its work the highest idea of drawing in most schools which gave the subject any attention was picture making, with little else besides copying from books. At present the scheme for teaching this branch begins with molding the elementary forms in clay and extends through all grades of exercises to the highest forms of the art. The present scheme is the elaborated product of much careful study and varied experience by numerous patient observers and workers; and, while it incorporates much that is of foreign birth, it avoids the mistakes of other countries and furnishes a system of instruction well adapted to our own. * * *

The indirect result is what was anticipated by some of its early advocates and what was inevitable: it is creating a taste among the people for art in designs foreign to our hitherto unfamiliar eyes, and at the same time is training designers and artists for manufacturing establishments which but a few years since were wholly dependent upon aliens, or upon the product of their taste and skill brought from other markets.

PROF. WALTER SMITH.

The spread of elementary drawing throughout the public schools, not only of Massachusetts, but of the United States, is largely due to the experience, skill, and untiring energy of the first principal of the Boston Normal Art School and State art director, Prof. Walter Smith. The principles he advocated and the methods he pursued, exhibited in his Boston work and diffused and popularized by his lectures at teachers' institutes at home and addresses at educational conferences throughout the country, were as good seed sown on good ground and brought forth fruit, "some thirty, some sixty, and some an hundred fold." Disciples followed in crowds and in their turn became apostles of the new art education. A man of such energy, of an aggressive spirit, of great self-confidence, of such firm belief in his own doctrines, his own plans, his own methods, could not fail to stir up opposition. The assailants in normal-school contests have two methods of attack. They may attack the system itself or they may attack the head of the system. When the attack is made on both sides at once, it needs no prophet to foretell the result; the man is sure to fall, as in Walter Smith's case—a very small, almost insignificant, minority in the legislature, aided by the governor (Benjamin F. Butler), making an attack on the system, while a powerful combination outside the legislature made war upon the man. The board of visitors formed a sort of aulic council around the art school, and their orders, though given with the best intentions, proved very embarrassing to the commander in chief.

No doubt mistakes were made on both sides; but when two undertake to ride a horse one must ride behind, and the obstinate Englishman refused the back seat. Taking all the circumstances into account, an unconciliating chairman, an unconciliatory principal, a number of very sensitive teachers, a publishing house acting on strictly business principles, it is rather to be wondered at that the fiat had not gone forth sooner, "Delenda est Carthago." And so Walter Smith returned to his native land, not without due recognition of his splendid talents on both sides of the Atlantic.

In their first report after the retirement of Professor Smith the committee on drawing say:

That we are able to carry on drawing so successfully as we do under existing circumstances is due to the past, which gave us a sound system of instruction, trained many teachers in the practice of free-hand and model drawing, taught the principles of design, substituted true for false models as objects of study, and both perfected and equipped the free evening drawing schools, which deservedly rank among the most useful institutions of the city.

Referring to the appointment of Mr. Walter Smith in 1883 as head master of the art department of the Technical College at Bradford, England, the Right Hon. A. J.

Mundella in a public address "congratulated the Technical College on having Mr. Walter Smith as an art master." "There were few art masters," he said, "who had the experience and who possess so completely the successful art of teaching as Mr. Walter Smith and who knew how to apply art to industry."[1]

COURSE OF STUDIES.

The school offers two courses of study—a four-years' course, which gives training in the scientific and artistic branches and in their application to industries, and a two-years' course, which trains for the work of teaching and supervising drawing in the public schools. There are four classes—A, B, C, and D. On the completion of the work of Classes A and C students receive a diploma certifying that they are qualified to teach mechanical and architectural drawing. On the completion of the work of Classes A, B, and D they receive a diploma certifying to their qualifications to teach industrial art.

Applicants for admission to Class A must pass examinations in the following subjects:

1. Model drawing (outline).
2. Model drawing (shaded).
3. Historic ornament (outline from cast).

Upon entering Class A choice is given to each pupil of beginning (*a*) a course of study that will fit him especially for teaching and supervising drawing in the public schools, or (*b*) one that will prepare him to teach the broad subject of industrial art. Those desiring to enter on the former course (*a*) are required to pass an entrance examination (in addition to the subjects mentioned above) on the following subjects: (1) English grammar and composition; (2) history of the United States; (3) geography; (4) plane geometry; (5) elementary botany; (6) elementary physiology.[2]

CONNECTICUT.

Early Legislation.

The law establishing the first State normal school of Connecticut was passed in 1849. It states explicitly that the object of this school "shall be not to educate teachers in the studies now required by law, but to receive such as are found competent in these studies and train them in the best methods of teaching and conducting common schools." It provides that the number of pupils shall not exceed 220, that applicants shall sign a written declaration that their object in seeking admission to the school is to qualify themselves for the employment of common-school teachers, and that it is their intention to engage in that employment in the State; and that to all pupils legally admitted "the tuition and all the privileges of the school shall be gratuitous." For the support of this school there was appropriated "the bonus derived from the 'State bank,' and the interest which may accrue thereon, from which the sum of twenty-five hundred dollars annually, for the term of four years, shall be paid to said trustees with said interest, no part of which sum shall be expended in any building or fixture for said school." At the same session the principal of the normal school was made ex officio superintendent of common schools. Slight changes were introduced into the original law in 1866, 1872, 1883, and in 1889. The most important changes were (1) the maintenance of two normal schools, one of them east of the Connecticut River; (2) the appropriation of $40,000 a year for their support; (3) the regulation of the number of students to be admitted is left to the State board of education; (4) authority is given to the State board of education to establish and maintain model schools under permanent teachers, approved by the board, in which pupils of the normal schools shall have an opportunity to practice modes of instruction and discipline.

New Britain.

The school was opened at New Britain in 1850 with encouraging prospects. During the first year the number of pupils enrolled was 154; it rose, in 1855, to 359, and

[1] Art and Industry, Part I, Drawing in Public Schools, p. 62.

[2] Circular of the Massachusetts Normal Art School, 1890–91.

then gradually decreased till, in 1864–65, it fell to 138. For the next four years the school was suspended (1865 to 1869), from causes which the editor has not been able to ascertain definitely, and at which he prefers not to guess, though he visited the school in its dying moments. But in 1869 it was reopened with 132 students, and the numbers continued to increase till 1874, when it was again closed for a year. In 1875 it was again resumed and the progress, judging from numbers, from that to the date of the last catalogue was steady and nearly uniform. This catalogue contains the names of 401 students.

The building now occupied by this school was erected in 1882, and by successive alterations and additions has become almost a model. Besides the usual assembly room, schoolrooms, recitation rooms, lecture rooms, library, etc., it has two laboratories, a cabinet, a manual training room, a cooking room, a lunch room, a room for drawing and modeling, a gymnasium, and two kindergarten rooms.

The grouping of studies under several teachers is in some instances "very peculiar." For example, Miss A has drawing and literature; Miss B, arithmetic and geography; Miss C, drawing and language; Miss D, singing and arithmetic; Miss E, kindergarten and sloid; Miss F, mathematics and English. The purpose is probably to prevent a teacher from running in one rut by giving her two ruts to run in. The gentlemen teachers, it should be noticed, are provided with but a single wheel, with one exception, and he has a bicycle, "principles of teaching" and "writing." It must be acknowledged that certain unquestionable advantages may be obtained from this system of "union of opposites," especially when, as appears to be the case in the present instance, it is the result of design and not of accident or necessity.

A characteristic feature of the Connecticut normal school is seen in the

Training Department and Model Schools.

The State board of education has under its supervision and full control three model schools—one at New Britain, with 404 pupils and 11 permanent teachers; one at Bristol, with 252 pupils, and one at South Manchester, with 635 pupils.

The professional training course at New Britain will be understood from the following outline:

The *first year* gives a review of common-school subjects, with the special object of making the students familiar with the best methods of teaching children.

The *second year* is devoted to observations, methods of teaching, trial lessons, assisting in model schools, psychology and general principles, and independent teaching under supervision.

Observation.—At the beginning of the second year those students who have reached the required standard of scholarship in all subjects, and who are thought to be sufficiently mature, begin to work in the model schools. They visit the classes daily and describe the lessons they observe.

Methods.—The teachers of the model schools sum up for the training class the essentials of each subject to be taught to children and teach children when members of the class are present.

Trial lessons are required as fast as individuals show a good understanding of the work they observe. Students do not usually give lessons in the presence of all their classmates. Criticism of the teaching is not a public exercise, and each student receives personal suggestions and advice.

Assisting.—After observing in the model schools, students are assigned to the model-school teachers as assistants. They are taught to place work on the blackboard, keep the register, make a programme, and hear classes in all subjects taught in the room.

Psychology and general principles.—From this time on commonly accepted principles are discussed and some instruction is given in physiological psychology.

Independent teaching.—After the completion of the preliminary training described, every student must teach and govern successfully for three months one of the departments in charge of the State board of education, located outside of New Britain, but under the supervision of skilled teachers and closely connected with the parent school.

The members of the senior classes in the normal school observe frequently in the

kindergarten. The kindergartner gives to this class a careful statement of the principles and theory involved and instructs them in the occupations relating to primary work. The first five months are spent in observation and in study of the following special subjects: Biology, botany, physics, chemistry, physiology, free-hand drawing, modeling, coloring, inventional geometry, manual work, gymnastics, singing, literature, and penmanship.

A special diploma is awarded to graduates of the kindergarten training class.[1]

A normal school which is organized with special reference to the requirements of any particular locality can not safely be used as a model for another where the environments are different; yet one who should wish to organize or to reorganize a normal school in any part of this country would do well to study carefully the plans and methods of the school at New Britain. They are fully up to the times, provided always that the actual working corresponds exactly to the printed statement.

Willimantic.

This school was established by an act of the legislature passed in 1889. The sum of $75,000 was appropriated for the construction of a building, but without waiting for its completion the school was opened in September, 1889, in rented rooms. It is the counterpart, in miniature at present, of the school at New Britain. It is under the same superintendence and control and aims at developing the same principles by the same methods.

RHODE ISLAND.

What Horace Mann had been in the educational history of Massachusetts, Henry Barnard was in that of Rhode Island. He was the first State school commissioner, and spent some of the best years of his life in efforts to establish a system of State normal schools in Rhode Island. He visited every portion of the State, delivered lectures, organized teachers' institutes, and began what he called an "Itinerating normal school agency." During his term of office more than 1,100 public meetings were held to discuss subjects connected with the public schools, and at all these meetings one of the most prominent topics was the necessity of a thoroughly organized State normal school.

After one year's incessant and well-directed labor he was sanguine enough to believe that the time had come for carrying his projects respecting the State normal school into execution. His plan was to have two normal schools—one in Providence and the other somewhere in the country. The school in Providence was to supply the missing link between the municipal schools and Brown University. The country school was to be a "training school" with an industrial annex in which pupils might pay part of their expenses by manual labor.

The scheme was too complicated—one might almost say too good—to command popular favor. But the legislature seemed willing to try it, at least in part. In 1845 a bill was passed authorizing the establishment of "one thoroughly organized normal school in the State," but no appropriation was made for carrying the law—if it can be called a law—into effect. The people were simply authorized to spend their own money and declined to spend it.

Now, Brown University came to the rescue. The university created a new chair, a professorship of didactics, and Samuel S. Greene, then superintendent of schools in Providence, was appointed to the position, which he was allowed to hold in connection with the superintendency. In the winter of 1851–52 the first normal classes were taught in the hall of the Providence high school. Next fall the school was opened, in rooms rented for the purpose, with 85 students and 3 assistant teachers. The following term was made noteworthy by a course of lectures on physical geography delivered by the celebrated Professor Guyot.

[1] Catalogue of the Connecticut Normal Training School, New Britain, Conn. Fortieth year, 1891–92.

Donations and tuition fees, however, were totally inadequate to the support of such an institution. Even the $1,000 appropriated by the general assembly in 1854 proved to be but a drop in the bucket, and on the urgent recommendation of Mr. Elisha R. Potter, the school commissioner, who succeeded Dr. Barnard, the general assembly, May, 1854, passed an act establishing a "State normal school" and appropriating $3,000 for its support. The school was opened on the 29th of May with 27 students, under Dana P. Colburn principal; before the end of the session the registered students numbered 88. Within two years a library of 1,200 volumes was accumulated and a beginning made in the collection of apparatus. The "collection" was slim enough—"two movable blackboards, one 6-inch and two 12-inch globes, a valuable collection of outline maps and charts, and a set of anatomical plates." The value lay in the fact that it was a "beginning" and in the right direction.

The genial spring was not followed by the usual bountiful harvest. Unseasonable winds began to blow, and kept on blowing. It was said by some that the towns should give more pecuniary aid, and that the State treasury should be relieved in part of the expense of maintaining the school. All parts of the State were not equally benefited, and yet all parts were equally taxed. The old and not yet exploded fallacy that education is a local more than a general benefit was urged for all and more than it was worth. It has fortified itself and been dislodged in many strongholds—the family, the district, the township, the State. When it is once expelled from the citadel the country will be safe. The citizens of Bristol were willing to receive the ark of the covenant, and thither it was carried; but the blessing did not follow it. About the beginning of the civil war the numbers in attendance fell off to 19—5 young men and 14 young women.

At the close of the spring term in 1865 school adjourned for a vacation of five weeks. It was hoped that the general assembly would send it back to Providence, but the hope was not realized. The operations of the school were suspended until after the meeting of the legislature in May, and in July it was suspended indefinitely. But "blessings brighten as they take their flight." The institution was "not dead, but sleeping," awaiting the voice of the master. School committees were urgent in their demand for its reestablishment. One committee declares that "the need is becoming every year more urgent." Another, that "the best interests of public education can not be promoted without the establishment of a State normal school." Another, that "the importance of establishing a State normal school as a means for the advancement of our common schools needs no argument." Another says, "We hope that a normal school will be established in this State, and that no persons will be employed to teach in our public schools except graduates of that or similar institutions. Much of the time of the children is now thrown away at the commencement of each term by employing teachers, who, while their intellectual culture is all that could be desired, know but little, if anything, of the art of teaching."

Then the master appeared.

Mr. Thomas W. Bicknell received the appointment [of State school commissioner] in May, 1869, and he at once set himself to work to bring about the desired result. He left no stone unturned during the years 1869 and 1870 to inspire and combine the public sentiment in favor of the enterprise. It is true that the ground had already been prepared and the seed had been sown by the labors of his predecessors, and he was able to reap the harvest which had in part been brought on to its growth and maturity by them. But at this particular moment it seemed to need precisely the qualities which Mr. Bicknell possessed and the efforts which he put forth to bring the former labors to their consummation. * * * By public educational lectures in every town in the State; by teachers' institutes, and papers and discussions thereon; by the newspaper press, which opened its columns freely to the commissioner; by the Rhode Island institute of instruction; by the distribution of educational tracts, and by personal interviews with the members of the general assembly, the labors of the commissioner began to bear fruit.[1]

[1] The Dedication of the State Normal School Building, Providence, R. I. Printed by order of the general assembly.

In 1871 a bill was introduced for the establishment of a State normal school, and was passed by a very large majority after a very brief discussion. The people were prepared for it. The board of education and the commissioner were made trustees, and they wisely selected Providence as the location of the school. The school was opened in September, 1871, in a rented building; but in 1877 the legislature made an appropriation of $40,000 for the purchase of a building for the permanent home of the school. The city of Providence being about to erect a new high school building, the old high school estate was purchased for $30,000 and fitted up comfortably for the use of the normal school with the remainder of the appropriation. The school took possession of its new home in December, 1878. From the "Catalogue and circular" of 1890 we learn that the number of students for the scholastic year, including graduates who completed their course in January, was 200. The full course (seven half years) includes 100 lessons in composition and grammar, 300 in arithmetic, 100 in chemistry, 150 in drawing, 100 in the English language, 100 in geography, 100 in physiology and hygiene, 50 in bookkeeping (single entry), 100 in general history, 100 in geometry, 100 in reading, 200 in Latin, 100 in rhetoric, 100 in algebra, 100 in botany, 100 in physics, 100 in English literature, 50 in physical geography, 50 in geology, 50 in psychology, 50 in logic, 50 in ethics, 50 in zoology, 50 in pedagogy, 50 in primary methods, 50 in methods in geography, 50 in methods in grammar, 50 in mineralogy.

Principals.

Dana P. Colburn	1854–1859
Daniel Goodwin	1859–1860
James C. Greenough	1871–1884
T. J. Morgan	1884

NEW HAMPSHIRE.

The history of the normal school campaign in New Hampshire is curious, interesting, and instructive—an early and promising attack, a victory, long in doubt; ignorance and prejudice behind the intrenchments; indifference, perhaps treachery within the lines; a deficient commissariat, skirmishes without results, compromises without advantage, indomitable pluck on one side, invincible obstinacy on the other—triumph at last. "The darkest hour of all the night" proved to be "the hour before the morning." All the battles with ignorance, prejudice, misrepresentations, jealousies, parsimony, which had been fought and won in thirty other States, had to be fought again. And not in vain.

> "For freedom's battle once begun,
> Bequeathed by bleeding sire to son,
> Though baffled oft is ever won."

Now peace, with wings outspread, hovers over the beautiful normal buildings at Plymouth; and for a peace offering thousands of dollars can be had almost without asking where hundreds were once sulkily refused.

The story of the State Normal School of New Hampshire can best be given in the words of the present principal of the school, Dr. Charles C. Rounds, in an address which he delivered on the dedication of the new building. The present editor regrets that want of space compels him to omit many paragraphs from this interesting paper. After a brief sketch of the development of normal schools in the State of Massachusetts, Dr. Rounds says:

In 1823 there was established at Franklin, N. H., by the munificence of Mr. Joseph Noyes, a school called the Instructors' School. Its principal for many years was Capt. Benjamin M. Tyler, a graduate of Captain Partridge's Military School at Norwich, Vt. In regard to normal methods of teaching Captain Tyler was far in advance of his time, and in spring and fall terms for years he formed and taught a teachers' class in the principles of the various branches of study and in methods of

teaching and school management. It has been claimed that more than sixty years ago there could be found at Franklin a superior normal school.

At a public dinner in Boston a few years since I heard Hon. J. W. Bradbury, of Maine, a colleague of Webster and Calhoun in the United States Senate, tell the story of the next normal school in New Hampshire. In 1829, having finished his course of legal study, he had three months to wait before admission to the bar. He had noted, as many were noting at that time, the miserable condition of the common schools and the mental poverty of the teachers therein. Instead of taking a vacation he came across the line from his home, in Parsonsfield, Me., to Effingham, and organized for a three-months' term a school for the preparation of teachers.

The next attempt in our State to give teachers special preparation for their work was made here in Plymouth by Samuel Read Hall, who had been connected with the school in Concord, Vt., in 1823, and with Phillips Academy in 1829. In 1837, while teaching in Phillips Academy, he was asked to become preceptor of Holmes Academy in Plymouth. He accepted, on condition that it should be called a teachers' seminary and should have a department specially for the training of teachers. These conditions were accepted, and for two years (1837–1839) the teachers' seminary at Plymouth continued, and then was closed in consequence of the failure of an expected endowment.

I hold in my hand the first catalogue of this teachers' seminary. The course of study and the classification of the school show the honesty of the man and the character of this, as a normal school, much truer to the name than many pretentious institutions which followed long after its time. Although it had a classical department, the teachers' department evidently lay nearest the heart of Mr. Hall.

Though this school antedated by two years the establishment of the normal school at Lexington, Mass., after its closing for many years no other similar attempt was made. Normal schools were established in other States in numbers increasing by a constantly accelerating ratio, but here the reliance seems to have been upon academies, and these doubtless did what they could. But under such auspices popular education could not advance, and after trying all other agencies the conviction became stronger and stronger that again a special effort must be made. In 1870 the act was passed for the establishment of a normal school. * * *

There is not time now to give the history of the efforts which culminated in the passage of the normal-school law, nor of the contests which resulted in locating the school in the buildings of the Holmes Academy, at Plymouth. It was finally here established, and for several years sustained by the tuitions paid by pupils, and by the generosity of the town, of private individuals, and of the Boston, Concord and Montreal Railroad. Here I quote from the principal's report to the trustees in 1887: "Thirty-two years after the first normal school in Massachusetts had been established, with two years in its course of study, and years after Maine, Connecticut, and Rhode Island had established normal schools on the same basis, the State Normal School of New Hampshire was established, with the legal provision that said normal school shall be established and maintained without expense to the State, except the necessary expenses of the trustees, which shall not exceed the sum of $300; that the school should be in session at least twenty weeks each year, and that pupils could graduate from one of the courses at the end of one school year. Large numbers actually went out from the school with diplomas at the end of a course of only twenty weeks. Yet the school, sustained by tuitions and voluntary contributions, opened with a good faculty and 70 students, and in its second year enrolled 184 different pupils. To an urgent request of the trustees for $12,000 for building and $3,000 for a library, the State responded with a total appropriation of $5,000. In the first four years of the school the State gave nothing for current expenses. For the lack of funds the faculty had to be cut down, and at the close of the third year the school suffered the loss of its first principal by death from overwork. During a part of the fourth year the faculty consisted of only two teachers, each teaching from seven to eight hours a day, and one of these broke down before the close of the year. In 1875 the State made its first appropriation for current expenses, and the school was declared a free school, but tuitions were still exacted from those who did not complete the course of the first or the second year until 1886. For four years, without endowment, the school had been sustained by tuitions and contributions. It is safe to say that a State normal school established under such auspices and sustained on such a basis was never before known.

"The report of 1876 speaks of constant improvement in the school, of jealousies which had sprung up against the school as an intruder into the educational field, and of the great harm which had been done to the cause by the graduation of large numbers from the short course of twenty weeks—a course of study only one-quarter the length of the shortest courses of other New England normal schools. Of the 175 graduating up to this time 158 had graduated from the twenty-weeks' course. In

1878 the jealousies and opposition referred to in earlier reports resulted in reducing the annual appropriation for the school to $3,000. The numbers in the school had been greatly reduced; the outlook was most discouraging. Yet, instead of trying to increase the numbers by merely popularizing the school, it was made more severely professional than ever before. The one-year course was abolished. As might have been expected the numbers did not rapidly increase, but the character of the school as a school for professional training was established beyond all possibility of cavil. The policy continued by cutting down even the modest appropriations asked, or of refusing them altogether, and the complaint continues from year to year of insufficient accommodations and means of instruction. * * *"

In 1885 an appropriation of $2,000 was asked for, but was refused. This was apparently a turning point in the history of the school. Hostilities which hindered its work ceased. Friends in increasing numbers came to its aid. The press gave it a more and more generous support. In 1887 it received from the legislature an appropriation of $12,000 for building, and the annual appropriation for support was raised from $5,000 to $7,000. * * * The legislature of 1889 gave an additional appropriation of $60,000, and you here to-day behold the fair results, a lasting monument to the many friends who worked so faithfully to secure this appropriation, as well as to the memory of the devoted teachers of the earlier days, who, amid discouragements, kept alive in New Hampshire the idea of the normal school and carried it through its phases of development. We have this beautiful schoolhouse, which, for solidity of construction, for convenience, for its provisions for comfort and health, and adaptation to the work for which it is designed, may well challenge comparison with any other. We have a boarding hall so planned and furnished as to offer to our pupils a comfortable, healthful, and elegant home. * * * The normal school begins its twenty-first year under these favorable auspices. Like a traveler who, after long wandering through morass and fog, comes out into the sunshine on solid ground, so we at last find firm support for our feet and see the sunshine on our path.[1]

The course of study does not differ greatly from that of other first-class normal schools limited to a two-years' course, as will be seen by the following programme:

Course of instruction.

[Figures denote number of lessons per week (music and writing, each two lessons counted as one).]

	First year.		Second year.	
	First term.	Second term.	First term.	Second term.
Language.....	Reading, 3; grammar, 3; composition, 3.	English literature, 2.	English language, 3; essays, 1.	Essays, 1.
Mathematics....	Arithmetic, 3; elements of geometry, 2.	Geometry, 3	Algebra, 4	Bookkeeping and reviews, 4.
Natural science.	Physiography, 3	Geography, 4; botany, 4; physics, 3.	Chemistry, 3; physiology, 3.	Physical geography, 4.
History	American history, 4.	General history, 4 ..	Civil government and school law, 2.	History of education, 4.
Professional	School economy, 2; drawing, 2; music, 1; writing, 1.	Psychology, 4; drawing, 2; music, 1.	Methods and training, 6; drawing, 2; music, 1.	Pedagogy, 4; methods and training, 8; drawing, 1.

VERMONT.

State Normal School at Castleton.

The institution now known as the State Normal School at Castleton, Vt., celebrated its centennial in 1887, having changed its name several times during the century. It was established by act of the legislature in 1787 as a county grammar school in and for Rutland County, to be held "at the house commonly known by the name of the new schoolhouse, near Dr. William Woolcott's in Castleton, provided that the county of Rutland shall not be at any cost or charge in completing or repairing the same." Another act of the legislature provided "that it shall be known by the name and

[1] Annual Report of the Superintendent of Public Instruction, being the Forty-fifth Annual Report upon the Public Schools of New Hampshire. Concord, 1891.

style of the Corporation of Rutland Grammar School." In 1805 it was enacted "by the general assembly of the State of Vermont that the name and style of the Rutland County Grammar School be, and the same is hereby, altered to the name and style of the Vermont Classical High School." This act was repealed in 1830. In 1866 an act was passed authorizing the establishment of one normal school in each of the three Congressional districts of the State with two courses of study; graduates of the short course to receive certificates for five years, the others for fifteen.

In 1867 the legislature granted an annual appropriation of $500 to each of these normal schools for the purpose of assisting indigent young men and women "inhabitants of this State who may desire to more perfectly qualify themselves for the office of teaching by attending the normal schools within this State." Persons so aided were required to teach at least two years subsequent to their graduation.

This sum was increased in 1870 to $1,000, and in 1882 an additional $500 a year was appropriated to each of these three schools. In 1888 the legislature extended their charters until the year 1900.

The first session of the normal school at Castleton was opened on the 2d of January, 1868.

In 1878 the legislature, fearing that the normal schools might attempt to fly too high, passed the following enactments to clip their wings:

No. 113. SEC. 2. No more than two courses of study shall be allowed in the normal schools of this State. No studies or subjects not included in the course of study established for them shall be taught in the normal schools of the State, nor in any school or department established and controlled by the trustees or by the teachers of any normal school in the State.

SEC. 3. The two courses of study for the normal schools may include such branches of learning as have been set, or shall be set, in them, by the trustees of any normal school acting in concurrence with the State superintendent of education; but *no foreign language, ancient or modern, shall be a subject of instruction in any normal school.*

Yet the course of study in the Vermont normal schools is by no means narrow, judging from the list of text-books used.

First course: Hill's Geometry for Beginners, The Franklin Algebra, Greenleaf's Complete Arithmetic, Prang's Drawing Books, Maury's Physical Geography, Walker's Physiology, Wood's Object Lessons in Botany, Eggleston's History of the United States, Macy's Our Government, True's Our Republic, Conant's Vermont, Whitney's Essentials of English Grammar, Conant's Drill Book in English, Scott's Lady of the Lake, American Poems, American Prose, Principles of Education Practically Applied, Gill's Systems of Education, Putnam's Psychology, Payne's Lectures on the Science and Art of Teaching, De Garmo's Essentials of Method.

Second course: Wentworth's Algebra and Geometry, Sharpless and Phillips's Natural Philosophy, Young's Astronomy, Kellogg's Rhetoric, Swinton's Outlines of the World's History, Arnold's English Literature, Lockwood's Lessons in English, Painter's History of Education, Thomson's Seasons, Bacon's Essays, Janet's Elements of Morals.

The number of students in attendance during the school year ending July, 1890, was 230. The number of graduates since 1868: First course, 350; second course, 85.[1]

Principals.

Miss E. O. Patch	1868–1869
Rev. R. G. Williams	1869–1874
Edward J. Hyde	1874–1875
Rev. Geo. A. Barrett	1875–1876
Walter E. Howard	1876–1878
Judah Dana	1878–1881
Abel E. Leavenworth	1881

[1] Castleton School Centennial. Report of the proceedings. Rutland, 1888.

State Normal School at Randolph.

The Randolph Academy, or Orange County grammar school, was established in 1806 in a building now occupied as a dwellinghouse. Its last principal was Edward Conant, "the father of the Vermont normal schools," by whose aid chiefly the academy was changed in 1866 to a training school for teachers—one of the three for which the legislature made an appropriation in 1867, as has been already mentioned.

Normal schools naturally divide themselves into three groups: Those whose work is chiefly academic, and whose aim is to secure scholarship in the subjects taught; those of the character of city training schools, which strive to give their students a large amount of practical teaching after certain prescribed methods; and those which seek to give their graduates a scientific basis of practical pedagogy. The Randolph school claims to belong to the last class.

From February, 1867, to June, 1890, the whole number of students admitted was 1,877. Of these 819 graduated in the first course, and 122 in the second course.[1]

Principals.

Edward Conant	1867–1874
Abel E. Leavenworth	1874–1879
Andrew E. Edson	1879–1884
Edward Conant	1884

State Normal School at Johnson.

This school was started as an academy about the year 1828 with 16 scholars, in a room which had formerly been a shoe shop. In 1836 the school was incorporated by act of legislature as the Lamville County grammar school, and public lands were granted toward its support. In 1866 the school surrendered its original charter and was recognized as a State normal school. The old academy building was at this time rebuilt, greatly enlarged, and fitted up nearly as it stands now. The last principal of the academy, S. H. Pearl, was the first principal of the normal school. In 1884 the village primary school was placed under the care of the principal of the normal school as a model and training school, in which normal students should have the opportunity of doing practical work under the direction of experienced teachers.[2]

The number of students June, 1890, was 136.

Principals.

S. H. Pearl	1867–1871
C. D. Mead	1871–1872
Harlan S. Perrigo	1872–1875
William C. Crippen	1875–1881
Edward Conant	1881–1884
A. H. Campbell	1884

MAINE.

First Normal School at Farmington.

The teachers of Franklin County, Me., at their annual convention in 1857 passed a resolution "That the interests of our common schools and the teachers having them in charge not only require the fostering care of the State, but most imperatively demand the immediate establishment of that long-neglected source of improvement, a State normal school." This was no uncertain sound, although it was but the echo of the

[1] The Normal Register; a History of the First Vermont State Normal School. Montpelier, Vt., 1885.
[2] History and alumni record of the State normal school, Johnson, Vt., 1887. Catalogue, June, 1890.

demand made ten years before by William G. Crosby, the secretary of the first board of education of Maine. For thirteen years longer the voice was heard as of one crying in the wilderness, till at last, in 1860, the legislature was stirred up to activity. The first experiment was an endeavor to establish normal departments in 18 academies of the State. Of course, the attempt was a failure. The law was repealed in 1862, and an act for the establishment of normal schools was passed in 1863. A commission of three persons, appointed by the governor and council, was to locate two normal schools, one in the eastern and one in the western part of the State: "Provided, that the citizens of such places will furnish, without expense to the State, suitable buildings for the instruction of 200 pupils for the term of at least five years; and provided, that such locations be not within the limits of any incorporated city." To sustain these schools for five years, four half townships of the public lands were appropriated, to be sold in whole or in part, as should be deemed best by the governor and council. The commission decided to locate one of these schools at Hampden, the other at Farmington, but two years afterwards Castine was selected in place of Hampden. The trustees of Farmington Academy offered a cash donation of $4,000, together with the academy building, which they proposed to enlarge so as to accommodate 200 students. The school began in August, 1864, in a temporary hall, for the new building was not as yet completed. Thirty-one students were present at the opening, and during the year 130 students were entered, a number larger than in any subsequent year.[1]

Principals.

Ambrose Parsons Kelsey	1864–1865
George M. Gage	1865–1868
Charles C. Rounds	1868–1883
George C. Purington	1883

School at Castine.

From the circular of the State Normal School at Castine, Me., for 1890, we learn that the object and work of the normal school are plainly stated in the act establishing these schools in that State:

They shall be thoroughly devoted to the training of teachers for their professional labors. The course of study shall include the common English branches, in thorough reviews, and such higher branches as are especially adapted to prepare teachers to conduct the mental, moral, and physical education of their pupils. The art of school management, including the best methods of instruction and government, shall have a prominent place in the daily exercises of said schools. While teaching the fundamental truths of Christianity and the great principles of morality recognized by statute, they shall be free from all denominational teachings and open to persons of different religious connections on terms of perfect equality.

This school has been in operation twenty-three years and has had over 2,000 different pupils connected with it since its organization.

A model primary school is in operation in one of the rooms of the normal building, which has been fitted with primary furniture for that purpose. This school is under the control of the principal of the normal school and is taught by a teacher specially selected for that work. It has four grades, and is free to all children of these grades, as far as its capacity extends. The pupil-teachers are here furnished with a model which will help them to form an ideal of what a primary school ought to be. This enables them to have a standard of excellence in mind when they go out to teach, which it will be safe for them to strive to attain.

The following is the outline of work actually done in the model school in the different grades:

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[1]History of the State Normal School, Farmington, Me., by George C. Purington, A. M., Farmington, Me., 1889.

MODEL SCHOOL AT CASTINE.

FIRST YEAR.—*Reading.*—Word, sentence, and phonic methods from charts. The lesson is first taught from the blackboard in script. *Spelling.*—By sound and letter. *Number.*—The Grube method, modified, as far as 10. Counting and writing numbers. Fraction $\frac{1}{2}$. Simple practical examples. *Geography.*—Position. Divisions of land and water, with molding board. *Language.*—Story-telling by the children; use of words in sentences, and careful correction of bad forms of speech. *Drawing.*—Lines and angles, and simple figures. *Writing.*—On blackboard and slates. *Object lessons.*—Form, color, human body, animals, plants, etc.

SECOND YEAR.—*Reading.*—First and Second Readers. Sight reading. *Spelling.*—From reading lessons. *Number.*—Modified Grube system to 20. Continue counting and writing numbers and practical examples. Exercises with fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$. *Geography.*—Map of schoolroom. Oral lessons on continents, with maps and molding board. *Language.*—Continue work of first year. Writing simple sentences. Use of capitals and periods. *Drawing.*—Simple geometrical figures and original designs. *Writing.*—With ink in tracing books. *Object lessons.*—Continue work of first year.

THIRD YEAR.—*Reading.*—Third Readers. Sight reading. *Spelling.*—From spelling book. *Number.*—Multiplication and division tables. Continue practical examples. Work in fundamental rules. Fractions $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{10}$. *Geography.*—"Our World No. 1." *Language.*—"Elementary Lessons in English." *Drawing.*—Continue second year's work. *Writing.*—With ink in copy books. *Object lessons.*—Continue second year's work.

FOURTH YEAR.—*Reading.*—Fourth Readers. *Spelling.*—From spelling book. *Number.*—Continue work of third year. Work in common fractions, United States money, decimal fractions, and factoring. *Geography.*—Elementary text-book. *Language.*—"Elementary Lessons in English." *Drawing.*—Original designs and simple object drawing. *Writing.*—With ink in copy books. *Object lessons.*—Continue work of third year. The object lessons are graded so that attention is called to name, parts, form, size; then to qualities and uses; then to relations, so that though the object may be the same in different grades, the lessons taught become more and more difficult.

Normal school—Course of study.

FIRST YEAR.

F Class.	E Class.	D Class.
Arithmetic, from percentage. Grammar. Geography. School economy. Reading. Writing, one-half term. Elementary music, one-half term.	Arithmetic, methods. Grammar. Geography. Algebra. Physiology.	Algebra. Geometry. Physics. Physical geography. Drawing.

SECOND YEAR.

C Class.	B Class.	A Class.
Geometry. General history. Physics. Rhetoric. Botany. Bookkeeping, one-half term.	Psychology. Chemistry. United States history. Civil government. Moral philosophy. Practice teaching.	Didactics and history of education. Practice teaching. English literature. Astronomy. Geology, one-half term.

Principals.[1]

Grenville T. Fletcher 1867–1879
Roliston Woodbury 1879–1889
Albert F. Richardson 1889

[1] Catalogue and circular of the State Normal School at Castine, Me., 1890.

II.

NORMAL SCHOOLS IN NEW YORK, PENNSYLVANIA, NEW JERSEY, AND MARYLAND.

NEW YORK.

Early History.

In 1825 De Witt Clinton, governor of New York, in his annual message, speaking of the common school system, says: "In furtherance of this invaluable system I recommend to your consideration the education of competent teachers." This recommendation is repeated in his message of 1826: "I therefore recommend a seminary for the education of teachers in the useful branches of knowledge." The phrase "the education of teachers in the useful branches of knowledge" indicates that the governor had but a vague notion of the proper function of a "teachers' seminary;" and it is not to be wondered at that for many years after his death the people of New York struggled long and fruitlessly to make normal instruction an annex of the academy system. In his last message, 1828, the governor lamented that no law had been passed to elevate the talents and qualifications of teachers.

In 1830 a committee of the citizens of Rochester petitioned the legislature to establish a State seminary for the education of teachers.

In 1833 Governor Marcy said in his message to the legislature: "One of the most obvious improvements in relation to common schools would be a plan for supplying them with competent teachers." There is no good reason to suppose that the "competency" thus desired extended further than a knowledge of the subjects taught in the common schools.

In 1835 John A. Dix, chairman of a committee of the board of regents, recommended the establishment of teachers' classes in the academies.

In 1839 Governor W. H. Seward recommended that "Normal-school instruction be ingrafted on our public school system." In the same year John C. Spencer, secretary of state and ex officio State superintendent of schools, secured the passage of a law creating a board of visitors of schools. The chairman of the board was the Rev. Dr. (afterwards Bishop) Alonzo Potter, and with him was associated Francis Dwight, who afterwards became superintendent of schools for the city and county of Albany and secretary of the executive committee of the board of regents.

In 1842 a convention of county superintendents was held in Utica, at which the Rev. Dr. Alonzo Potter, Horace Mann, and George B. Emerson advocated the establishment of a normal school; to which project the superintendents promised their support. In 1843 a similar convention was held, and again the county superintendents reported in favor of a normal school. In the same year Calvin H. Hulberd, as chairman of the assembly committee on colleges, academies, and common schools, made an eloquent and elaborate report, accompanied by a bill to establish a normal school for the period of five years. The bill was passed May 7, 1844. The law provided that the sum of $10,000 shall be "annually paid to the superintendent of common schools, from the revenue of the literature fund, for the maintenance and support of * * * a normal school for the instruction and practice of teachers of common schools in the science of education and in the art of teaching, to be located in the county of Albany." The "normal-school idea" had grown since the time of De Witt Clinton, who so ably advocated the establishment of a seminary "for the education of teachers in the useful branches of knowledge." The law also placed the school "under the supervision, management, and government of the superintendent of common schools and the regents of the university," but practically the school was governed by an executive committee of five persons appointed by the

regents, of whom the law required that the State superintendent of common schools should be one.

The school was first located in the depot building of the Hudson and Mohawk Railroad Company, the rent of which, $500 a year, was paid by the city of Albany; afterwards, 1849, in a house built by the State, at the cost of $25,000, on a lot presented by the city in the rear of the old State Hall. The lot was not a very desirable one, and the building corresponded to the lot, though at the time it was regarded as "large and commodious."

The first principal was the now long lamented David P. Page, of whom nothing further need here be said, for he "being dead yet speaketh." [1] One of the first "regulations" prescribed by the executive committee, doubtless at the instance of Mr. Page, deserves more than a passing notice: "The internal regulations of the school shall be left to take their form and character from the circumstances as they arise, and as the teachers may hereafter suggest."

Normal Departments in Academies.

For several years before and after the organization of the Albany school there had been maintained in several academies in the State of New York a department for the instruction of common-school teachers. These departments were of two classes: One was established by the regents of the university by virtue of chapter 140 of the Laws of 1834, for the support of which the regents appropriated annually to each academy $400—a sum supposed to be equal to the expense of maintaining the department; the other class consisted of those academies to which a share of the revenue of the literature fund, equal to $700 a year, was distributed for their ordinary support, and which were required by the regents, pursuant to chapter 237 of the Laws of 1838, to establish and maintain departments for the instruction of common-school teachers. There were in 1840 eight academies in the first class and seven in the second. The number of students entered in these departments was, in 1835, 138; and in the following years successively, 218, 284, 374, 498; and in 1840, 668. The State superintendent, John C. Spencer, in his report for 1840 says he is "convinced that there has been a decided improvement in these departments. The standard of instruction in their vicinity has been raised. The desire for competent instructors has increased; their wages have advanced; the demand for them has augmented, and a general influence in favor of primary education of the most salutary character has been diffused." He thought these departments should be sustained and encouraged, and the means of establishing a larger number in other academies should be provided. Where there were no academies he would have normal schools established—the neighborhoods furnishing the grounds and buildings and the State paying the teachers.

These normal departments do not seem to have been either popular or efficient, notwithstanding the indorsement of Mr. Spencer. An academy in King's County reports: "No students are at present (1840) connected with this [the normal]

[1] "David P. Page, though he labored but four years, filled those four years with such a conseerated purpose and professional skill that he left an impress upon the normal sehools of this eountry that will live for centuries. This school, more than any other in the country, became a center of normal influenee, whieh has pervaded every part of the United States; and I believe that if the true history of the establishment of normal sehools in this country could be written, it would be seen that the infiuenee of the school at Albany during its first four years has had more to do, direetly and indirectly, with the organization and methods of instruction of other similar institutions than all other sehools eombined; and this I believe to be due to the rare genius and inspirational power of David P. Page, the ablest normal-sehool prineipal that this country has produeed—a man whose consecrated spirit, high moral endowments, magnetie presenee and manners, rare genius for organization and management, intuitive knowledge of human motive and eharacter, and strength of personal influenee, make him stand out peerless and alone among the many excellent and eminent men who have adorned similar positions in our country." (Dr. Edward Brooks, superintendent of schools in Philadelphia, in "Proceedings of the National Educational Association, 1876.")

department, nor have any applied for admission since its organization." A seminary in Dutchess County reports that "but few students, compared with the usual number in the school, have applied for admission to the teachers' department." The Troy Female Seminary reports: "No students have been instructed in this institution for the express purpose of teaching in common schools." The Albany Female Academy reports that "no separate department has been established exclusively for the education of common-school teachers." The Ithaca Academy established a department for the education of teachers, but no students presented themselves for instruction in that department.

On the other hand, the St. Lawrence Academy reports: "The establishment of this department has exerted a powerful and salutary influence on the character and supply of teachers of district schools." And in the Genesee Wesleyan Seminary there were 184 students in the teachers' department.

Prof. Alonzo Potter, having visited officially a number of these academies, made an elaborate and instructive report on their condition, in which, after giving them due credit as aids in the education of teachers, he says: "The principal evil connected with our present means of training teachers is that they contribute to supply instructors for select rather than common schools; and that, for want of special exercises, they perform even that work imperfectly." Yet the academic idea is not yet extinct in New York, and in many so-called "State normal schools," both there and elsewhere, "the trail of the serpent" may be distinctly traced.

From the annual school report of Superintendent Young we learn that in the year 1842 there were 681 students under instruction in teachers' departments in the academies of New York. He says: "These departments have doubtless given increased character and efficiency to the business of instruction, but it must be admitted that most of them have practically failed in the accomplishment of the great object for which they were instituted—the special qualification of teachers for the common schools." The great cause of this failure seemed to him to be that "the bounty of the State is diffused over too great a surface, the small sum of $4,800 being divided equally among sixteen separate institutions." Accordingly he advocates the establishment of a State normal school at Albany. "Normal schools," he says, "will not be an innovation. They have, on a limited scale, been in operation for some years in the city of New York, and a similar institution was recently organized at Kingsboro in Fulton County."

Pioneer School at Kingsboro.

It is refreshing to compare the simple exercises of this pioneer school with the three and four story programmes of some normal schools of the present day.

The school opens at 9 o'clock a. m. by reading the Scriptures and prayer. A general exercise follows on arithmetic, consisting of lectures and demonstrations from the blackboard by the principal and students in turn. Lectures are given on notation, numeration, addition, subtraction, multiplication, division, the denominate numbers, reduction, and fractions; and a course of lectures has been given by the principal on ratio and proportion, with a practical application to the rule of three, direct, inverse, and compound. In addition to this exercise in arithmetic, the whole school is divided into four classes, each class spending one-half hour per day in the solution of problems on the blackboard and in reading, the teacher telling them how to solve them and the reason of the operation. Particular attention is given to the principles of arithmetic and their practical application to the business of life. There are two classes in algebra and two in natural philosophy. Algebra has had a tendency to withdraw the attention of the students from the elementary branches, consequently less attention will be given to this branch during the remainder of the term. The whole school is exercised in linear drawing, including most of the figures in geometry. Considerable attention has been given to penmanship, but not as much as its importance deserves. An accomplished writing master has been engaged to teach this art, which will claim special attention during the term. The students are required to recite regular lessons in geography, taking their regular turn in hearing the recitations. Then follows a general exercise of the whole school called classifying, or, in

other words, repeating in concert the names of the different States and kingdoms of the world, with their capitals, the oceans, bays, seas, gulfs, lakes, rivers, etc. This exercise is very interesting and profitable, as students will gain a knowledge of the names and situations of places much sooner in this way than any other with which I am acquainted. This exercise is followed by a lecture on the globe. In English grammar the females constitute one class, the males another, and about three-quarters of an hour every day has been occupied by each class in parsing, correcting false syntax, etc. Then follows a general exercise of the whole school, consisting of lectures by the students alternately, parsing difficult sentences, correcting grammatical errors which occur in daily conversation, and with discussions on disputed points in grammar. One composition a week is required of every student, which is corrected by the principal in the presence of the writer.

The whole school exercise daily upon the sounds of the letters and the principles of orthography. Great attention is given to elocution and reading. In addition to a daily exercise in concert by the whole school, including the elementary sounds of the English language, difficult specimens of articulation, and the best and most difficult pieces in our language, five students declaim every day. The exercises are intended to cultivate and improve the voice, train the organs of speech, and improve the articulation, pronunciation, and taste of the pupil. Attention is given to the grammatical and rhetorical pauses, emphasis, quantity and quality of voice, and everything necessary to enable the pupil to read with beauty, force, and variety.[1]

The reader will bear in mind that this schedule is fifty years old.

The establishment of the State Normal School at Albany was not followed immediately by the organization of similar schools in other sections of the State. A long time sometimes intervenes between the planting of a tree and the ripening of the fruit. The lack of enthusiasm in the cause of normal schools may be traced partly to the early death of the first principal, partly to a general suspicion that the Albany school was not doing strictly normal work, and partly to a preference for the local academies that were supposed to be quite capable of preparing teachers for their calling. It is certain that much of the opposition which normal schools afterwards encountered in the State was due to the zeal of the friends of the academies. At this very time (1891) an experiment is under way which may have the effect of giving the training of teachers for district schools to the academies on the ground that normal graduates are not willing to do "common school" work for common school compensation. If it succeeds, the New York system will be logically perfect: Training classes, normal schools, and the normal college, corresponding to the elementary school, the high school, and the college in the scheme of public instruction.

Nineteen years after the opening of the Albany school a normal school was established at Oswego, under E. A. Sheldon, principal; and four years thereafter (1867) it was accepted by the State as a State normal school. The present writer visited this school in 1865, and made a report to the State superintendent of Maryland, from which the following extracts are made:

The training school at Oswego was organized mainly for the purpose of furnishing the city schools with teachers competent to carry out the objective or Pestallozzian system of teaching. The public schools of Oswego are divided into four grades: The primary, the junior, the senior, and the high school. Each school is divided into three classes, and the course of each class lasts for one year. Pupils are admitted at five years of age, and if they pass regularly and without interruption through the whole course, they are graduated at the age of 17. New classes are formed only once a year. Scholars presenting themselves after the new classes have been formed are admitted, provided their attainments correspond with the standard of any particular class. If they are found defective in certain studies they are sent to what is called the "Ungraded school," an ingenious contrivance to prevent the uniformity of the classes from being broken by an influx of unprepared scholars. For the first four years of the child's school life he is taught without books—reading-books of course excepted. The elements of language, number, place, color, and form; lessons in "objects," drawing, singing, as well as arithmetic and geography are taught by the living voice of the teacher, aided by maps, charts, pictures, real "objects" when they can be introduced, and an unremitting use of the blackboard. * * * Of the

[1] New York State School Report for 1842.

"objective system" of teaching pursued in these schools, I can not speak too highly. I have examined and studied it very closely and I do not hesitate to say that it is not only a good system, but the only good system that I have seen for the rational education of young children. * * * The training school is intended to prepare teachers for conducting the exercises of the "Oswego system," and is admirably fitted to accomplish this result. It is divided into two sections whose time is divided equally between learning and teaching. One section "recites" in the morning and teaches in the afternoon, the other recites in the afternoon and teaches in the morning. The students are not permitted to give any lesson to the section until they have rehearsed the same lesson themselves, and have written out a careful analysis of it.[1]

For a more detailed and very excellent account of the Oswego school, the reader is referred to Circular No. 1, 1891, of the United States Bureau of Education, by Prof. J. P. Gordy. The tree planted at Albany in 1844 now began to yield an annual harvest.

The normal school at Brockport was established in 1867; Fredonia, in 1868; Cortland and Potsdam, in 1869; Buffalo and Geneseo, in 1871; and, after a rest of fifteen years, Newpaltz, in 1886; Oneonta, in 1889, and Plattsburg, in 1890. Though each of these schools has some distinguishing peculiarities, it would be tedious and unprofitable to discuss them separately, especially as at present (1891) they are all working under the following uniform curriculum, prescribed and enforced by the State superintendent of public instruction:

COURSE OF STUDY.

The following is the course of study now in force in the different normal schools: The elementary English course will be discontinued after the school year 1891–92, and the requirements for graduation will then be at least the work now laid out in the "Advanced English course," which will then be designated as the "English course."

ELEMENTARY ENGLISH COURSE.

FIRST YEAR.

First term.—Arithmetic, composition and grammar, botany and familiar science, linear drawing, reading, vocal music, physical culture.

Second term.—Algebra, composition and rhetoric, physiology and zoology, physical geography and map drawing, reading, vocal music, physical culture, a course of reading in history of the United States.

On completing the work of this year, pupils may be admitted to the professional work, as indicated in the second year of this course, if, in the judgment of the faculty, they are sufficiently mature, and have sufficient mental discipline to enable them to do it successfully; otherwise, they will be required to go on with the subject work in one of the advanced courses until the faculty may deem them prepared to take up the study of philosophy of education and methods.

SECOND YEAR.

First term.—Philosophy and history of education, school economy, civil government and school law, methods of teaching the elementary English branches, methods of giving object lessons, including lessons on objects, form, drawing, size, color, place, weight, sound, animals, plants, human body, moral instruction, general science, and common manufactures, declamations, essays, and select readings.

Second term—Teaching in school of practice, a course of reading connected with professional work, essays, declamations, and select readings.

ADVANCED ENGLISH COURSE.

Students, to be admitted to this course, must pass a satisfactory examination in all studies in the first year in the elementary English course.

FIRST YEAR.

First term.—Algebra, geometry, English literature, physics, declamations, essays, and select readings.

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[1] First report of the State superintendent of public instruction of Maryland.

Second term.—Rhetoric, general history, trigonometry, perspective drawing, chemistry, geometry, declamations, essays, and select readings.

SECOND YEAR.

First term.—Philosophy and history of education, school economy, civil government and school law, methods of teaching the elementary English branches, methods of giving object lessons, including lessons on objects, form, drawing, size, color, place, weight, sound, animals, plants, human body, moral instruction, general science, and common manufactures, orations or essays, and select readings.

Second term.—Mineralogy and geology, astronomy (half term), orations or essays and select readings, teaching in school of practice, a course of reading connected with professional work.

CLASSICAL COURSE.

Students, to be admitted to this course, must pass a satisfactory examination in all the studies of the first year of the elementary English course.

FIRST YEAR.

First term.—Algebra, geometry, Latin, English literature, declamations, essays, and select readings.

Second term.—Latin, general history, rhetoric, geometry, trigonometry, declamations, essays, and select readings.

SECOND YEAR.

First term.—Latin, Greek or French or German, physics, astronomy (half term), orations or essays, and select readings.

Second term.—Latin, Greek or French or German, chemistry, mineralogy and geology, orations or essays, and select readings.

THIRD YEAR.

First term.—Latin, Greek or French or German, philosophy and history of education, civil government and school law, school economy, orations or essays, methods of teaching the elementary branches, methods of giving object lessons, including lessons on objects, form, drawing, size, color, place, weight, sound, animals, plants, human body, moral instruction, general science, and common manufactures.

Second term.—Latin, Greek or French or German, teaching in school of practice, orations or essays, a course of reading connected with professional work.

SCIENTIFIC COURSE.

This course includes all the subjects of the advanced English course, together with a two years' course in two of the following languages: Latin, French, German, Greek.

It must not be inferred that all the State normal schools of New York are purely and simply "training schools for teachers." Nothing is easier than to write a uniform programme; nothing more difficult than to carry the ideal into practice. And it is well that it is so; a school without individuality is simply a wheel in a machine. Differences of situation, of local surroundings, of inherited traditions, of present aspirations, will differentiate the schools, whatever may be the outward bond of uniformity. It would not be surprising if, even at present, comparing the "training school" theory with the academic practice, it should be hard to determine which is the main building and which the annex.

POTSDAM.

Music seems to be a specialty in the Potsdam Normal School. The Outline of Work in Music in the State Normal and Training School, Potsdam, N. Y., is an 8vo. pamphlet of 34 pages, the substance of which may be gathered from a circular of the school bearing date January 1, 1890, and containing the new uniform curriculum:

OUTLINE OF COURSE IN VOCAL CULTURE AND SINGING.

First year.—Voice placing, breathing studies, special attention to distinct articulation, purity of tone and clear intonation; English songs and ballads.

Second year.—Study of vowels and consonants, development of voice in clear and

somber timbres, mechanical exercises for execution, chromatic scale, preparatory studies for trill, English and Italian songs and arias.

Third year.—Studies in execution continued, trill and other embellishments, study of selections from operas and oratorios, study for intelligent interpretation of the best songs.

Fourth year.—Studies in execution continued; study of classical songs, selections from opera and oratorio; French, German, and Italian songs; special attention paid to delivery, facial expression, and stage presence.

A diploma will be given to those completing the course satisfactorily.

PIANO FORTE.

First grade.—Emery's Foundation Studies, or Part First of New England Conservatory Method

Second grade.—Twelve Little Studies, Kohler, op. 157. Kohler, op. 50. Loeschhorn, op. 52. Duvernoy, op. 120. Loeschhorn, op. 66. Major and Minor Scales and Arpeggios from "Complete set of scales," by A. D. Turner. Easy and progressive pieces. Clementi's Sonatinas. Daily practice of technique.

Third grade.—Bertini, op. 29. Berens, op. 61. Heller, op. 46. Turner's Melodious Studies, op. 30. Study of Octaves. Krause, op. 5. Kohler, op. 128. Bach's "Little preludes and two part inventions" (ed. by F. Kullak). Pieces for left hand alone, Hummel, op. 43. Pieces by Mozart, Haydn, Mendelssohn, and modern composers. Daily practice of technique.

Fourth grade.—Turner's Elements of Modern Octave Playing. Cramer's Studies (Bulow edition). Bach's Three Part Inventions. Damper Pedal Studies, op. 15, by A. D. Turner. Clementi's Gradus ad Parnassum (ed. by Tausig). Studies for left hand, by Rheinberger, and A. D. Turner's op. 29. Selections from Mendelssohn, Beethoven, Schumann, Chopin, and other composers. Daily practice of technique.

Fifth grade.—Moscheles, op. 70. Bach's Inventions. Bertini, op. 66. Mayer, op. 119. Selections from Schumann, Chopin, Mendelssohn, Beethoven, Liszt. Mozart's Concertos. Pieces committed to memory. Daily practice of technique. Study of harmony.

Chopin, op. 10. Selections from Bach's "English Suites" and "Well Tempered Clavichord." Kullak's Octave Studies. Selections from Chopin, Schumann, and Liszt. Concertos and concert pieces by the classic composers. Two piano pieces. Daily practice of technique. Study of harmony.

Of the 19 teachers in the "Faculty," 5 and an assistant are devoted exclusively to music.

The Potsdam school has also issued, among other pedagogic circulars, an "Outline of the work in primary methods," 39 pages 8vo., in the main an admirable compend and guide for the use of young and untrained teachers, but without originality. The "Object lessons" are no improvement on the pioneer efforts of Miss Elizabeth Mayo, nearly half a century ago, as will be seen from the following extracts from the "Outline:"

QUALITIES FOR LESSONS IN PART II AND PART III.

Light. Because shavings, feathers, wool, curled hair, dry leaves, etc., are easy to lift or carry, they are said to be light.

Heavy. Because iron, lead, stone, marble, silver, gold, etc., are not easy to lift or carry, they are said to be heavy.

Artificial. Because flowers, fruit, etc., are made by man to look like those made by God, they are said to be artificial.

Useful. Because wood, iron, etc., are of use to man, they are said to be useful.

Adhesive. Because gum, sealing wax (when heated), etc., stick or adhere, they are said to be adhesive.

Soluble. Because sugar, salt, etc., will dissolve in water, they are said to be soluble.

Caution.—If substances not soluble in water, but soluble in spirits, are mentioned, be sure to *name the solvent.*

Insoluble.

Compressible. Because bread, sponge, etc., can be made smaller by squeezing or pressing, they are said to be compressible.

Incompressible.

Preservative. Because sugar, salt, saltpeter, etc., will keep or preserve meat, fruit, etc., they are said to be preservative.

Aromatic. Because cinnamon, sassafras, etc., have a fragrant odor and pleasant, spicy taste, they are said to be aromatic.
Pungent. Because pepper, mustard, etc., have a sharp, hot, biting taste, they are said to be pungent.
Fusible. Because wax, lead, etc., will melt, they are said to be fusible.
Pulverable.
Ductile.
Pliable.
Reflective.
Permeable.
Impermeable.
Medicinal.
Manufactured.
Lessons on manufacture appeal strongly to conception. They lead children to be observing.
Brittle. Because crayon, glass, china, etc., break easily with a snap, they are said to be brittle.
Tough.
Porous. Because bread, sponge, cork, bone, etc., are full of little holes or pores, they are said to be porous.
Fibrous. Because rope, corn stalks, etc., are made of little threads or fibers, they are said to be fibrous.
Liquid. Because water, milk, etc., can be poured out in drops, they are said to be liquid.
Solid. Because sand, corn, stone, etc., can not be poured out in drops, they are said to be solid.
Crumbling. Because bread, cake, etc., break easily into little pieces (crumbs), they are said to be crumbling.
Odorous. Because camphor, perfumery, etc., have an odor, they are said to be odorous.
Inodorous.
Fragrant. Because (some) flowers, oranges, etc., have a pleasant odor, they are said to be fragrant.
Acid. Because lemon, vinegar, cream of tartar, etc., have a sour taste, they are said to be acid.
Flexible. Because whalebone, etc., bend easily without breaking, they are said to be flexible.
Elastic. Because whalebone, rubber, etc., will bend when pressed, and then go back (return) to form (or shape), they are said to be elastic.
Opaque. Because milk, stone, wood, etc., can not be seen through, they are said to be opaque.
Transparent. Because glass, water, air, etc., can be plainly seen through, they are said to be transparent.
Semitransparent. Because mica, thin paper, oiled paper, etc., can be dimly seen through, they are said to be semitransparent.
Sapid. Because bread, milk, etc., have a taste, they are said to be sapid.
Insipid. Because water, etc., have little or no taste, they are said to be insipid.
Palatable. Because bread, milk, etc., have a pleasant taste, they are said to be palatable.
Wholesome.
Nourishing.
Saline. Because salt, etc., have a salt taste, they are said to be saline.
Combustible. Because cloth, sponge, wood, etc., will burn, they are said to be combustible.
Inflammable. Because wood, etc., burn with a flame, they are said to be inflammable.
Durable. Because hard wood, iron, etc., will last a long time, they are said to be durable.
Hard. Because wood, iron, etc., do not give or yield easily to the touch, they are said to be hard.
Soft. Because wool, sponge, etc., give or yield easily to the touch, they are said to be soft.
Buoyant. Because wood, cork, etc., float upon water, they are said to be buoyant.
Absorbent. Because bread, sponge, etc., soak up or absorb water, milk, etc., they are said to be absorbent.
Sparkling. Because salt, loaf sugar, etc., shine or sparkle in little points, they are said to be sparkling.

Granular. Because salt, sugar, etc., are made up of little grains, they are said to be granular.
Vegetable. Because trees, grass, etc., grow from the ground, they are said to be vegetable.
Animal. Because leather, etc., are obtained from animals, they are said to be animal substances.
Mineral. Because iron, lead, etc., are dug from mines in the ground, they are said to be minerals.
Natural. Because God made trees, grass, etc., they are said to be natural.

The "Outline of Work in Grammar," published by the same school, is a very interesting pamphlet of 64 pages. It contains a syllabus of the work in grammar for several terms, the last term being in the first year of the normal course. From this "Seventh Term in Grammar" a single page is selected to show the analytical spirit that pervades the whole course.

I. Connectives: **co-ordinate.**
1. *Parts of Speech*—conjunctions.
2. *Kinds:*
a. **Copulative** conjunctions are—
(1) Principal—"*and.*"
(2) Associate copulative connectives, used for emphasis or some additional idea—*so, also, likewise, moreover, too, besides, now.*
(3) Correlative co-ordinate connectives, not only awaken an expectation of something additional, but make the second part emphatic—*both, and, as well as, first, secondly,* etc.
b. **Adversative** connectives.
(1) Principal adversative, "*but.*"
(2) Associate adversative used for emphasis or some additional idea—*yet, still, nevertheless, notwithstanding, however.*
(3) Correlative Adversatives—*not only—but; but also; but likewise.*
c. **Alternative** co-ordinate connectives.
(1) Principal—"*or*" which offers, "*nor*" which denies a choice.
(2) Associate alternatives for emphasis—*else, otherwise.*
(3) Correlatives—*either—or, neither—nor.*
d. **Illatives** imply consequence or inference.
(1) Principal connective usually understood, "*and.*"
(2) Associate connectives indicating inference—*hence, thence, therefore, wherefore, consequently, accordingly, as,* etc.

II. Connectives: **subordinate.**
1. *Definition.*
2. *Classification.*
[1] Connecting **substantive clauses.**
a. Connecting *statements* [conjunctions]—*that, that not, but, but not.*
b. Containing *questions* [interrogative adjectives, adverbs and pronouns]—*which, what, who, where, whither, whence, when, how long, how often, why, how.*
[2] Connecting **adjective clauses** [relative pronouns, relative adverbs]—*who, which, what, that; whoever, whosoever; whichever, whichsoever; when, where, why.*
[3] Connecting **adverbial clauses** [conjunctions, conjunctive adverbs].
a. **Local,** or connectives of **place**—*where, whither, whence,* etc.
b. **Temporal,** or connectives expressing **time**—*when, while, as, before, after, till, until, since, whenever, soon as,* etc.
c. **Causal:**
(1) Causal—*because, for, as, since,* etc.
(2) Conditional—*if, unless, except, provided that.*
(3) Final—*that, that not, lest, so that, such that.*
(4) Concessive—*though, although, notwithstanding, however, whatever,* with their correlatives, *yet, still, nevertheless.*
d. **Manner or degree:** (1) Correspondence—*just as, same as, such as;* (2) Comparison—
1. Equality—*as—as.*
2. Inequality—*than, more than, less than.*
3. Proportionate equality—*the—the, the—so much the.*

The New Advance.

The honest intention and earnest desire of the State school authorities of New York to make their normal schools distinctly professional, and to exclude from them the two classes of students that have heretofore interfered with the declared purposes of these schools—those who desired boarding-school veneering, and those who needed preparatory education which they could have obtained at home—are made manifest by the following extracts from the circular of the State superintendent (November 1, 1890) already quoted from.

No students can be admitted who have not already acquired a substantial elementary education. This can be gained in all the ordinary schools, and the professional training schools can not properly be taxed with work which the common schools can perform as well. * * * There is room and welcome in the normal schools for the graduates of the elementary and secondary schools, and even for those who have made substantial advancement in the elementary course without technical graduation, provided they give promise of becoming successful teachers, and possess the desire to become such; but *there is no room for students who have laid no real foundation for professional training, and who have no well-determined purpose about the matter, and no fair conception of the responsibilities and obligations of a teacher's occupation.* [Italics are the editor's.] * * * No student is desired at a normal school who does not read readily and intelligibly, spell correctly, and write legibly and neatly. Regardless of diplomas, certificates, and examinations, principals will refuse admittance to all students who do not possess these acquisitions in a highly creditable degree.

If these conditions are complied with in good faith, New York may well boast of having the best arranged and most perfectly equipped system of normal schools in this country.

The preparation actually required and exacted from candidates for admission to the New York normal schools will be best understood from the following sets of examination papers:

ENTRANCE EXAMINATION QUESTIONS.

[Prepared by a committee of normal principals and published by the State department of public instruction.]

Entrance examination, February, 1900.

Write the subject of the examination, your name, and the date at the head of your papers.

The work should be written out in full in the answers.

Correct answers will receive ten credits each, and a proportionately less number will be allowed as the answer approximates correctness or shows knowledge of principles.

In order to secure admission candidates must gain an average of seventy credits in the three branches and not fall below sixty credits in any one of them.

Use care in spelling, writing, and general neatness of appearance.

ARITHMETIC.

1. What is a proof for division? Define a composite number. Define the prime factors of a number. After several numbers have been resolved into their prime factors, how is the G. C. D. of those numbers found? How their L. C. M.?
2. Reduce $17\frac{1}{4}$ to twelfths and write the analysis.
3. If it takes one man $7\frac{1}{4}$ days to do a piece of work, how long will it take three men to do $2\frac{2}{3}$ times as much?
4. Multiply nine thousandths by eight hundred and divide the product by thirty-six millionths.
5. You sell to-day to James Carson for cash 2 bbl. flour, at $6.25 per bbl.; 264 lb. corn meal, at $1.10 per cwt., and 1,850 lb. coal, at $5 per ton. Make out bill in proper form.
6. Having lost $12\frac{1}{2}$ per cent of his capital, a man had $10,850 left. How much did he lose?
7. Write an ordinary bank note, dated to-day, for $200 at 60 days, and find its proceeds if discounted at a bank.
8. At $5.75 per bbl., what costs 3 bbl., 17 gal., 2 qt. of vinegar?

9. What is the exact contents, in cubic yards, of a cellar wall 2 feet thick and 9 feet high, whose outside measurement is 36 feet by 24 feet?
10. How many rods on the side of a square field containing 100 acres?

GEOGRAPHY.

1. What determines the position of the tropics and polar circles?
2. Define latitude, longitude, isothermal lines, river system, and promontory.
3. Name three canals of New York State and state what waters they connect.
4. Mention three counties of New York State on islands.
5. Locate the following cities and give a fact about each: Chicago, Boston, Riga, Bombay, Glasgow.
6. In what zone is Asia situated?
7. Name and locate two lakes of Africa.
8. On what waters would you sail from Edinburgh to St. Petersburg?
9. Describe the largest river in South America.
10. Mention two conditions which determine the climate of a place.

GRAMMAR.

(1.) "You all did see that, on the Lupercal I thrice presented him a kingly crown, Which he did thrice refuse." (2.) "The mellow year is hasting to its close; The little birds have sung their last." (3.) "So sweet a kiss the golden sun gives not To those fresh morning drops upon the rose."

1. Diagram or analyze sentence (1) by any method you may have learned.
2. Parse the verb of the principal clause in (1).
3. Decline and parse all the pronouns in (1).
4. Parse all the verbs in (2).
5. Select the nouns in (3), tell their cases and give reasons.
6. Select and classify the adjectives in (3).
7. Write a sentence containing a verb in the active voice, and recast the sentence so that the verb shall be in the passive voice.
8. Write a sentence containing a predicate adjective.
9. Correct the following sentences:
   (*a*) The number of students are very great.
   (*b*) Everyone has their enemies.
   (*c*) This is the friend which I love.
   (*d*) George sent you and I some candy.
   (*e*) Either Mary or John have gone.
10. Write a composition containing not less than fifty words, setting forth your idea of the usefulness of studying grammar.

Entrance examination, September, 1900.

ARITHMETIC.

1. What is the name of (a) the tenth period in whole numbers; (b) the sixth period in decimals; (c) the eighth place in decimals.
2. Write twenty whole numbers of six significant figures each, and add them.
3. Illustrate your method of verifying your work when you have multiplied two large numbers together.
4. Find (a) G. C. D. of 1872 and 432 by two methods; (b) L. C. M. of same two numbers.
5. Divide $(2\frac{1}{7}\times\frac{3}{16})$ by $(2\frac{1}{4}-1\frac{5}{7})$ and reduce the number to a decimal.
6. How many yards of carpet $\frac{3}{4}$ of a yard wide is required to cover a floor 17 feet long and 16 feet 6 inches wide?
7. In what time will $680, at 4 per cent simple interest, amount to $727.60?
8. A collector who charges 8 per cent commission on what he collects pays me $534.75 on a bill for $775, how much of the bill remains uncollected?
9. A cellar is to be dug 30 feet long and 20 feet wide. At what depth will 100 cubic yards of earth have been removed?
10. How many feet, board measure, in a plank 16 feet 4 inches long, 1 foot 7 inches wide, and $4\frac{1}{2}$ inches thick?

GEOGRAPHY.

1. Name the counties bordering on (a) the Hudson River; (b) Lake Ontario.
2. In what county is (a) Rochester; (b) Syracuse; (c) Binghamton; (d) Middletown; (e) Jamestown; (f) Utica; (g) Poughkeepsie.
3. List of the cities named in question 2 in order of greatest population.
4. Name (a) the four longest railroads in this State; (b) their termini; (c) the cities through which they pass, respectively.

5. By what number, approximately, would you multiply the population of New York State to produce the population of the United States?
6. How many (a) States in the United States; (b) Territories.
7. Name (a) the Territories; (b) the States that have been admitted since the last Presidential election.
8. Name three railroad lines to the Pacific coast.
9. Name the largest State in area in the United States and compare it in size with (a) France; (b) the United Kingdom of Great Britain and Ireland; (c) Germany; (d) Russia.
10. Draw a rough outline map of the Western Hemisphere and locate the large (a) political divisions; (b) rivers; (c) mountains; (d) bays; (e) gulfs; (f) capes.

GRAMMAR.

1. Give a synopsis of the verb "to see" in the third person singular of all the modes and tenses in the active voice.
2. Classify adjectives and give illustrations.
3. Compare much, ill, able, faithful.
4. Give the rule for the formation of the possessive case.
5. Write the possessive case plural of sheep, man, lady, enemy, son-in-law.
6. Name the grammatical forms of the parts of speech and the parts of speech to which they severally apply.
7. Copy the following and underscore the logical subjects once and the grammatical subjects twice: (a) "A thing of beauty is a joy forever;" (b) Chaucer, the father of English poetry, wrote the Canterbury Tales;" (c) "The morn, in russet mantle clad, walks o'er the dew of yon high eastern hill."
8. Diagram or analyze the following by any method: "Franklin, who afterwards became a distinguished statesman and philosopher, learned his trade in the printing office of his brother, who published a paper in Boston.
9. In the first five questions make a list of (a) the nouns and their cases; (b) the verbs and their principal parts; (c) the prepositions and their terms of relation.
10. Write a description of some village or city—seventy-five words. Give special attention to punctuation and capitalization.

In this "new departure," or to speak more accurately, in this return to first principles, the Albany school is expected to take the lead. The executive committee, to whom the reorganization of the school was committed, found that the instruction heretofore given had been chiefly academic; that teachers had been chosen for their scholarship rather than for pronounced professional ability; that the work done in the early years was largely the same as was done in the academies and high schools; that while increased attention was being given to pedagogy, yet the conditions of admission were so low that students of very meager attainments in scholarship were permitted to enter, and consequently a large part of the time of the teachers was spent in teaching subjects usually taught in academies and high schools; that the expectation that graduates of the normal school would become teachers of district schools had not been realized, because such graduates could command a larger salary than districts were able to pay; that consequently the district schools must secure their teachers from the union schools, academies, and high schools; and that it would be wise and economical to offer in the Albany school a course of study which should prepare its graduates to become "teachers and trainers of those persons in the union schools, academies, and high schools who are to become the instructors of the young in small or sparsely settled communities."

English course.

Candidates for admission are required to be at least 17 years of age and to pass a satisfactory examination in the following subjects for admission to the English course:

Arithmetic.	Rhetoric.	Geography.	Physics.
Algebra through quadratics.	English literature.	American history.	Chemistry.
	Bookkeeping.	General history.	Astronomy.
Geometry.	Civil government.	Botany.	Geology.
Plane trigonometry.	Elements of linear drawing.	Physiology.	
Grammar.		Zoology.	

No "degree" is to be conferred on graduates of this course, but they will receive a diploma which authorizes them to teach in the public schools of the State.

Classical course.

Candidates for admission must be at least 17 years of age, but no one will be graduated who is not at least 20 years of age. The entrance examination embraces all the subjects required for entrance to the English course and in addition—

Cæsar, three books.
Cicero, six orations.
Virgil's Æneid, six books.
Latin prose composition.
Xenophon's Anabasis, three books.
Homer's Iliad, three books.
Greek prose composition.

Instead of the requirements in Greek, candidates may offer a two-years' course in French or German or a less amount of both.

COURSE OF STUDY.

First term.—Philosophy of education, school economy, drawing; methods of teaching the following subjects; Number, arithmetic, botany, place, geography, physiology, color, language, grammar, zoology, object lessons, reading, penmanship, composition; a course of reading connected with professional work.

Second term.—Methods of teaching the following subjects; Algebra, geometry, physics, chemistry, Latin, rhetoric, mineralogy, geology, astronomy, preparation of specimens and apparatus.

Third term.—Methods of teaching the following subjects: Latin, Greek or French or German, history, solid geometry, mensuration, physical geography, civil government, trigonometry, sanitary science, bookkeeping, school architecture, preparation of specimens and apparatus.

Fourth term.—History of education, school law, kindergarten methods; methods of teaching the following subjects: Music, drawing, physical culture, elocution, teaching in model school; a course of reading connected with professional work; discussion of educational themes.

Graduates of this course receive the degree of "Bachelor of Pedagogy." Future announcements will prescribe the conditions on which the degrees of "Master of Pedagogy" and "Doctor of Pedagogy" will be conferred.

TEACHERS' TRAINING CLASSES.

The number of teachers employed in the public schools of New York is, according to the last report of the State superintendent (1891), 31,703. Reckoning the average professional life of a teacher at five years, the State requires at least 6,000 new teachers every year. The normal schools send out fewer than 1,000 graduates every year. Estimating the number of graduates and undergraduates of the normal schools who go into the schools as teachers at 1,500, there is still a large deficit of trained or partly trained teachers. How is this deficiency to be supplied? The answer has been already given—by establishing training classes in connection with the academies and union schools. The legislature in 1890 passed an "Act in regard to professional instruction of common-school teachers in academies and union schools," and appropriating $60,000 annually "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 superintendent of public instruction," who is to designate the academies and union schools in which such instruction shall be given and also to prescribe for them a uniform curriculum. The purpose and scope of these training classes—they would have been called normal schools a few years before—will be best understood by reading the "curriculum:"

COURSE OF STUDY.

The following course of study is prescribed upon the advice of a committee of principals representing the union schools and academies of the State. This course was devised to meet the requirements of the uniform system for teachers' certificates and to satisfy the conditions for admission to advanced classes in the normal schools of the State:

First term.

FIRST RECITATION—ARITHMETIC.

[One recitation daily throughout the term.]

Review of the following topics with special reference to teaching:

1. Definition of terms.
2. Notation and numeration.
   Numbers in the decimal scale; numbers in varying scales; fractions; expressions of per cent.
3. The four fundamental processes applied to numbers in the decimal scale; numbers in varying scales; fractions.
4. Reductions.
   Decimals; fractions; numbers in varying scales.
5. Properties of numbers.
   Classification; factors; divisors; multiples.
6. Ratio and proportion.
7. Involution and square root.
8. Practical measurements.
9. Applications of percentage—in which time is not an element.
10. Interest and discount.
    Partial payments by United States rule; true discount; bank discount; commercial discount.

SECOND RECITATION—GEOGRAPHY.

[One recitation daily for eight weeks.]

Review of the following topics with special reference to teaching:

1. Definition of terms.
2. Shape, size, and motions of the earth; day and night; the seasons.
3. State of New York.
   Boundaries and extent; mountains; rivers and lakes; counties; cities and important villages; agricultural and mineral productions; commerce; railroads and navigable waters; climate; industries or occupations; places noted for natural scenery; places of historic interest.
4. The United States.
   Boundaries and extent; States and Territories; mountain and river systems; agricultural and mineral productions; important cities; population; commerce and transcontinental lines of travel; industries or occupation.
5. Other countries of the world, especially Europe.
6. The great mountain systems and ranges of the world.
7. The principal rivers of the world.
8. Latitude and longitude; local and standard time.
9. Physical phenomena.
   Climate; tides; ocean currents and trade winds.
10. Races of men.
    Location; characteristics; occupations.

The remainder of the term is to be devoted to the study of methods of teaching. The relative time given to each of the following subjects is left to the discretion of the instructor:

METHODS IN PRIMARY NUMBER.

[See Observation and practice work.]

METHODS IN GEOGRAPHY.

[See Observation and practice work.]

Second term.

FIRST RECITATION—LANGUAGE AND GRAMMAR.

[One recitation daily through the term.]

Review of the following topics with special reference to teaching:

1. Definition of terms.
2. Parts of speech.
   Classes; modifications; inflections; syntax.
3. Analysis of sentences.
   Principal clauses; subordinate clauses; analysis of clauses; modifiers—words, phrases, clauses; classification of modifiers as to office.

4. Construction—involving a knowledge of the foregoing topics.
5. Composition.

Divisions—subject, heads, thoughts. About familiar subjects—objects, animals, metals, plants, incidents.

Letter writing, bills, orders, receipts, acknowledgments, introductions.

SECOND RECITATION—PHYSIOLOGY.

[Four weeks.]

Review with special reference to teaching. (See syllabus.)

SCHOOL MANAGEMENT AND SCHOOL LAW.

[Four weeks. See syllabus.]

The remainder of the term is to be devoted to methods of teaching. The relative time given to each of the following subjects is left to the discretion of the instructor:

METHODS OF TEACHING READING.

[See Observation and practice work.]

METHODS OF TEACHING LANGUAGE.

[See Observation and practice work.]

1. *Form-study and drawing*, one recitation every week through each term. The particular day of the week is left to the convenience of the instructor. Where desirable this topic may be presented each day consecutively until completed.
2. *The examination* of the training classes under the uniform system will be held the third Saturday of January and the second Saturday of June.
3. *The laws of mental development and principles of teaching* are to be considered especially in the study of methods of teaching; but as these laws and principles are fundamental to the professional study of the teacher, they can be illustrated and developed in connection with any of the above subjects of study.

OBSERVATION AND PRACTICE WORK.

1. The course of study devotes ten weeks each term to the special study of methods of teaching; during the first term, ten weeks to number and geography; during the second term, ten weeks to reading and language. Part of the time given to these topics must be spent in observation and practice work under the direction of the instructor of the class acting as critic. One consideration specially noted in granting applications is the opportunities afforded for observation and practice work, and it is insisted that these opportunities be improved.
2. *Observation.* In addition to receiving methods of teaching on the authority of the instructor, it is very important that the members should be trained to critically observe and intelligently interpret the principles of teaching by being brought in contact with the pupils in the actual work of imparting instruction. To afford this training, it is expected that the critic teacher, at least twice a week, will give an opportunity to witness practical work, either by taking the class to other departments of the school to observe the work of experienced teachers, or by bringing pupils from other departments to receive a model lesson from the critic teacher.
3. For *practice* work it is recommended that each member be given actual work in teaching, both by taking charge of a class in other departments of the school as often as is consistent with the work of the school, and by having pupils brought before the training class to receive a lesson from a member designated for that purpose.
4. At a subsequent recitation let this observation and practice work be reviewed by the critic teacher, the underlying principles clearly brought out, and the proper methods forcibly presented. In the presentation of the methods the outlines as given in the syllabus may prove suggestive to the critic teacher. The time devoted to the observation work and the criticisms on the work will be accounted part of the regular daily periods of class instruction.
5. Very much depends upon the instructor of these classes whether the instruction and practice drill are of proper grade and character. The number of graduates sent out each year from our normal schools is ample to furnish competent and thoroughly trained teachers to take charge of the classes. Duty to the common schools demands thoroughly trained teachers for this work.
6. If the inspector in his visitations shall find any person in charge of the instruction who is not qualified by professional study or experience to properly present the work,

he is authorized to report the fact to the superintendent, who will annul the appointment to instruct such a class.

SYLLABUS.

The following outlines are presented to aid in the study of methods of teaching, as prescribed during the last ten weeks of each term. Inasmuch as the training classes are not all of the same grade of scholarship, these outlines are not given with the expectation that they are to be followed strictly to the letter, but rather as suggestions to teachers who have no better plan of work.

FORM STUDY AND DRAWING.

The syllabus for work in form study and drawing will be the course prepared by the late Dr. French and issued by the Department of Public Instruction.

THE MENTAL POWERS AND THE LAWS OF MENTAL DEVELOPMENT.

I. The mind:
- (1) The teacher must have practical knowledge of the mind.
- (2) The laws of its growth.
- (3) Means of its culture.
- (4) The right methods of using the means of culture.
- (5) What the mind is, and does.

II. Attention:
- (1) How to secure.
- (2) How to retain.
- (3) Conditions of.

III. How knowledge is gained:

Perception—
- (1) Ideas of pressure and resistance. The sense of muscular resistance.
- (2) Ideas in regard to the surface of objects. Touch and its organs.
- (3) Ideas of flavor. Taste.
- (4) Ideas of odor. Smell.
- (5) Ideas of sound. Hearing.
- (6) Ideas of light and color. Sight.
- (7) Secondary (or acquired) perceptions.
- (8) Law:—Ideas belonging to one sense can not be conveyed through another sense. Application of this law in teaching.
- (9) Sense training.
  - (*a*) Neglect of.
  - (*b*) Importance of.
  - (*c*) Best means of.

IV. Memory.
- Two-fold character:—Reproduction and recognition, spontaneous and voluntary.
- Kinds.
  - Arbitrary—Rote learning.
  - Suggestive—Learning by heart.
  - Associative.
- Growth of memory—"Plastic Period."
- How best cultivated.
- Educational value.

V. Imagination.
- On what depends.
- Kinds.
  - Reproductive.
  - Constructive.
- Necessity of training.
- Its utility in education and in life.
- Means of cultivation.
- Relation to general school work.

VI. Reason.
- Relation to preceding powers.
- Results to be aimed at by teacher.
- Kinds.

Inductive.	Deductive.
Analytical.	Synthetical.
Demonstrative.	Dogmatic.

- Means of cultivation.

VII. Principles of mental culture.
- Senses trained by object-teaching.
- Ideas before words; thoughts before sentences; knowledge before definitions; facts before inferences; processes before rules.
- Power to do comes by doing. Power to think comes by thinking.
- Right habits result from acts frequently and rightly performed.

METHODS IN NUMBER.

I. Preliminary selections:
  (1) Distinguish between number-teaching and the formal teaching of arithmetic.
  (2) Arithmetic is a science and an art.
  (3) A brief presentation of the mental faculties that are brought into action and developed by its study and practice and a brief study of each faculty.
  (4) The mental principles upon which recognized or accepted pedagogical rules are based, and their application in teaching arithmetic.

II. Primary work:
  (1) Method—concrete.
  (2) Furniture.
    (*a*) Frames.
    (*b*) Pictures.
    (*c*) Counters—beans, corn, pebbles, etc.
  (3) Write numbers.
    (*a*) Distinguish between the object and the number. Object word—figure.
  (4) The idea of number.
    (*a*) Its expression.
    (*b*) The relation of numbers.
    (*c*) Kinds of numbers.
  (5) Develop the idea of the order and relation of the figures in the numbers. (Ideas of the meaning of each step dwelt on until comprehended. Explanations and practice in the use of numbers.)
  Grube's method.
  (6) (*a*) Limitations of first year's work; outline of second; development of each number; combining and separating.
    (*b*) Develop idea of the terms, and define.
    (*c*) Develop idea of operations, and give rule.
    (*d*) Develop idea of proofs, and state methods.
    (*e*) Make tables.
    (*f*) Give examples.
  (7) Teaching of the fundamental rules.
    (*a*) Methods of teaching reading and writing numbers.
    (*b*) Systems of practice in addition to gain rapidity and exactness.

III. Factoring:
  (1) Development of: divisors, multiples, terms, principles.
  (2) Operations and applications illustrated by examples and problems.

IV. Fractions. Development of:
  (1) The idea of a fraction.
  (2) The terms, forms, values, classes, uses, changes in forms.
  (3) Operations, principles, reduction.

V. Decimal fractions:
  (1) Treated the same as common fractions.
  (2) The distinctions between decimal and common fractions and simple whole numbers made clear.

VI. Denominate numbers:
  (1) Development of tables, scales, their meaning, use, and how derived.
  (2) Kinds of units as to form, name, and application.
  (3) Reductions, principles, and operations developed from work.

VII. Percentage:
  (1) Derivation, meaning and application of the term.
  (2) Development of terms, definitions and principles.
  (3) Elements of: base, rate, percentage, difference, and amount.
  (4) Development of formulas and rules.
  (5) Oral and written solutions of examples and problems.

METHODS IN GEOGRAPHY.

I. Local primary:
  (1) The hands and pointing.
  (2) Direction and facing.
  (3) Location and direction.
  (4) Points of the compass.
  (5) Lines and their names.
  (6) Lines for the points of the compass.
  (7) Draw ground plan of a schoolroom.
  (8) Plan of lot and house.
  (9) How to begin map study.

II. Advanced primary:
  (1) Study of district, with roads, bridges, buildings, railroads, and water courses.
  (2) Study of township, with villages, hamlets, streams, and bodies of water.
  (3) Study of township, with the surrounding towns.
  (4) Draw outline map of county, with township lines.
  (5) How to go from county to the earth as a whole.
III. General study of countries:
  (1) Position.
  (2) Boundaries—outline map.
  (3) Relief.
  (4) Drainage.
  (5) Soil.
  (6) Climate.
  (7) Vegetation—Flora.
  (8) Animals—Fauna.
  (9) Occupation of the inhabitants.
  (10) Talks on definitions; when to learn them and how to use them.
  (11) Suggestions in regard to arousing interest in the study.
IV. Work on State of New York:
  (1) Outline map on blackboard.
  (2) Boundaries. { Land. / Water.
  (3) Mountains—class to learn location of three or four ranges; describe in class; locate on the blackboard map.
  (4) Valleys—class to give location; describe.
  (5) Lakes—class to give location; describe.
  (6) Rivers, five largest—class to learn source, direction of flow and into what each empties; important cities on each.
  (7) Islands—class to give location; describe.
  (8) Cities—class to learn location, and important and interesting facts about buildings; processes of manufacturing articles. The work to be reproduced in composition form for next recitation.
  (9) Railroads and canals—require termini, direction; principal cities along the line; principal industries of each.
  (10) Conversational lessons—on occupation, productions, education, government, and public buildings.
  (11) Dictation on map.

PHYSIOLOGY AND HYGIENE.

I. Utility of the study:
  (1) Practical.
    (*a*) Knowledge of hygiene will affect personal habits and practices to some extent.
    (*b*) An intelligent conception of the body as a piece of delicate mechanism tends to prevent its owner from trifling with it—one does not tinker with a fine watch, or entrust it to a blacksmith to be mended. Quacks and nostrums do not find favor with one that understands the body.
    (*c*) Though a knowledge of hygienic laws does not always ensure their practice, yet that knowledge on the part of future parents and teachers, *if well grounded in the apprehension of the perfection and complexity of the human machine*, must tend to better hygienic management of children at home and at school.
  (2) Educational.
    (*a*) Affords opportunity for the study of *things*, as opposed to the study of words and abstractions—things in which pupils may be easily interested, and of which their parents will be glad to have them learn—thus training their powers of observation and comparison.
    (*b*) Serves as a center about which the teacher may group the beginnings, and the most important elementary facts of biology, chemistry, and physics.
    (*c*) Gives abundant exercise in tracing out adaptations of means to ends.
    (*d*) Develops the idea of analogy as distinguished from similarity.

I. Utility of the study—Continued.

(*c*) As the nomenclature of anatomy and physiology is tolerably precise, recitations in these subjects give opportunity in older classes for the cultivation of accurate diction. In younger classes the propensity of bright children to delight in their ability to use new words, especially "hard names," finds natural and healthy indulgence if the teacher makes sure that they first have the ideas, and then discreetly encourages them to acquire the names; avoiding any forcing.

II. Suggestions to teachers:

(1) Teach objectively and by observation as much as possible.

(2) Exhibit, when possible, the part or object described, taken from the lower animals.

(3) For objective teaching of physiology great assistance is rendered by the possession of a manikin, models, charts, microscope, and prepared specimens.

(4) Encourage the pupils to invent simple experiments and to observe analogies from nature to illustrate the lesson.

(5) Aim to present the laws of life in a practical way, so that they will become a guide to living.

(6) Teach physiology by a daily practice of hygienic laws. To allow pupils to sit in draughts, to pay no attention to ventilation and arrangement of light, to be careless in regard to diet, dress, and hours of sleep, teaches to little purpose.

(7) Show clearly, without overstatement, the pernicious effect of alcohol and narcotics upon life and health, organ and function.

III. Method of work. Primary:

(1) The study of physiology should be confined to parts that can be seen or felt. Names should be taught, and children should be exercised in "touching." They should be led to discover the functions and adaptations of these parts, and to compare them with corresponding parts of lower animals.

(2) All pictures or descriptions that would excite unpleasant thoughts or morbid fancies are out of place with young children.

(3) Terms to be taught:

Head:	forearm,	root,	Neck:
trunk,	radius,	gum,	throat,
limbs,	ulna,	enamel,	windpipe,
right,	wrist,	incisors,	larynx.
left.	palm,	eyeteeth,	Breast:
Legs:	knuckles,	molars,	breast bone,
ankle,	thumb,	tongue,	ribs,
knee,	forefinger,	saliva.	arm-pits.
hip,	middle finger,	Eye:	Back:
thigh,	ring finger,	pupil,	chest,
kneepan,	little finger,	iris,	abdomen,
calf,	finger tip.	eyeball,	loins,
shin.	Skull:	socket,	spine.
Foot:	crown,	(orbit),	Skin:
toe,	hair,	eyelids,	cuticle,
nail,	face,	eyelashes,	true skin,
ball,	cheek bone,	eyebrows,	pores.
sole,	forehead,	tears.	Sweat:
instep,	temples,	Nose:	blood,
heel.	cheek,	nostrils,	arteries,
Shoulder:	chin,	bridge,	veins.
shoulder blade,	mouth,	septum.	Muscles:
collar bone,	lips,	Ear:	sinews,
arm,	teeth,	lobe,	(tendons),
elbow,	crown,	canal.	joints.

In review teach names of corresponding parts of lower animals; *e. g.*, stifle, hock, pastern, hoof, etc.

(4) Lessons on the care of the eyes, ears, teeth, skin, hair, hands, and feet, should be given in connection with the study of those organs, and there should be talks about habits of eating, drinking, breathing, bathing, sitting, and sleeping.

III. Method of work—Primary—Continued.

(5) Unfortunately, object lessons on the effects of alcohol are too sadly frequent in the vicinity of most of our schools. The attention of the children may be called to the melancholy and too plainly visible effects of intemperance upon the body, and they may be led to pity the sinner and detest the sin. But the utmost care must be used not to hurt the feelings of children that suffer from the drink habit in others.

IV. Method of work. Intermediate:

In graded schools the same general method of oral work may be continued through the intermediate years. The organs and processes of digestion, circulation, respiration, and excretion should be taught. Pupils should become familiar with the location and appearance of the organs by the use of pictures and charts or blackboard drawings, by touching those parts of their bodies beneath which these organs are situated, and particularly by examining the organs themselves as found in other animals. Functions should be explained in a general way, and the hygiene of the organs carefully taught. The effect of stimulants and narcotics should be emphasized, with care to avoid extravagant statements which the observation and experience of the children would contradict.

V. How to use a text-book:

(1) Introduce each main topic and, as far as possible, each subdivision by the exhibition and examination of a real thing—bone, muscle, nerve, brain, skin, heart, artery, lung, stomach, liver, kidney, etc.

(2) Recitation should be both topical and by question and answer; one method for advance, another for review.

(3) Make much use of the pictures and diagrams. Have them recited by blackboard memory sketches.

(4) Illustrate such terms as oxygen, hydrogen, carbon, nitrogen, pressure of the air, carbonic acid, osmose, etc., by simple chemical and physical experiments before these terms occur in the book.

VI. How to use specimens:

When fresh joints, etc., are used for illustration, take the utmost pains to secure neatness. Use dinner plates, plenty of tissue paper or white cloth, pins and needles. Cover every part except what is to be shown. Keep all covered till the proper time comes. Have water and clean towels handy. The exhibition of the muscles and nerves, and even of the organs of respiration, circulation, and digestion of a small, cleanly animal (*e. g.*, a red squirrel), if well managed, arouses intense interest and is very instructive.

VII. How to make models and illustrative apparatus.

VIII. Reference books:

Colton's Practical Zoology (gives very full directions for the study of organs of animals); Blaisdell's Our Bodies and How We Live (contains numerous simple and practicable experiments); Martin's Human Body—Briefer Course (makes prominent the doctrines of energy, and gives good directions for demonstrations); Buckalew and Lewis's Practical Work in the Schoolroom (primary lessons); Woodhull's Manual of Homemade Apparatus; Woodhull's Simple Experiments for the Schoolroom; Lind's Easy Experiments in Chemistry and Natural Philosophy.

SCHOOL MANAGEMENT.

I. Organization of school:

(1) Temporary—

(*a*) Necessity of knowing what to do the first day.
(*b*) Order of the work.
(*c*) How to keep all busy.
(*d*) Manner of forming classes.
(*e*) How to change from your temporary to a permanent organization.

(2) Permanent—

(*a*) Suggestions about forming programme.
(*b*) Number of classes.
(*c*) Order of classes.
(*d*) Time given for study—for recitation.
(*e*) Model programme for the work of an ungraded school, made out by members of the class.

II. Sessions:
  (1) Length.
  (2) How divided.
  (3) Recess.
  (4) How long to keep young pupils in school.
III. Study:
  (1) Objects of study.
  (2) Conditions requisite—
    (*a*) In pupils themselves.
    (*b*) In their surroundings.
  (3) Power of concentration.
  (4) Incentives—
    (*a*) Proper.
    (*b*) Doubtful.
IV. Recitations:
  (1) Objects.
  (2) Methods of conducting—
    (*a*) Advantages of each
    (*b*) Kind of work for which each is adapted.
    (*c*) Use a variety of methods.
  (3) Teacher's preparation—
    (*a*) What it should include.
    (*b*) Need of preparation.
    (*c*) When teacher should use a book in the class.
V. Questioning:
  (1) Character of questions—
    (*a*) Capacity of pupil.
    (*b*) A mental force.
    (*c*) Logical order.
    (*d*) The first question most important.
    (*e*) Teacher should study the answer before asking.
  (2) Object of questions: To direct, to incite, to lead, to arouse, to test.
  (3) Principles of questioning.
  (4) Manner of giving out questions.
  (5) Order of questions.
  (6) Position of pupil in answering.
  (7) Questions to be avoided.
  (8) Answers to questions: To the point, clear, direct, concise, definite, complete.
VI. Examinations:
  (1) Object.
  (2) Frequency.
  (3) Methods.
VII. School ethics:
  (1) Duty of teacher.
  (2) Duty of pupils.
  (3) Duties of school officers.
  (4) Duties of superintendent.
VIII. School government:
  (1) Object.
  (2) School control.
  (3) Elements of governing power.
  (4) Cause of disorder.
  (5) Means of avoiding disorder.
  (6) Rules and regulations.
  (7) School punishment.
  (8) How to detect offenders.
  (9) Self-reporting system.

SPELLING.

I. Combining spelling with reading.
II. Oral:
  (1) Definition.
  (2) Advantages.
  (3) Disadvantages.
  (4) Method of presentation.

III. Written:
  (1) Definition.
  (2) Advantages.
  (3) Disadvantages.
  (4) Method of presentation.
IV. Syllabication.
V. Word analysis:
  (1) Classes of letters—
    (*a*) Vowels.
    (*b*) Consonants.
  (2) Classes of words—
    (*a*) Primitive.
    (*b*) Derivative.
    (*c*) Simple.
    (*d*) Compound.
VI. Practice phonic analysis and sounds of the letters for clearness of articulation.
VII. Use of diacritical marks.

SCHOOL LAW.

I. Kinds of license:
  (1) Normal-school diploma.
  (2) State certificate.
  (3) College-graduate's certificate.
  (4) Limited license.
  (5) Certificate of board of education.
  (6) Certificate of school commissioner issued under the uniform-examination system.
II. License annulled:
  (1) Evidence against moral character.
  (2) Deficiency in learning or ability.
  (3) Appeals to State superintendent.
III. The teacher's contract:
  (1) Prerequisites.
  (2) Relation to trustee.
  (3) With whom made.
  (4) The duration.
  (5) The duties—
    (*a*) To keep a successful school.
    (*b*) To keep school open every school day.
    (*c*) To instruct all pupils.
    (*d*) To keep the school register.
  (6) Breaking of contract.
IV. The teacher's authority:
  (1) Absence and tardiness.
  (2) Control of the child's studies.
  (3) The Bible and religious exercises.
  (4) Suspension and expulsion.
  (5) The parent.
  (6) Corporal punishment.
V. School officers:
  (1) Duties.
  (2) Term of office.
  (3) Salary.
  (4) How elected.
  (5) How removed.
VI. School meetings:
  (1) When held.
  (2) How called.
  (3) Qualifications of voters.

READING.

I. Thought:
  (1) Definition.
  (2) Ways of getting it.
  (3) Ways of expressing it.

II. (1) Definition of reading.
(2) Preparation made for reading before school life begins.
(3) Use of the principle of association in teaching reading.
(4) Comparison of methods.

III. The alphabet method:
Objections—
(1) Term is given before idea.
(2) Works from the unknown to the known.
(3) Does not begin objectively.
(4) Makes slow stumbling readers.
(5) Does not secure good expression.
(6) A very slow method.

IV. The phonic method:
Can not have a perfect phonic method—
(1) The same letters represent different sounds.
(2) Different letters the same sound.
(3) Some letters have no sound.

V. The word method:
(1) Advantages—
(*a*) Teaches ideas before terms.
(*b*) Commences objectively.
(*c*) Begins at the child's standpoint.
(*d*) Makes sight readers.
(*e*) Children read with intelligence and expression.

VI. The sentence method:
(1) Advantages—
(*a*) Does not violate any principle of teaching.
(*b*) Begins at the child's standpoint.
(*c*) Can be made interesting.
(2) Objections—
(*a*) Can not be followed strictly.
(*b*) Gives no key by which pupils can help themselves.

VII. Suggestions in the different methods:
(1) In the alphabet method perception and memory are chiefly cultivated in detecting resemblance and difference.
(2) In the phonic method care should be taken in producing the exact sound.
(3) In the word method the order of development is—
(*a*) The idea suggested by the object.
(*b*) The spoken word expressing that idea.
(*c*) The written word expressing the idea.
(*d*) The thought expressed by a collection of words.

VIII. Steps in the work of each lesson:
(1) A conversational lesson about some familiar object.
(2) Show the object or a picture of it, or make a drawing of the object.
(3) Have the pupils give the name of the object—the spoken name.
(4) Write the name on the board.
(5) Drill on the word, having pupils pronounce it.
(6) Require pupils to write the words on their slates.
(7) Combine words into sentences.

X. How to conduct first work:
(1) Vocabulary to be used.
(2) Practices to be observed.
(3) Practices to be avoided.
(4) How combine spelling and reading.
(5) When use books.
(6) How use them.

X. Means of maintaining interest:
(1) Sight reading.
(2) Supplementary reading.

XI. Errors to be avoided:
(1) Too great rapidity in advancing pupils.
(2) Mispronunciation of words.
(3) Mechanical reading.
(4) Too much criticism.

XI. Errors to be avoided—Continued,
(5) Too much drill on nonessentials.
(6) Neglect to pursue the natural order of mental growth.
(7) Attempt at elocutionary effect.

XII. Points that may need special attention:
(1) Attend to pupils' positions.
(2) Attend to pupils' breathing.
(3) Attend to the thought.
(4) Attend to the expression of the thought.

METHODS IN LANGUAGE.

I. Suggestions to teachers:
(1) Strive to make the child do. He learns to use by using.
(2) Be careful about the use of language before children.
(3) Make every lesson a language lesson.
(4) Train the faculties in the natural order.
(5) Aim to awaken thought, to cultivate the use of correct language, to arouse criticism.
(6) Study the art of questioning. It is the teacher's passport to success.
(7) Use the following methods: Objective, inductive, analytic, synthetic, oral, and written.
(8) Have every thought expressed in a correct sentence.

II. Oral lessons:
(1) Objects: Quality, parts, material, use.
(2) Conversations and descriptions of actions, of animals, of plants.
(3) Complete sentences in answer to all questions.
(4) Supplying omitted words in elliptical sentences.
(5) Formation of new sentences from known words.
(6) Describing what is seen in pictures.
(7) Reproduction of facts from reading and object lessons, of short stories.
(8) Memory lessons, short quotations.

III. Written exercises:
(1) Copying sentences from reading lessons; supplying omitted words in elliptical sentences; construction of new sentences from known words; short sentences reviewing facts learned in language and object lessons.
(2) Dictation: Sentences from reading lessons.
(3) Results to be reached: Spelling, penmanship, capitalization, punctuation.
(4) Original work: Short sentences, descriptive of pictures, objects, animals, plants, etc.
(5) Reproduction from facts in lessons in reading and geography.

IV. Different kinds of sentences:
(1) Development of idea.
(2) Construction.
(3) Definition.
(4) Drill.

V. Development of parts of speech:
(1) Name words (or nouns).
(2) Action words (verbs).
(3) Quality words (adjectives).
(4) How, when, where words (adverbs).
(5) Personal pronouns, prepositions, conjunctions, interjections.

The committee appointed by the conference of secondary principals recommend as especially adapted for the use of instructors and pupils, the following books:

On physchology, *Sully and Hill;* on pedagogy, *White and Johonnot;* on history of education, *Painter and Hailman;* on school management, *Wickersham and Baldwin;* on memory, *Kay.*

PENNSYLVANIA.

Early History.

The normal fire, which was lighted at Lexington in 1839 and which smoldered in New York for some years after the death of Professor Page, did not reach Pennsylvania as a practical force until 1854. During the summer of that year a number of the citizens of Millersville and its vicinity, desiring a more liberal education for their children than was furnished by the common schools of the neighborhood, erected a building for the purpose of accommodating a school, which they proposed to call

"The Millersville Academy." This building was offered to the late Prof. James P. Wickersham, then county superintendent, for the purpose of holding a teachers' institute for three months. The attendance at the institute was so large and the general results so satisfactory that the trustees resolved to enlarge their building and establish a regular normal school.

The legislature had passed a law in 1857 granting certain privileges to such private institutions as would comply with the requisitions of the law and engage in the work of training teachers. Among these requisitions were the following: That each normal school established under the law should possess ground to the extent of 10 acres; a hall, capable of seating 1,000 persons, and boarding accommodations for at least 300 students. The trustees and stockholders of the Millersville Academy at a public meeting voted "that it is expedient to so enlarge the grounds attached to the school and to make such additions to the building connected therewith as to bring the school within the requirements of the act of assembly of May, 1857," already referred to. The institution was continued as a permanent county normal school until it obtained official recognition as a State normal school in December, 1859.

But the "normal idea" had taken root in Pennsylvania long before the fruit appeared. In a letter to the chairman of the joint committee on education (session of 1833), the Rev. George Junkin, president of Lafayette College, at Easton, writes as follows, in answer to a query of the committee:

Are your teachers formed or prepared in the common schools or have you model schools for them? In prosecuting this inquiry it may be best to state distinctly the thing desired, or, in other words, define a good teacher; and I suppose three qualifications to be indispensable: (1) The art of governing a school. (2) The art of communicating knowledge. (3) The knowledge to be communicated. These are set down in what I take to be the order of their importance, but they are all equally indispensable. * * * The capacity of a teacher to train other minds will very much depend on the systematic accuracy to which his own mind has been subjected in its training. The art of communicating must be deeply affected by the practice of acquiring and the habits formed by that practice. These remarks all go to evince the necessity of a model school, in which shall be taught the science—that is, the knowledge of letters and other things to be taught to the children in our common schools, and the arts of communicating and governing. It does appear to me impossible to obtain the right kind of teachers, and in adequate numbers, without it. This point settled, our next business is to settle a plan of attaining this object, and here I know of but three projects: (1) A manual labor academy near Harrisburg, under the immediate direction of the State authorities, in which 100 of the future teachers are to be pupils. [Here follow five weighty objections to this plan.] (2) The establishment of model schools, without manual labor, where the future teacher shall be taught on the best plans. We have settled the question of model schools; they are necessary, and chiefly with reference to practical training in the difficult matters of government and discipline. Without an actual school of children, you have no model at all, be the building and fixtures and apparatus and teacher ever so perfect. There lies, then, in the very nature of the case, this necessity, to wit: You must have a school to teach the science, and another school to teach, by the living thing itself, the arts of government and practical details. Now these are furnished, and the only remaining or third project or plan, which is that of establishing, in the existing colleges of our State, model schools, a teachers' course. This project has in its favor the plea of perfect simplicity, and may be explained in a few words:

(1) Let each college fix upon a liberal course of studies for school-teachers, and constitute a new degree in graduation.

(2) Let a common school, to be kept full of children from the neighborhood, in every respect such as is desirable to see in every district of the State, be established contiguous to the college buildings, which school shall be a model in its buildings, fixtures, desks, books, apparatus, rules and regulations, and mode of management.

(3) Let the candidate for the collegiate honor of a school teacher's diploma be in every respect on the same footing in college with other students—study in the same class his own particular branches, submit to the same system of discipline, and let him in addition to these spend a part of every day in the common school as a spectator, and occasionally as an assistant.

(4) When he shall have completed his course, which will take two years, let him pass a final examination and, if approved, receive the honorable testimony of the board of trustees.

(5) Let every teacher thus qualified, who shall teach within the State, receive, besides the provision made for his support by the people, a yearly allowance from the school fund for every year he shall teach in one place.

The Doctor proceeds to give in six paragraphs what he conceives to be the advantages of this "project." No clearer statement has since been made of the way in which a university chair of pedagogy may be employed for the preparation of teachers of common schools. Beyond this the pioneers of normal training had not at that time ventured.

Pennsylvania claims "to have been the first of our American States to inaugurate the work of preparing teachers." If by "preparing teachers" is meant the furnishing of teachers with sufficient knowledge of the subjects taught in common schools, the claim is somewhat vague, as every good school or college does the same. If it means that Pennsylvania was the first to establish an institution whose principal object was to give instruction in the science and art of teaching and the mode of organizing and governing schools, the claims of Massachusetts must be considered. "The University of Pennsylvania, begun as an academy in 1749, was designed partially as a school for teachers. Dr. Franklin, the chief among its founders, in addressing the common council of the city for aid in its behalf, states that as the country is suffering greatly for want of competent schoolmasters, the proposed academy will be able to furnish a supply of such as are 'of good morals and known character' and can 'teach children reading, writing, arithmetic, and the grammar of their mother tongue.'"[1] The good Doctor had evidently no conception of a normal school as we now understand the term. The Western Boarding School, established by the Society of Friends in 1799, made a report in 1824, announcing that "several of both sexes have so profited by the course of studies and the mode of instruction thus derived as to be qualified for teachers of schools in many parts of the country." The Moravian School, established in 1807 at Nazareth Hall, had "a special department for the preparation of teachers, in which young men received such instruction as qualified them either to teach in schools established at home, or to open and conduct schools in the missionary field." Dr. Benjamin Rush, in an address to the legislature in 1786, favored "the establishment of a system of free schools, of one university at Philadelphia, and of three colleges, one at Carlisle, one at Lancaster, and one at Pittsburg," and added, "the university will in time furnish masters for the colleges, and the colleges will furnish masters for the free schools." In all this there seems to be an intention to make scholars who might or might not afterwards become teachers, but there is no intimation that more than scholarship was needed. In 1838 the trustees of Lafayette College erected a building for a model school, placed a distinguished Scotch educator at the head of it, and established a teachers' course. But the people were not as yet educated up to this point and the project failed. The city of Philadelphia has the credit of establishing the first city training school in this country. The Philadelphia Model School, as it was called, was inaugurated in 1818 expressly as a teachers' school, for the purpose of qualifying teachers "for the sectional schools and for schools in other parts of the State." The name "Model" was imported from England, where it was used to designate a school in which young persons could observe and practice the art of teaching. The Philadelphia Model School was a necessary adjunct of the Lancasterian system, which prevailed in that city until 1836, and in a modified form until 1848.

Colleges as Preparatory Schools.

The plan of utilizing the colleges of the State as preparatory schools for teachers—they can not be called "training schools"—was followed for more than a quarter of a century, and with the same results as in New York.

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[1] History of Education in Pennsylvania, by James Pyle Wickersham, LL. D. Lancaster, Pa., 1886.

In 1831, Washington College received from the State an appropriation of $500 a year for five years on condition "that the trustees shall cause that there be instructed annually, gratis, 20 students in the elementary branches of education, in a manner best calculated to qualify them to teach common English schools."

In 1832, Jefferson College was given $2,000 a year for four years on condition that "6 students in indigent circumstances should be educated gratuitously for four years," and thereafter 24 students should be prepared for teachers of common schools.

In the same year Reading Academy received $3,000, with the stipulation that 4 poor students be educated for five years, free of expense of tuition, for teachers of common English schools.

In 1834, Pennsylvania College was given $3,000 a year for six years on condition that 15 young men students should be prepared for teachers.

In 1837, Marshall College received a grant of $2,000 a year for two years on condition that 20 students be prepared for teachers of the English language.

In the same year Allegheny College received a grant of $2,000 a year for four years, for which were to be instructed annually 12 students, free of expense, for teachers in the English language.

"But the experiment of educating teachers in the colleges failed," says Dr. Wickersham, "because there was not then much demand for teachers thus prepared, and for the stronger reason that the general work of a college and the special work of a teachers' school can never be made to harmonize." State Superintendent Burrows, in his report for 1838, says, "The colleges have already been tried as a means of supplying teachers, and with little success. * * * Hope from this quarter is dead."[1] The present writer may add as his own experience that a semicollegiate education is the worst possible introduction to the teaching now required in the common country schools. Few teachers and few schools survive the experiment.

Professional Normal Schools Recommended.

In 1838 Superintendent Burrows abandoned the plan of educating teachers in departments connected with colleges and academies and advocated the establishment of separate free institutions for the instruction of teachers, in which they should receive "a full and careful course of theoretic and practical instruction in the art of teaching." Superintendent Haines in 1849 advocated the establishment of a normal school in each county and a central institution of the same character, but of higher grade, for the whole State. Superintendent Curtin in 1857 recommended in substance the provisions of the act which was passed by the legislature in that year for the establishment of normal schools. In drafting this bill and carrying it through the legislature, Dr. Wickersham, then principal of the normal school at Millersville, was the leading and guiding spirit. His good judgment, energy, zeal, and practical success as a teacher, as county superintendent and State superintendent, caused the example which he set in the second district to be followed rapidly by several of the other normal districts, and ultimately by all but one.

Law for Establishment of State Normal Schools.

For normal purposes the State was divided into thirteen districts, in each of which one normal school might be established under the law of 1857, before referred to, and additional enactments passed in 1859, 1872, 1875, and 1879. The pecuniary and other affairs of each State normal school are managed by a board of 18 trustees, 12 elected by the contributors or stockholders and 6 appointed by the State superintendent of public instruction. All changes in by-laws and rules for regulating proceedings of these boards must be approved by the State superintendent before going into effect. The State appropriations made directly to normal schools are distributed through a

[1] History of Education in Pennsylvania, by James Pyle Wickersham, LL. D. Pp. 377-381.

commission, consisting of the governor, the superintendent of public instruction, and the attorney-general, in such a manner as to do exact and equal justice to the several schools.[1] Each school is required to have at least six professors of liberal education and known ability in their respective departments: One of orthography, reading, and elocution; one of writing, drawing, and bookkeeping; one of arithmetic and the higher branches of mathematics; one of geography and history; one of grammar and English literature, and one of theory and practice of teaching, together with such professors, assistants, and tutors as the condition of the school may require. Every school is required to have attached to it one or more schools for practice, or model schools, with not less than 100 pupils, in which the students of the normal schools may have an opportunity to acquire a practical knowledge of the art of teaching. The qualifications for admission and the course of study are by law uniform in all the schools and are determined by a convention of the principals, subject to approval by the State superintendent.

The following notices are taken with much abridgment from the reports of principals of State normal schools to the State superintendent of public instruction and will be found in full in the last (1891) annual report of the superintendent, pages 183–198. The items in the footnotes are excerpted from the latest accessible catalogues of the several schools:

First District, West Chester (G. M. Philips, principal).—There has been no interruption in the prosperity of our school during the past year. Every year sees a substantial but healthy growth in our numbers, and, as usual, we report that the attendance during the past year has been the largest in the school's history. * * * The work in the gymnasium has been carried on with marked success. The physical measurements of our students at the end of the year, when compared with the measurements of the same students at the beginning of the year, showed marked improvement in almost every case. * * * Our post-graduate course has proved to be a marked success. It will be of great value in furnishing higher schools with competent, well-qualified teachers. * * * Many new books have been placed upon the shelves of the library, the number of volumes now reaching about six thousand. * * * The year just ended completes the twentieth year of this school's history, and the tenth of my principalship.[2]

Second District, Millersville (E. Oram Lyte, principal).—The prosperity of this school is still increasing, the attendance last year being the largest in its history. The total number of students for the summer session was 772 (386 of each sex), and 1,225 for the year. The graduating class numbered 72, all of whom obtained good positions as teachers, except a few who have returned to complete the scientific course. * * * One of the most important improvements made during the past year was the completion of the large gymnasium. The style of architecture of the building is Romanesque. The lower floor contains three rooms, entirely separated from each other. One of these contains the bowling and pitching alleys, and the others are each provided with lockers and bathing accommodations. On the main floor are the reception room, examination room, and the large room for exercising purposes, with elevated walking track, etc. The gymnasium is completely furnished with the latest and most approved apparatus. Two teachers are constantly engaged in the department of physical culture [one lady and one gentleman]. * * * Believing that a good model school is absolutely necessary for the proper training of

[1] The amount of special and direct State appropriations to the normal schools of Pennsylvania from the organization of each till June 1, 1891, was $1,520,000.

[2] The West Chester State Normal School was founded in the year 1871 by joint efforts of the trustees of the West Chester Academy and the citizens of West Chester and vicinity. The main building is new, built of greenstone and marble, 256 by 234 feet, four stories high with basement. It is one of the finest and handsomest school buildings in the country. A first-class gymnasium, 104 by 64 feet, is just being finished. It is of stone, two stories high, and is fitted up with every modern improvement, including a full supply of the best apparatus, running track, bathrooms, large swimming pool, bowling alleys, ball cage, etc. With the single exception of Harvard's, it is the largest gymnasium in America, and is believed to be, without any exception, the best and most complete gymnasium connected with any school or college in the United States. The school property has now cost upward of a third of a million of dollars. The number of different students during the year (1889–90) was 709, of whom 395 were ladies and 314 gentlemen. (Nineteenth Annual Catalogue of the West Chester State Normal School, 1890).

teachers, no expense has been spared to increase the efficiency of our practical school. It now contains nine grades, beginning with the kindergarten and ending with the advanced grammar grade.[1]

THIRD DISTRICT, KUTZTOWN (Nathan C. Schaeffer, principal).—The new wing was ready for occupation at the opening of the spring term. The class rooms in it, equipped with all the latest improvements, added greatly to the efficiency of our work. We were thereby enabled to reduce the size of our classes. When students recite in sections numbering from 20 to 30 they can complete a course of several years in a session or two less than it takes if they recite in classes numbering from 50 to 75. Mental growth is greatly stimulated by daily individual contact with live teachers. Probably the greatest need of our Pennsylvania normal schools is a faculty paid by the State. This would lead to free tuition, smaller classes, a standard of scholarship for admission, and would put an end to the strained relations that sometimes result from undue competition.[2]

FIFTH DISTRICT, MANSFIELD (D. C. Thomas, principal).—Six hundred and twenty-nine students were enrolled during the past year. Of these, 93 graduated in the elementary course, 2 in the scientific, and 12 in music. The accommodations in our ladies' building were not sufficient for the constantly increasing attendance of that sex. An addition to the present building is in process of construction. When done, it will be a magnificent structure. The work will cost at least $100,000.

SIXTH DISTRICT, BLOOMSBURG (J. P. Welsh, principal).—The year just closed has added another year of success to the history of this institution. The attendance has been greater than ever before; the senior class was the largest ever graduated here, and was composed of young men and women of exceptional promise as teachers. One hundred and five certificates of admission to the next senior class were issued to juniors at the close of the year, while 37 applicants for this certificate were rejected by the faculty. * * * In September last the manual-training department was organized, and was placed under the management of a teacher who received special training for the work. Under his direction this department has been a marked success. Students, grading from the model school to the senior class, received instruction in the nature and uses of tools and materials. A series of graded lessons has been arranged for this purpose, which terminate in the senior year with wood carving and the construction of useful articles, such as philosophical and mathematical apparatus needed in schools. * * * The classes of 1891 and 1892 have presented to the school a set of gymnastic apparatus, consisting of chest weights, intercostal machines, parallel bars, vaulting bars, wrist machines, flying rings, quarter circles, giant strides, boxing gloves, striking bags, etc. * * * I believe that the professional character of the normal schools would be elevated if, in every instance, all applicants for the normal certificate were examined in actual teaching.[3]

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[1] The normal school buildings are large, the east front being 352 feet and the south front 160 feet, and conveniently arranged in every respect. There are boarding accommodations for 400, and school accommodations for 800 students. The buildings are surrounded with grounds to the extent of ten acres, which have been tastefully laid out and are used for play and pleasure grounds. The value of the buildings, grounds, furniture, etc., is more than $250,000. The institution is well supplied with philosophical apparatus, and possesses also a good cabinet of mineralogical, geological, and ornithological specimens. The total number of students from the opening of the school to the close of the school year in 1888 was 22,184, and the number of graduates 905. The number of volumes in library, 5,550. (Thirty-sixth Annual Catalogue of the Pennsylvania State Normal School at Millersville, Lancaster County.)

[2] There is a striking resemblance between the origin of the Kutztown Normal School and that of the normal school at Millersville. Both owed their beginning to the efforts of the respective county superintendents, John S. Ermentrout and James P. Wickersham. Both commenced as summer normal schools. Both were developments of neighborhood academies. Before the organization of the Kutztown school there existed in Kutztown and the neighborhood mere academies or seminaries under the control of a limited number of stockholders—the Franklin Academy, the Fairview Academy, and Maxatawny Seminary. But the people demanded better education, and were willing to embark in any enterprise that promised to improve their schools. As the county superintendent was traveling from Lyons to Kutztown, he saw in the distance the building known as Maxatawny Seminary. It occurred to him that, if the people of this section had taken sufficient interest in the cause of education to erect that building, they might be induced to assist him in carrying out his project of establishing a regular State normal school for the Third normal district. In 1865 the teachers were invited to attend a county normal school in Maxatawny Seminary. Students flocked thither from every part of the county and from adjacent districts, and the seminary was found to be too small for their accommodation. This inspired the people with a determination to erect such buildings as the school law requires and to establish a regular normal school for the Third normal district. (Historical Sketch of Kutztown and Maxatawny, by John S. Ermentrout, 1876.)

[3] The school property attracts much attention. It is at an elevation of over 150 feet above the Susquehanna. The view from this elevation is almost unrivaled. Fourteen acres of campus afford ample space for lawns and athletic ground, and include a beautiful oak grove of 3½ acres. The three main buildings are of brick—one is the dormitory, two are devoted to school work. Institute hall contains an auditorium capable of seating 900 persons. The dining room is 100 by 40 feet, and will accommodate over 300 guests. The manual-training room is 40 feet square, and contains benches and tools for the accommodation of 30 pupils at a time. About 250 pupils, at different periods of the day, pass for instruction to this department. They are taught here the structure and uses of different

SEVENTH DISTRICT, SHIPPENSBURG (G. M. D. Eckles, principal).—The year just closed has been one of unusual prosperity for the Cumberland Valley State Normal School. There has been a considerable increase in the patronage of the school, and we believe a marked improvement in the character of the work done. We graduated fourscore young men and women from our school this year, by far the largest class in its history. This increase in numbers has not been secured by any sacrifice of the standard of qualifications fixed by the school. In our junior class the grade of qualifications has been raised, and we expect to continue the raising of our standard with this class from year to year, as the raising of the standard of the juniors is necessarily followed by a corresponding raising of the standard of the seniors. Nearly all the dormitories have been painted and ornamented with neat designs. The designs for the room decorations were all made by students and by those connected with the school.[1]

EIGHTH DISTRICT, LOCKHAVEN (James Eldon, principal).—The Central State Normal School is now fully established in its new home. During the year which ended July 2, 1891, every room in the building was occupied, two in a room, and many boarders had to be accommodated with lodgings in adjacent buildings. At the last commencement 44 graduated in the elementary course, and 90 juniors were admitted to the senior class. Several of the graduates before the term closed were elected to responsible positions as principals of schools.[2]

NINTH DISTRICT, INDIANA (Z. X. Snyder, principal).—Growth characterizes the living. From this standpoint the Indiana normal is a living institution. During the year it has grown in every direction—scholastically, professionally, in efficiency, in teaching power, and in numbers. The annual attendance was 790. * * * The erection of a greenhouse has aided very materially in the beautifying of the grounds. * * * One hundred guns were received from the State for the purpose of military drill. * * * In our industrial department three types of work are done: Kindergarten, sloid, and manual training. * * * A number of good microscopes were purchased for the science department. * * * The model school has passed from a mere practice school to a model school in the true sense. It is a school where experts teach, enabling the juniors and seniors to observe. * * * The trustees contemplate the erection of a gymnasium. It will be commenced in the spring. * * * The classes of 1889 and 1890 erected a beautiful fountain on the campus.[3]

TENTH DISTRICT, CALIFORNIA (Theo. B. Noss, principal).—Our attendance of students was larger than ever before, reaching a total of 711, of whom 502 are in the

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kinds of wood, the nature of each tool, and the principle on which it works; they then make a drawing, afterwards an object to correspond, and finally give an oral or written description of the object. * * * Lessons are given in shorthand and typewriting. * * * An athletic association, composed of students, has charge of all outdoor sports, such as baseball, tennis, football, and the like. The ladies are drilled in wand and dumb-bell exercises, and have organized several walking clubs. (Circular of the State Normal School of Bloomsburg, Pa., 1891.)

[1] The last catalogue (1890–91) claims for the Shippensburg school the following among other advantages:

1. We employ none but high-grade teachers. * * * All our teachers are specialists in their departments.
2. Our school is thoroughly and properly disciplined. * * * We hold ourselves responsible for the moral as well as the intellectual development of our students.
3. We lay great stress on the professional training of our students. * * * The practice teaching in the model school is under skillful supervision and competent direction.
4. Our school is organized in the interest of the students. Our system of classification enables us to advance students as rapidly as their progress will permit. No person is held in check to accommodate the interests of dull and inattentive scholars.
5. Our graduates are distinguished by their originality, being something more than blind imitators.
6. Our school is not crowded beyond its capacity.
7. Our graduates are doing noble work in their chosen profession. We have no difficulty in securing good positions for them.
11. We do not claim to have the best school in the country, but we do claim that there is none better.

[2] This school was founded in 1871, but was not open for the admission of students until the fall of 1877. In December, 1888, the fine building occupied by the school from its organization was totally destroyed by fire, but the work of instruction was carried on without interruption in a large hotel building, fitted up for the purpose. In May, 1890, the new building was occupied, 200 students being present. To the erection of this building the State contributed $105,000. It is of brick, with brownstone trimmings, and has three distinct parts. It is lighted at night by 450 electric lamps.

The training school is composed of children from 5 to 6 years of age. These are divided into classes so as to represent every grade of teaching required in the public schools of the State, from the kindergarten to the high school. The time given to the practice of teaching is not less than forty-five minutes each day for twenty-one consecutive weeks. All students receive class instruction in vocal music. Lessons are also given, at an extra charge, on the piano, organ, violin, cornet, and other instruments. There are two literary societies, each having its own hall, library, and reading room. The art department offers instruction in oil painting, china painting, portrait painting, and sketching.

Principals.—Albert N. Raub, 1877–1884; George P. Beard, 1884–1887; James Eldon, 1887. (Catalogue of 1891–92.)

[3] The catalogue of 1890–91 showed seven departments: (1) Kindergarten department, (2) primary department, (3) grammar department, (4) high school department, (5) principals and superintendent's department, (6) ungraded department, (7) manual-training department.

normal department and 209 in the model school. A new building is now in course of erection. It will be used for the model school, for the sloid shop, and for the natural science department. The large attic story of this building, which is 86 by 56 feet in size, will be fitted up as a gymnasium. Our graduating class this year consisted of 18 gentlemen and 17 ladies; most of these have already secured desirable positions as teachers for the coming year.[1]

Eleventh District, Slippery Rock (Albert E. Maltby, principal).—The normal school at Slippery Rock has just closed a very successful school year. The increased attendance under adverse circumstances is certainly very encouraging, and the future seems bright with indications of continued growth and prosperity. Our last graduating class numbers 12. * * * Over 500 pupils were in attendance during the year, and the class-room accommodations were taxed to their utmost extent. * * * The plans for a new building have been drawn, and work will begin immediately. The structure will be in brick, handsomely ornamented with stone, and will contain class rooms, society halls, reading rooms, music rooms, parlors, library, gymnasium, offices, and principal's residence. The total cost is estimated at $50,000. * * * Every effort is being made to bring out the beautiful in our campus and school grounds. An addition of some 5 acres, and the planting of many valuable trees have done much toward improvement in appearance. The ball field is unsurpassed by that of any other school.[2]

Twelfth District, Edinboro (Martin E. Benedict, principal).—The past school year closed the 3d of July. There were 89 graduates. One hundred received junior certificates. * * * The average age of the class was 22 years and 8 months. Over 60 had taught in the public schools. Nearly all have entered the schoolroom as teachers, and they received from $40 to $100 a month. * * * In the model school, 60 students can practice a day, one class each. * * * The library occupies a room 50 by 65 feet, and is open daily from 8 o'clock a. m. until 4.15 p. m. The books are in open cases and all students are free to take books from the cases. The librarian is in constant attendance. * * * In recitation the students stand at the blackboard with chalk and pointer, or directly before the class, and in their own language give the substance of the lesson.[3]

Thirteenth District, Clarion (A. J. Davis, principal).—This school completed the fourth year of its history without any remarkable changes or innovations. The stringency of the times affected the population of the district with peculiar force, and

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[1] Number of students—413 normal, 229 model. On the 11th of April, 1890, the school celebrated the twenty-fifth anniversary of its opening under the charter name of South Western Normal College. It is the outgrowth of an academy first opened in 1852. From the time the success of the experiment at Millersville, in 1855, became known, the undertaking of a similar enterprise at California was freely discussed and was finally achieved (1874). (Catalogue of the State Normal School at California, 1891.)

[2] During the autumn of 1887 the question of organizing a school in the town was agitated. The project found many friends and soon assumed definite form. A meeting was called at which it was determined to erect a building and open an academy. The community was canvassed for money to erect a building and support a school until it should become self-sustaining. While this work was in progress the discovery was made that there was no normal school in the district. A second meeting was called, at which it was resolved to erect the necessary buildings and apply for recognition as the State Normal School of the Eleventh district. In the spring of 1888 an organization was effected, a charter obtained, and the erection of the buildings was begun. In the spring of 1889 the buildings were completed and inspected by the committee appointed by the State, who unanimously recommended the "recognition" of the school as the State Normal School of the Eleventh district. The number of students on the catalogue of 1890–91 was 340 in the normal department and 160 in the model school.

[3] *Means employed to train teachers.*—These are study, recitation, reading, observation, practice, and instruction. The value of study varies, *ceteris paribus*: (1) As the time spent in the study; (2) as the square of the engergy; (3) as the square of the interest; (4) as the cube of the methods; (5) as the fourth power of the quality; (6) as the spirit of willing obedience.

Students in the normal school recite as teachers. They receive no help. Each member of the class while others are reciting is both pupil and critic. The normal school teachers aim to act as model teachers, and thus student teachers, even unconsciously at recitation, become acquainted with methods of teaching.

The library is rich in works upon teaching, and students are taught to select, read, and digest the thoughts of educational writers.

The library occupies a room in the new building 50 by 65 feet. It is opened daily from 8 a. m. until 4.15 p. m. The students learn to know books and to enjoy reading them. They are taught to read with profit, and are referred to the manual of reading among the reference books. The books are classified as follows: (1) Works of reference; (2) works upon teaching; (3) periodical literature.

Two literary societies, the Potter and the Everett, hold regular sessions Saturday afternoons. Each occupies a pleasant and well-furnished hall 25 by 40 feet. All students are free to join or not, as each prefers.

A musical department has been organized whose aim is to prepare teachers for leading the music in public schools, and for skill in teaching music. Especial attention is given to the cultivation of a musical touch and a correct interpretation of the standard works. The department offers two courses, (1) a course for the thorough training of teachers; (2) a course for persons wishing to become skilled singers.

The number of normal pupils is 670, of whom 345 are reported as "unclassified." The model school numbers 208.

the attendance of students during each term was less than in the corresponding terms of the preceding year, the first instance of retrogression since the organization of the school. * * * The number of books in the library is about 3,000. * * * The senior class manufactured a fine lot of apparatus, under the direction of the professor of physics and the instructor in woodworking.[1]

The course of study in the State normal schools of Pennsylvania is intended to be uniform and is prescribed by a convention of principals, aided by the State superintendent; but as the order in which the legal studies are to be pursued is not prescribed, and the number and kind of additional studies are not limited, each school maintains a distinct personality, notwithstanding the basis of uniformity. The legal course and one of the catalogue courses (Bloomsburg) are given below :

The courses of instruction prepared for the State normal schools of Pennsylvania, and approved by the State authorities, are as follows :

ELEMENTARY COURSE.

JUNIOR YEAR.

Pedagogics.—Elements of school management and methods.
Language.—Orthography and reading; English grammar, including composition; Latin, sufficient for the introduction of Cæsar.
Mathematics.—Arithmetic, except mensuration; elementary algebra.
Natural science.—Physiology and hygiene.
Historical sciences.—Geography, physical, mathematical, and political; history of the United States; civil government.
The arts.—Penmanship, sufficient to be able to explain some approved system, writing to be submitted to board of examiners; bookkeeping, single entry, seven weeks; drawing, a daily exercise for at least twenty-eight weeks, work to be submitted to board of examiners; vocal music, elementary principles, and attendance upon daily exercises for at least one-third of the year.

SENIOR YEAR.

Pedagogics.—Psychology, embracing the intellect, sensibilities, and will; methods; history of education; model school work, at least twenty-one weeks of actual teaching daily during one period of not less than forty-five minutes; a thesis on a professional subject, and two meetings each week for the discussion of the practice of teaching.
Language.—The outlines of rhetoric, together with at least a fourteen weeks' course in English literature, including the thorough study of one selection from each of four English classics; Latin, Cæsar, through the Helvetian war.
Mathematics.—Arithmetic, mensuration; plane geometry.
Natural sciences.—Elementary natural philosophy; botany.
Historical sciences.—Reading of general history in connection with the history of education.
The arts.—Elocutionary exercises in connection with the study of English literature.

SCIENTIFIC COURSE.

Pedagogics.—Moral philosophy; logic; philosophy of education; course of professional reading, with abstracts, notes, criticisms, to be submitted to board of examiners.
Language.—Latin, six books of Virgil, four orations of Cicero, the Germania of Tacitus, or a full equivalent; an equivalent of Greek, French, or German will be accepted for spherical trigonometry, analytical geometry, calculus, mathematical natural philosphy, and mathematical astronomy; literature.
Mathematics.—Higher algebra; solid geometry; plane and spherical trigonometry and surveying, with use of instruments; analytical geometry; differential and integral calculus.

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[1] This school is the outgrowth of the Carrier Seminary, and was recognized as a State normal school in February, 1887. It was opened on the 12th of April following with 150 pupils in attendance. The catalogue of 1888 contains the names of 364 normal students. The seminary hall contains the chapel, auditorium, principal's office, recitation rooms, library, and gymnasium. The school gives a four years' course in music, instrumental and vocal. Lessons are given in oil painting, china painting, crayoning, and pencil drawing; and also in stenography and telegraphy. (Second Annual Catalogue of the Pennsylvania State Normal School, at Clarion, Pa., 1888.)

Natural sciences.—Natural philosophy, as much as in Snell's Olmsted; astronomy, descriptive and mathematical; chemistry; geology or mineralogy; zoology.

History.—General history.

COURSE OF INSTRUCTION ARRANGED FOR THE STATE NORMAL SCHOOL AT BLOOMSBURG.

ELEMENTARY COURSE.

JUNIOR YEAR.

First term.—Arithmetic, beginning with stocks, as in Brooks's; English grammar, beginning with "Complex sentences" in Reed & Kellogg; reading and spelling, Latin, geography, practical teaching, drawing, vocal music.

Second term.—Arithmetic, algebra, beginning with "fractions" in Wentworth; English grammar, Latin, history of the United States, beginning with administrations; practical teaching, drawing, bookkeeping.

Third term.—Algebra, English composition, reading and spelling, Latin, civil government, ½; geography, mathematical and physical, ½; physiology, practical teaching.

SENIOR YEAR.

First term.—Geometry and mensuration, rhetoric, reading of general history, natural philosophy, school economy, teaching, mental philosophy.

Second term.—Geometry and mensuration, English literature, elocution, Cæsar, botany, ½; natural philosophy, ½; methods of instruction, teaching, mental philosophy, history of education.

Third term.—Geometry and mensuration, Cæsar, botany, methods of instruction, teaching, history of education.

SCIENTIFIC COURSE.

When students have completed the studies of the elementary course or the equivalents they can enter this course and graduate in two years. The studies are as follows:

JUNIOR YEAR.

Philosophy of education, higher algebra, solid geometry, plane and spherical trigonometry, surveying, analytical geometry, chemistry, geology, mineralogy, general history, Latin, professional reading.

SENIOR YEAR.

Differential and integral calculus, natural philosophy, mathematical and descriptive astronomy, logic, zoology, moral philosophy, Latin, English literature, professional reading, general review.

All students in this course have the privilege of taking an equivalent of Greek, French, or German for the portions of higher mathematics, specified under substitutions.

ACADEMIC DEPARTMENT.

1. Preparatory collegiate.

FIRST YEAR.

Latin, arithmetic, English grammar, history.

SECOND YEAR.

Latin (Virgil), Greek (Anabasis and Iliad), Latin and Greek composition, geometry, history, Franklin's autobiography, Milton.

2. General academic.

JUNIOR YEAR.

First term.—Orthography and reading, English grammar, history of England, arithmetic, physiology, geography, penmanship and drawing, vocal music.

Second term.—Orthography and reading, English grammar, arithmetic, algebra, United States history, Latin, penmanship and drawing.

Third term.—English grammar, civil government, Trench on Words, algebra, botany, Latin, drawing.

SENIOR YEAR.

First term.—Mental philosophy, natural philosophy, geometry, rhetoric and English classics, bookkeeping, drawing.
Second term.—Geometry, Latin, English classics, elocution, drawing.
Third term.—Latin, reviews, drawing, geometry.

3. Senior academic year.

First term.—Trigonometry and surveying, chemistry, elements of criticism, French, German, or Latin.
Second term.—Geology, political economy, general history, French, German, or Latin.
Third term.—Evidences of Christianity, astronomy, general history, French, German, or Latin.

The Pennsylvania normal schools are not free schools. The local boarding-school element from which most if not all of them were "evolved" rendered it imprudent to make tuition free; but by an act of the legislature the following appropriations are made by the State of Pennsylvania to normal students and graduates:

1. Each student over 17 years of age who shall sign a declaration of intention to teach in the common schools of this State shall receive the sum of 50 cents per week.
2. Each student over 17 years of age who was disabled in the military or naval service of the United States, or of Pennsylvania, or whose father lost his life in said service, and who shall sign an agreement as above, shall receive the sum of $1 per week.
3. Each student, who, upon graduation shall sign an agreement to teach in the common schools of the State two full years shall receive the sum of $50.
4. Any student to receive these benefits must attend the school at least one term of twelve consecutive weeks, and receive instruction in the theory and practice of teaching.

The amount expended under this act in the school year ending June 1, 1891, was $47,875.25.

Comparative table of statistics of the State normal schools of Pennsylvania for the school year ending June, 1890.

Schools.	1891. Years in existence.	1890. Population of district.	Appropriation granted.	1890.		
				Total enrollment.	Students in normal school.	Pupils in model school.
Millersville	32	296,715	$102,500	730	568	162
Edinboro	30	291,296	117,500	879	630	249
Mansfield	29	249,279	127,500	613	513	100
Kutztown	25	368,121	107,500	679	540	139
Bloomsburg	22	321,520	162,500	434	342	92
West Chester	20	357,965	107,500	717	654	61
Shippensburg	18	287,578	144,500	303	234	67
California	17	283,878	117,500	642	413	229
Indiana	16	291,741	135,500	756	581	175
Lockhaven	14	193,824	187,500	325	225	100
Clarion	4	173,687	67,500	905	422	463
Slippery Rock	2	657,425	27,500	438	298	140
Fourth district[1]	.....	526,668	.....	.....	.....	.....
Philadelphia[2]	.....	1,046,964	.....	.....	.....	.....

[1] No school organized.

[2] Not included in State school system.

NEW JERSEY.

Early History.

In 1825 Philip Lindsay, D. D., acting president of the College of New Jersey, advocated the establishment of teachers' seminaries, for these among other reasons:

That at present the great mass of our teachers are mere adventurers; either young men who are looking forward to some less laborious and more respectable vocation, and who, of course, have no ambition to excel in the business of teaching and no motive to exertion but immediate and temporary relief from pecuniary embarrassment, or men who despair of doing better or who have failed in other pursuits, or who are wandering from place to place, teaching a year here and a year there, and gathering up what they can from the ignorance and credulity of their employers.

Three years later Prof. John Maclean, afterwards president of the University of New Jersey, recommended, in a lecture on the school system of the State, "the establishment of an institution to educate young men for the business of teaching."[1]

Nineteen years after this (1847) a convention of the friends of education in Burlington County, N. J., was held at Mount Holly. A committee on business was appointed, who reported a series of resolutions in favor of the establishment of a State normal school. The resolutions were fully discussed, but in order to afford time for further deliberation the convention adjourned to meet in the same place on the 2d of December. At this adjourned meeting letters of approval and congratulation were read from the following eminent public men: William H. Seward, of New York;[2] Rev. William H. Campbell, secretary of the executive committee of the State normal school at Albany;[3] Bishop Potter, of Pennsylvania;[4] Joseph R. Chandler, editor of the United States Gazette;[5] Horace Mann, of Massachusetts;[6] Edward Everett;[7] John G. Pal-

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[1] Report of the United States Commissioner of Education, 1868.

[2] The advantages resulting from the professional education of teachers in what are called normal schools are universally conceded among the friends of education in this State. If I had ever doubted on this subject, all my doubts would have been removed by the experiment of the institution in this city (Albany), which has been eminently successful. The ultimate operation of normal schools will be to elevate the standard of public education and, of course, the dignity of those to whom its labors are confided. (Report on normal schools to the convention of the friends of education, Burlington, N. J., 1847.)

[3] I had doubts when our normal school was first started as to the necessity of such an institution among us; but my opinion is entirely changed. * * * I have become convinced of the great value of the normal school. My conviction is the result of actual observation, and from this I feel justified in saying that a normal school is indispensable in carrying out any State educational system. * * * I hope soon to hear that New Jersey has instituted a State normal school. (Ib.)

[4] I rejoice to hear that the State of New Jersey is moving in respect to the education and training of teachers for common schools. It is beyond doubt the most essential step in the great work of improving and, as it were, of regenerating our system of common-school instruction. * * * The establishment of the State normal school was therefore looked forward to as the essential complement to all other plans. (Ib.)

[5] While all other professions and pursuits have their appropriate schools and other means of preparation for the duties of their calling, why should the teacher alone be neglected? Why should he be allowed to try experiments upon our children until he has learned how to teach, wasting the precious time of our youth by the timidity naturally resulting from his want of practice, or destroying their tempers by the restlessness of one who has never learned to have command over himself? * * * I really believe that the important scheme of public schools can not be carried out as it should be without trained teachers. (Ib.)

[6] I regard normal schools as the one indispensable thing for carrying forward a system of common schools. * * * How it can happen that a man shall need to serve an apprenticeship to make a boot, but can instruct and train a child by instinct is more than I can comprehend. (Ib.)

[7] It affords me much pleasure to hear that you are taking measures for the establishment of a normal school in New Jersey. * * * It seems quite evident that the art of teaching—an art so difficult and so important—should require some special training for its attainment. If it did not, it would differ from all other intellectual arts. * * * The fact is that hardly any teacher is, as such, self-formed. He employs, as an instructor, the methods which were in use at the school where he received, his own education some years—perhaps a good many years—before. His teacher, in like manner probably followed traditionary methods. Such a course can result in nothing but the perpetuation of errors, and must end in degeneracy. (Ib.)

frey, editor of the North American Review;[1] John A. Dix, of New York, formerly superintendent of common schools;[2] David P. Page,[3] principal of the New York normal school at Albany.

The business committee reported a forcible and logical argument in favor of establishing a State normal school, and answering the most plausible objections.

(1) As to the expense.

(2) As to the difficulty of securing the services of the graduates of the normal school to the business of instruction in the State.

(3) As to the allegations that there is no necessity for normal schools, inasmuch as the business of instruction, like other social and private wants, is regulated by the commercial law of supply and demand.

(4) As to the assertion that it is not so much teachers that we need, nor schools for the education of teachers, as it is a higher compensation for their services.

(5) As to the apprehension that a due measure of religious instruction and influence can not be reconciled with the exclusion of sectarianism.

(6) That normal schools are an importation from Prussia, a monarchy, a despotism, well enough adapted to such a Government, but unsuited to the genius and temper of ours.

Time having thoroughly refuted the objections, the cogent and eloquent answers given in the report may be omitted here; but one is tempted to imagine that Bryant wrote "*Error* crushed to earth will rise again" when one recalls the fact that thirty-seven years after this report was written the sixth objection was strongly but ineffectually urged in the legislature of a neighboring State by the son of a German Jew.

The report was accepted and the accompanying resolutions adopted seriatim without a single dissenting voice; yet it was not till the year 1855 that an act was passed by the legislature of New Jersey containing the following sections:

There shall be a normal school or seminary for the training and education of teachers in the art of instructing and governing the common schools of this State, the object of which school or seminary shall be the training and education of its pupils in such branches of knowledge and such methods of teaching and governing as will qualify them for teachers of our common schools.

The board of trustees are authorized to maintain a model school under permanent teachers in which the pupils of the normal school shall have opportunity to observe and practice the modes of instruction and discipline inculcated in the normal school, and in which pupils may be prepared for the normal school.

The act appropriated $10,000 annually to the support of the school, but no provision was made for a site or buildings. It was left to the people to supply by voluntary action the means for which no provision had been made by the legislature. This appeal to the people met with a warm and generous response. New Brunswick, Beverly, Orange, Trenton, and other places made liberal offers. After careful deliberation the trustees selected Trenton, where, by the liberality of the citizens, a large

[1] As chairman of a committee of our [Massachusetts] house of representatives I drew and defended the resolves of March 3, 1842, which placed normal schools on a permanent footing and established school libraries. I did more for others' good that day than in all the rest of my life put together. (Report on normal schools to the convention of the friends of education, Burlington, N. J., 1847.)

[2] It is now nearly nine years since I have been connected with the common-school system of New York. It was during the six preceding years, under my official superintendence, and it was among the first objects of my execution to improve the education of teachers; for without competent instructors schools are of very little use. * * * You will infer that I am very decidedly in favor of normal schools for the education of teachers. (Ib.)

[3] In our State there is no doubt in the public mind but that teachers should be specially educated. The question now started is, Ought they to be educated by the State? * * * It seems to me it must be done by the State or not be done at all. The pay of teachers is not generally high enough yet to warrant much outlay of time and capital by the teachers themselves in their preparations, and they must be encouraged to do it by having a portion of the expense paid for them. Schools for teachers started without public aid have failed, I believe, in every instance. At any rate, they have degenerated into mere academies, in which the pupils have, as elsewhere, been allowed to choose their own studies, and, of course, to choose to neglect the elementary branches most necessary for them to learn. (Ib.)

and commodious building was erected after a plan prepared by the trustees. Sundry citizens of New Jersey sent a petition to the legislature in 1861 praying for the repeal of the act establishing the State Normal School, and asking for the appointment of a joint committee to investigate certain matters therein referred to. The committee on education reported that they did not "perceive either the necessity or the expediency of a committee of investigation, because all the facts called for were fully set forth in public documents to which all have ready access." The petitioners submitted that "at times like the present no unnecessary burden should be laid upon the people." The committee replied that "the great lesson taught at times like these [the beginning of the war] is that we should relax no effort, omit no expenditure, and cripple no resource necessary to the instruction and enlightenment of the masses of the people. The whole fabric of our Government reposes upon the foundation of virtue and intelligence universally diffused among the people; but such a foundation is possible only through good common schools everywhere established, liberally supported, and efficiently conducted by able and skillful teachers. To make good schools, we must first make good teachers. This is precisely the object and aim of the normal school, and the committee believes that a thorough investigation of the facts will establish beyond controversy that these aims and objects are being realized in a most satisfactory degree."

The committee concluded with a unanimous expression of their conviction that the prayer of the petitioners ought not to be granted.

There was until lately in some parts of the State a feeling adverse to the continuance of the normal school. The opposition was partly caused by entire misapprehension of the character and aims of the institution, and partly by an exaggerated estimate of the annual cost of supporting it. Not a solitary well-founded objection was raised, but the attacks being repeated annually were detrimental to the best interests of the institution and to the cause of popular education in the State.

Opening of the School at Trenton.

The State Normal School of New Jersey was opened in the fall of 1855 in a temporary building, rented for the purpose. New buildings were erected from time to time as they were needed. The last building was completed in 1890. It is so located as to connect the old buildings and thus enable the students to pass to all parts of the entire institution without going out of doors. It contains a chemical laboratory, a physical laboratory, a manual training shop, a library, a gymnasium, and an auditorium which seats about 600 persons.

On the opening day, in October, 1855, there were 15 pupils in attendance. At the close of the half year, 43. The attendance varied considerably from year to year. After rising to 140 in 1863, it fell to 53 in 1866. Of late it has been steadily on the increase; the last catalogue contains the names of 326 students enrolled in the normal school; 541 in the model school, and 127 in the Farnum Preparatory School. The number of students graduated from the normal during the year was 89—7 men and 82 women. Twenty-four of the graduates were from the advanced course; the remainder from the elementary course. All of them, except 4, were teaching "when last heard from," at salaries ranging from $35 to $80 a month.

The Farnum Preparatory School is located in the city of Beverly on the Delaware River, about 15 miles from Philadelphia. It was built by Paul Farnum in the year of 1855, and by an act of the legislature in 1857 it was made a part of the State school system, and placed under the control of the trustees of the State Normal School. An endowment of $20,000 was bequeathed to the school by Mr. Farnum. The objects of the school are twofold: First, to act in conjunction with the normal school in the work of preparing teachers for the public schools of the State; secondly, to furnish to the citizens of Beverly and the vicinity a well-organized and well-conducted school, and the best advantages for the proper education of their children. Pupils,

intending to teach are admitted into the four highest classes free of tuition charges. These pupils receive daily lessons in teaching, and are required to assist the instructors in the work of the school. After passing through the preparatory department, they are admitted to the professional course of the normal school without examination. The income of the school is derived from three sources—the State appropriation of $1,200 annually, the interest on the endowment of $20,000, and the proceeds of tuition fees, which average about $20 a year per capita.

Principals of the New Jersey State Normal School.

William F. Phelps	1855–1864
John S. Hart	1864–1870
Lewis M. Johnson	1870–1876
Washington Hasbrouck	1876–1889
James M. Green	1889

COURSE OF STUDY AT TRENTON SCHOOL.

The course of study for the normal extends through three years of two terms each. The work of the first year is formative in character, designed for such students as have been over it, but not in the thorough and disciplinary manner necessary to those who are to be teachers. While the work of this year can not be said to be strictly professional, it is made necessary by the conditions of our State, and, being taught by the regular normal teachers, it becomes in a peculiar way preparatory to the strictly professional work of the years to follow.

The work of the second and third years is strictly professional. While arithmetic, grammar, geography, United States history, etc., are again taken up in these years, they are considered fundamentally in the light of method or how to teach.

The professional subjects—psychology, theory and practice, the history and philosophy of education—are pursued, accompanied by practice teaching, extending over two years.

The practice teaching is so arranged that experience in teaching is given to each student in each of the common branches. This experience consists in observing the regular teacher, preparing plans for teaching, subject to the approval of the critic teacher, and actually teaching, both in the presence and absence of the regular teacher.

The following are the studies of the respective years. In each branch there are five forty-minute recitations per week, or the equivalent:

B.—Geography, physical and political; grammar, with composition; practical arithmetic; United States history, with Constitution; penmanship and bookkeeping; industrial drawing and vocal music, each the equivalent of one term; elocution, with orthography and declamation.

A.—Psychology, theory and practice, one term; methods in the elementary branches; practice, one term; zoology and physiology, one term; botany, one term; algebra, drawing, rhetoric, one term.

Senior.—Elementary physics; elementary chemistry, with mineralogy; geometry, first five books; Shakespeare, one term; outline history, one term; history and philosophy of education; practice teaching, two periods a day; manual training; physical training, throughout the course.[1]

MARYLAND.

The history of the State Normal School of Maryland is the history of the public schools of Maryland. Up to the year 1865 there was no general system of public schools, except in the city of Baltimore. There were schools in every county, some good, some bad, most of them indifferent; but there was no coordination, no supervision, and very little vitality. In 1864, when the star of the Confederacy was about to set, a constitutional convention was called, in which a large majority of the members were supporters of the Union. The two most important objects of this convention were the extinction of slavery and the establishment of a State system of education. Both were accomplished. The new constitution contained the following sections:

[1] Annual Catalogue of the State Normal School of New Jersey, 1891.

SECTION 1. The governor shall, within thirty days after the ratification by the people of this constitution, appoint, subject to confirmation of the senate at its first session thereafter, a State superintendent of public instruction. * * * He shall report to the general assembly within thirty days after the commencement of its first session under this constitution a uniform system of free public schools. * * *

SEC. 3. * * * In case of failure on the part of the general assembly to provide [a public school system as required by the constitution], the system reported to it by the State superintendent of public instruction shall become the system of free public schools of the State: *Provided*, That the report of the State superintendent shall be in conformity with the provisions of this constitution, and such system shall be subject to such alterations, conformable to this article, as the general assembly shall from time to time enact.

The chairman of the committee of education in the constitutional convention was Joseph M. Cushing, esq., of Baltimore. He foresaw the possibility that the legislature might not carry into effect promptly the constitutional requirements respecting education, and therefore persuaded the convention to order that the State superintendent (who had not yet been appointed) should prepare a bill and submit it to the next legislature, with the provision that if the legislature failed to enact a law as required by the constitution the bill should become law. It was already well understood that Dr. Van Bokkelen would be appointed State superintendent. To these two gentlemen belongs the chief credit for the establishment of the public school system of Maryland. They deserve to rank with the educational pioneers of Massachusetts, New York, and Pennsylvania.

The bill submitted to the general assembly by Dr. Van Bokkelen was "harmonious in its parts and comprehensive in its aims—a plan not of common schools, but of thorough and extended public education." It embraced eight titles: (1) supervision; (2) that which is to be supervised; (3) modes of securing competent teachers; (4) sources of income; (5) university of Maryland; (6) benevolent, remedial, and reformatory institutions; (7) aids and encouragements to universal education; (8) miscellaneous.

In the law finally enacted upon the basis furnished by the State superintendent the subjects embraced in the fifth, sixth, and seventh sections were omitted, and in the others his suggestions were followed without material variation.

In his first report, explaining the principles on which the bill was founded, Dr. Van Bokkelen says:[1]

The enactments of the bill submitted are predicated upon principles which have been often discussed and now are accepted as the foundation of all sound legislation on the subjects with which they are connected.

First. Education ought to be universal.

Second. Education ought to be free.

Third. The property of the whole State is responsible for such education of every child in the State as will prepare him to perform the duties of a man and a citizen, in obedience to the laws of God and the laws of the Commonwealth. * * * Education must be free, free as the light and the air. The public schoolhouse must be open to every child, as open as the public highway which leads to its door. And this, not because it is the charitable duty of the State to offer education to all, but because it would be a high crime against humanity to withhold it. The free schools of the State are in no sense charity schools. Through them the State does not give one jot or tittle that each child has not a right to claim. It is the duty of the State, as the agent of the people, as the legal trustee of the whole property which she protects and enables to be used, to take care that the young are not defrauded of their rights. * * * Hence, as a natural sequence, the law which provides at public cost universal and free education should oblige parents to send their children to school and should inflict severe penalties on manufacturers who task young children in their mills, wearing out their bodies and starving their minds. * * * To correct, perchance atone, for the errors of the past, it is proposed to establish at once a thorough system, perhaps a model system. Maryland has no time for gradual development.

[1] Report of the State superintendent of public instruction to the general assembly of Maryland, together with a bill entitled "A uniform system of public instruction for the State of Maryland," Annapolis, 1865.

By one volition she can attain that which has cost her sister States years of experiment to secure. She has taken her place among the Commonwealths that proclaim universal freedom; why not rank also with those that provide universal education? Not the education which halts before the door of the primary school, but marches on, takes the poorest youth whom God has endowed with intellect, nurtures that intellect, gives it the benefit of the best culture and exhibits the pure benevolence of republicanism, which, by bestowing equal privileges upon all, gradually raises the humble to an equality with those who enjoy all the benefits of wealth and social position. Wisdom counsels us not to wait for years to accomplish that which by one earnest, vigorous, unselfish effort can be done in months. The work is before us. No partial system of gradual development, waiting for the decay of old prejudices or the abandonment of local preferences, can do this. If done at all, it will be by a system, perfect in its adaptations, comprehensive in its aims, and immediate in its operations. It will cost money; so do all great public works; but it will be the best and most productive investment the State has ever made—the purse appropriated to the development of brain.

The bill of Dr. Van Bokkelen was not accepted in its entirety, but it became the basis of a system which, with many alterations in nonessentials, has lasted to the present day, has served as a model to other States, and was pronounced by the late governor of the State in his farewell message to be "nearly perfect."

The law as finally enacted provided for a State board of education, a State superintendent, county superintendents, district schools, graded schools, high schools, State uniformity of school books, a normal school and a model teachers' association, teachers' institutes, and an income from State taxation capable of supporting the schools six months in the year, with unlimited power of local taxation.

The first section of the chapter on the normal school reads thus: "There shall be located in the city of Baltimore, until the board of education shall otherwise direct, a State normal school for the instruction and practice of teachers of public schools in the science of education and the art of teaching and the mode of governing schools. The sessions of the State normal school shall be held in such suitable building as may be provided by the mayor and city council of Baltimore, or, they declining to do so, in such building as the State superintendent may select."

The mayor and city council of Baltimore "declined to do so." With a boys' high school and two girls' high schools, which they considered quite equal if not superior to a normal school, they did not feel under any obligation to enter into partnership with the school authorities of the State. Besides, at this time the relations of the State superintendent and the city superintendent were somewhat strained. Therefore search had to be made for a "suitable building." None could be found; but after patient waiting a large hall was procured, by no means suitable in any respect, but the best that could be obtained. The school was opened on the 15th of January, 1866, with 11 students. At the close of the session in June there were 48 names on the roll. The next year there were 129 students, divided into four classes, each of which occupied one of the four corners of the hall. Notwithstanding this disadvantage the numbers continued to increase steadily for six years, when a large and commodious building was rented at $3,000 a year, which gave accommodation to both the normal and the model school for three years. It soon became evident that even this large building would in a short time be too small. Accordingly it was necessary to apply to the legislature for a new building specially arranged for school purposes. Application after application failed to produce any result, but finally, by dint of constant hammering, an appropriation of $100,000 was granted to purchase a site and erect a building. The school took possession of the new building in 1876. It is a very beautiful structure and contains a hall capable of seating nearly 800 persons, ten class rooms, a library, a reception room, an office, a laboratory (physical and chemical), an apparatus room, a calisthenium, and a residence for the principal. But even this house is now insufficient for the demands of the school. It needs a larger library and reading room, a gymnasium, a lecture room, a drawing room, a manual training workshop, a larger chemical laboratory, a sewing room, a

kitchen for lessons in cookery, and additional cloak and toilet rooms. Numbers are no test of the professional value of a school, although they may afford a fair estimate of its popularity. One may travesty the words of Pope—

But most by *numbers*, judge the poet's song—

and apply them to schools, normal and abnormal. A school that gives what its clientèle demands, and at a satisfactory cost, is sure to grow in numbers, at least if it has been properly located. The Maryland school has never courted numbers. From 18— to 1890 one principal object was to retard its numerical growth. The organic law restricted the number of professional students pledged to teach in the public schools of Maryland to 200, with the permission to receive as many pay students as amounted to half the number of those enrolled and pledged to teach in the public schools. But as the free appointments were divided among the several counties in proportion to the number of representatives each county had in the general assembly, there arose a difficulty in the distribution. At first this arrangement allowed two students for each member of the legislature, but as the population increased the number of representatives increased, and the per capita became one and a fraction. Now there is no known method of teaching a fraction of a student or even of obtaining a fractional student to be taught, and so the multiplier 2 was necessarily continued, and under the present law must continue for many years.

As has already been stated, the law allows the admission, on the payment of fees, of one student, free of obligations to teach in the public schools, for every two who have signed the declaration of their intention thus to teach. The purpose was to preserve the professional character of the school as a training school for teachers. Accordingly no special instruction is given to unprofessional students; they simply have the privilege of joining such regular classes as they may be inclined and qualified to enter. There is but one curriculum for all. In striking contrast with the number of "courses" advertised in many normal-school catalogues—elementary, advanced, scientific, classical, commercial, collegiate, etc.—the primary object of the school is simply the training of young persons as teachers of the common district schools in esse and in posse. The effect of constant adherence to this principle has been that about 95 per cent of the graduates and 50 per cent of the undergraduates and a majority of the unpledged students who completed the course have become teachers of the public schools—a small proportion of them in city schools, but by far the largest number in rural districts.

A model school was provided for in the organic law: "The State board of education shall make provision for model and experimental primary and grammar schools, under qualified teachers, in which students of the normal school shall have an opportunity to practice the modes of instruction and discipline inculcated in the normal school." The model school is still an experiment, not an achievement. It was commenced in the first year as a school of observation and practice, the practice largely predominating. It was necessarily a pay school. Had it been a free school it would have come into undesirable competition with the public schools of the city. As a pay school, some parents complained, without just reason, that their children were made subjects of experiment. The fact is that the children were better taught than they had been before or have been since. But vox populi prevailed because the fees were a welcome addition to the restricted income derived from the State. The school then became a school of observation with a seasoning of practice. At present it affords a minimum both of observation and practice, owing to peculiar circumstances, which throw no light on the general question of the place of the model school in an institution for the training of teachers. The subject presents no difficulties in a city training school nor in small towns where there is a unity of purpose between the local school authorities and the superintendent of the normal school. But a State normal school, located in a large city, organized for the special

purpose of preparing teachers for the district country schools, will have a hard road to travel to establish a school of observation and practice which shall meet both the theoretical and practical requirements of the case.

The scholastic attainments required by law for admission into the normal school are a knowledge of the branches "hereinbefore required from teachers." In other words, an applicant for admission must be already legally qualified to teach school. The theory is correct, but in practice not one in ten would apply for admission. The aim of nine-tenths is to be legally qualified, not better qualified. A strict adherence to the law would have had the effect to prepare a very few teachers for higher—or, rather, for more remunerative—positions than country schools, and thus the main intent of the law would have been frustrated. The appointment of free students was vested in the boards of county school commissioners, and they, taking a practical and not a legal view of the case, sent up large numbers of students who needed academic rather than professional instruction, and the normal-school authorities had no right, and indeed no desire, to refuse them admission.

This large infusion of academic instruction was not without its advantages. The young graduate, when thrown upon his own resources as a teacher of a country school, found more help and inspiration in the recollection of the practices and methods of his normal teachers than in the psychological principles and pedagogical precepts with which his notebook was filled.

COURSE OF INSTRUCTION.[1]

The course of instruction extends through three years. Graduates of high schools and certificated teachers may enter the second year's class without examination, and the third year's class on passing an examination on the studies of the second year.

First year, first term.—Review of arithmetic, mental and written; geometry, first book; object lessons; history and geography; English composition, letter writing; pedagogy, lectures on methods in elementary schools; Latin grammar (optional).

First year, second term.—Algebra, through simple equations; English grammar, parsing and analysis; English composition; physiology; Latin reader (optional); lectures on teaching, organization and government of elementary schools.

Second year, first term.—Geometry (plane), continued; geography and map drawing; algebra, completed; botany and natural history; pedagogy, lectures on principles; Latin (optional), Virgil.

Second year, second term.—Arithmetic, completed; parsing and analysis; elocution; English literature; pedagogy, lectures on principles and methods; chemistry, laboratory work; cooking.

Third year, first term.—Physics; physical geography; botany (field work); English literature; geometry, completed; Latin (optional), Cicero.

Third year, second term.—General review of elementary studies, with reference to practical teaching; trigonometry and practical surveying (for men); bookkeeping by double entry; teaching exercises; pedagogy, history of education; psychology, logic.

Singing, drawing, and calisthenics are taught in every term except the last; also sewing (to women) and military tactics and the use of woodworking tools (to men).

Students will be examined on entrance in order to ascertain the proper class to which they should be assigned. Admission to the lowest class will require that the candidate should be able to read fluently, spell correctly, write legibly and rapidly, and perform accurately easy computations in whole numbers and in vulgar and decimal fractions. Young persons who have not received a good primary education should not expect to obtain it at this school, under the claim that they are training for teachers; but all due allowance will be made for earnest and diligent students who will exert themselves to obtain a good standing during the first term of probation. No student will be allowed to enter an advanced class until all the work required in the lower classes has been performed satisfactorily.

Students differ very greatly, both in natural ability and acquired preparation. It is not expected that all shall make equal advancement in equal times. To fail to pass an examination is of itself no disgrace. The disgrace lies in the want of due diligence; or, still more, in the desire to seem to be that which one is not.

[1] From the Catalogue of 1890.

Number of students in normal school proper June 1, 1891.

Ladies	307
Gentlemen	24
	331

Number of graduates:

From the organization to June, 1890	768
Who taught in public schools, about	691
Who were teaching in 1891 or when last heard from	547
Ladies, married	119
Deceased (from 1866 to 1891)	40

Principals.

Libertus Van Bokkelen, D. D. (ex officio)	1865–1867
M. A. Newell, Ph. D	1867–1890
E. B. Prettyman	1890

III.

NORMAL SCHOOLS IN THE SOUTH ATLANTIC STATES.

VIRGINIA.

State Female Normal School, Farmville.

On the 31st of March, 1879, the senate of Virginia passed the following resolution:

Whereas the State of Virginia, during almost the entire period of her history, has liberally provided for the higher education of her sons, and is now supporting three superior institutions for such purpose; and

Whereas the Commonwealth has never, at any period of her history, made any provision whatever for the education of her daughters; Therefore, be it

Resolved, That the superintendent of public instruction be, and he is hereby, requested to gather and in his next annual report furnish to this body such information and views in regard to higher female education as might be useful in considering the propriety and practicability of making by this State some provision in this direction; and that he inquire and report the cost of education in such female seminaries of other States as are assisted or supported at public expense with any matter of interest concerning the same.[1]

The resolution says not a word about normal schools—wisely, perhaps; higher education was more popular with Virginia legislators than normal education. But the State superintendent in his response to the order of the legislature included normal schools among the agencies of higher education, while he pressed upon the community "the unjust discrimination that had been made in favor of the sons and against the daughters of Virginia." Five years elapsed—years of financial embarrassment and years of needed enlightenment of the public mind under the tuition of that eminent public educator, Dr. W. H. Ruffner, State superintendent—and when the legislature of Virginia took up the question of the higher education of women in 1884 it was prepared to give a favorable answer.

The normal schools of the South, with the exception of South Carolina, were post bellum and, to a great extent, propter bellum. Being the necessary complement of a system of free schools, without such a system normal schools had no raison d'être. It is a curious coincidence that every argument that has been brought against the establishment of normal schools had previously been urged against the maintenance of free public schools. We may expect to find the development of a State system of public schools to be accompanied or followed by the establishment of normal

[1] Report concerning the State Normal School at Farmville. House Doc. No. 2, 1885.

schools. The efficiency of either may always be measured by the progress of the other.

The State Female Normal School of Virginia is the successor and, to a certain extent, the outgrowth of the Farmville Female College, an institution which had been in successful operation for many years previous to the transformation. The legislature enacted in 1884 that there should be established a normal school expressly for the training and education of white female teachers for public schools. Each city of 5,000 inhabitants and each county of the 100 counties in the State was to be entitled to send one pupil free of cost for tuition; also one free pupil for each additional representative in the house of delegates above one. The law appropriated $5,000 for preliminary expenses and $10,000 a year for current expenditure, the amount to be paid out of the public free-school fund. This last clause produced some embarrassment and delay. The second auditor refused to honor the draft of the school board for $10,000 because the attorney-general had given his opinion that it was not legally chargeable to the public-school fund, but to the general treasury, and the auditor declined to pay the amount out of any other fund than the one specified in the act. So the question was carried to the court of appeals, which decided that the amount could not be paid out of either. But the legislature at its first session thereafter cut the Gordian knot and the money was paid.

The first principal of the school was Dr. William H. Ruffner, who had been for twelve years previously State superintendent of public instruction. In an address delivered by him in 1885, before the county superintendents of Virginia, he explained the modes of teaching employed by the instructors:

In normal schools generally the oral method of instruction is employed more fully than is usually practicable in other schools. On most subjects there is no text-book used in the way text-books are commonly employed—that is, there is no uniform set of books in which lessons are assigned to be conned and recited. Books are used only for reference, and any book containing the facts or expositions wanted may be resorted to. In teaching the elementary principles of any study, no use whatever is made of a book.

The principle sought is developed as far as possible by a system of questions addressed orally to the students in class, which will often bring together truths already known in such a way as to reveal their fundamental relations and suggest the desired principle. Examples and perhaps concrete illustrations may also be employed as guides. The teacher must, of course, make affirmative statements, but these are made only when the principle or the fact can not be reached through the previously existing knowledge or the understanding of the student. When, by the combined efforts of teacher and students, the desired statement is put in due form, it is written on the blackboard and copied into the note books and subsequently recited upon. After a time topics are assigned, which the students are required to prepare themselves to expound, and they are expected to resort not to particularly specified books, but to any books they can find which will afford them the help they need. A reference room, furnished with suitable books, is provided for this purpose.

A still more specialized feature in the course is the teaching exercise, given daily by the students as a part of each lesson. The students repeat the teacher's work according to their several ability. Usually the student is notified in advance that she will be called upon to teach a given topic at the proper time, and she is expected to develop the subject by a carefully prepared system of questions and statements, exactly as if she were instructing a class in her own school. At the end of each exercise the members of the class are allowed to make criticisms, and the teacher also corrects any error as to matter or manner.

Dr. Ruffner's successor, Prof. John A. Cunningham, found that these teaching exercises occupied too large a part of the time of the class, and were in his opinion a serious obstacle to progress in the study of subject-matter. As the majority of students were pursuing many of their studies for the first time, it was thought impossible for them to assume the point of view of the teacher in a subject of which they had obtained an incomplete view. Besides, the necessity for such exercises had been lessened by increased amount of work in the practice school. Accordingly the

course of study was divided so as to give two years for academic training and one of strictly professional work. The courses of study, as now (1891) planned, are—

First year, two terms.—Language, including syntax, composition, and thorough sentence analysis; algebra and geometry; physiology, one term; physical geography, one term; general history, drawing, vocal music, elocution, Latin (elective).

Second year, two terms.—History of the English language, rhetoric, and literature; geometry, one term; a teachers' review of arithmetic, one term; chemistry, one term; civics, one term; drawing, vocal music, Latin (elective).

Third year, professional course.—Psychology; history and science of education; school management; methods in arithmetic, grammar, geography, and reading; school laws of Virginia; observation and practice in the model school.

Graduates from known high schools are admitted to the professional course and after one year's successful study under the direction of the faculty are given a diploma.

The annual appropriation from the State is $10,000.

The number of students for the year ending 1890 was 143, of whom 14 were in the professional course and 8 in special courses.[1]

WEST VIRGINIA.

Marshall College, Huntington.

The State normal school of West Virginia was established by act of the legislature February, 1867, which provided "That there be established a State normal school, to be called the 'West Virginia State Normal School,' for the instruction and practice of teachers of common schools in the science of education and the art of teaching." Marshall College, near the young and growing city of Huntington, having already acquired considerable reputation as an educational institution, was made the State normal school, and the property of the college was transferred to the State. Subsequently five branches of the State normal school were established by law, making six normal schools in the State.[2] The supreme direction is in the board of regents, composed of the superintendent of free schools, ex officio, and one member appointed by the governor from each of the four Congressional districts of the State. The board of regents has provided for two distinct courses of study in the State normal school and its branches—a normal training course and an academic course. The former occupies three years; the latter two years. The junior year in the normal department embraces orthography, reading, writing, arithmetic, geography, English grammar and language lessons, United States history, elementary algebra, civil government, physiology, drawing, exercises in composition and declamation. The middle year embraces orthography, reading, prose composition, sentence analysis, physical geography, algebra to quadratics, elements of general history, theory and practice of teaching, elements of pedagogy, the school law of the State, exercises in composition and declamation, ancient or modern languages (optional). The senior year includes spelling by dictation and written exercises, English literature and rhetoric, algebra (completed), elementary geometry and trigonometry, elements of natural philosophy, natural history, botany, bookkeeping by single entry, psychology, history of education, frequent exercises in hearing classes recite, the organization and classification of schools.

The practical working of the regents' scheme will be better understood from the following programme, taken from the Catalogue of the State Normal School at Fairmont for the year 1890:

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[1] Report and Catalogue of the State Female Normal School of Virginia, 1888, 1889–1890.

[2] Catalogue of Marshall College, the State Normal School, Huntington, W. Va., 1889–1890.

Programme for daily work.

FALL TERM.

[8.45 to 9.10 a. m., opening exercises, including orthography.]

	9.10–9.50.	9.50–10.30.	10.40–11.20.	11.20–12.
Junior class ...	Civil government ..	Mental arithmetic..	Higher arithmetic to per cent.	Elementary language.
Middle class ..	Elementary algebra.	Mental to fractions.	Higher arithmetic to exchange.	Higher language begun.
Senior class ...	Higher algebra.....	Natural philosophy.	Psychology.....	English grammar.

	1.20–2 p. m.	2–2.40.	2.40–3.20.	3.20–4.
Junior class ...	Penmanship.....	United States history.	Reading	Intermediate geography.
Middle class ..	Elementary physiology.	Physical geography.	Elocution.....	Bookkeeping.
Senior class ...	Rhetoric.....	Geometry.....	English literature ..	General history.

WINTER TERM.

	9.10–9.50.	9.50–10.30.	10.40–11.20.	11.20–12.
Junior class ...	Civil government ..	Mental arithmetic..	Higher arithmetic to exchange.	Elementary language.
Middle class ..	Elementary algebra.	.....do	Higher arithmetic to series.	Higher lessons in English.
Senior class ...	Higher algebra.....	Natural philosophy.	Psychology.....	English grammar.

	1.20–2 p. m.	2–2.40.	2.40–3.20.	3.20–4.
Junior class ...	Penmanship.....	United States history.	Reading	Intermediate geography.
Middle class ..	Higher physiology..	Physical geography.	Elocution.....	Bookkeeping.
Senior class ...	Rhetoric.....	Geometry.....	English literature ..	General history.

SPRING TERM.

	9.10–9.50.	9.50–10.30.	10.40–11.20.	11.20–12.
Junior class ...	Elementary algebra begun.	Mental arithmetic..	Higher arithmetic to series.	Elementary language.
Middle class ..	Higher algebra to powers.	.....do	Higher arithmetic..	Higher English.
Senior class ...	Theory and practice school law.	Natural philosophy.	Psychology.....	Grammar.

	1.20–2 p. m.	2–2.40.	2.40–3.20.	3.20–4.
Junior class ...	Penmanship.....	United States history.	Elementary English literature.	Intermediate geography.
Middle class ..	Higher physiology..	Geometry begun ...	Higher English literature.	Bookkeeping.
Senior class ...	Rhetoric.....	Mensuration and trigonometry.	English literature ..	General history.

The academic course is understood to be equivalent to a preparatory college course, and is accepted as such by the State university.

Tuition is free to all regular normal students. The number of free appointments is regulated by the board of regents and distributed among the several counties of the State according to population. Each normal school is entitled to seventy free scholars, selected by the county superintendents and approved by the State superin-

tendent. "Male pupils must not be less than 14 and females not less than 13 years of age."

State Normal School, Fairmont.

The State normal school at Fairmont was opened in 1868. A bill proposing the establishment of such a school at this place was introduced into the legislature in the session of 1865–66, but failed to pass. Not discouraged by the failure, the citizens formed a joint stock company under the title of "The Regency of the West Virginia Normal School," secured a charter, purchased a lot, and commenced building, but before the house was completed the normal school passed under the control of the State. In 1872 a new and much larger building was erected, 80 by 40 feet and three stories high. The cost was about $20,000, of which one-half came from the State treasury and the other from the citizens of Fairmont and Marion County.

The course of study at Fairmont, though conforming to the requirements of the regents' course, is elastic and very accommodating:

Can pupils be accommodated in any course they may desire to pursue? Most certainly they can; and if classes are not formed ready for them to enter, such classes will be organized for their advantage. The plan of the school is to meet the demand of its patrons. * * *

To what extent can pupils pursue branches of learning? To this inquiry our reply is: To the same extent they can in any other institution. In this school there are both normal and collegiate departments. * * *

Is it better to remain out of school and teach a year, or to teach a term of four or three months each year and try at the same time to keep up with the classes in the normal school? We have no hesitation in saying it is best in every respect for the student, whether lady or gentleman, to teach but three or four months in the year and to hold his position in the classes of the normal school at the same time. This a young man of energy and good health and application can do by an extra effort. * * * The only plan to secure success on the part of young persons in gaining an education by their own efforts is to join the normal school at once, become identified with its work, and then avail themselves of the provisions of its regulations, which allow students to teach four months during the year.[1]

Shepherd College, Shepherdstown.

During the spring of 1871 Mr. Shepherd Brooks was asked to give the buildings erected by his grandfather, and which had been used as a court-house for some years, for the purpose of opening therein a classical and scientific school, and the request was readily granted. A board of trustees was incorporated, a charter obtained, and the school opened in September. In the following February the legislature authorized the organization of a branch State normal school at Shepherd College; but owing to legislative changes the school did not get fully into operation until September, 1873.

In addition to the normal and academic departments common to all the normal schools of West Virginia, Shepherd College has, according to the catalogue, a collegiate department, and an "ornamental department," which includes a course in vocal and instrumental music, a course in French, a course in botany, a course in drawing, and a course in art embroidery. The music course requires four years for its completion and the French course three years. The last catalogue has the names of twenty-three students in the "ornamental department."

Shepherdstown is a very interesting place. It is the oldest town in West Virginia. The college bears the name of one of the original settlers, Thomas Shepherd, who led a colony of emigrants from Pennsylvania in 1734. The battlefield of Antietam is but 3 miles distant. South Mountain is in sight, and farther east is Harper's Ferry. One of the cliffs, just outside the corporation, is known as Rumsey's Walk. Pacing its heights, an inventive genius, James Rumsey, conceived the plan of the

[1] Catalogue of the Twenty-first Annual Session of the Fairmont Branch of the West Virginia State Normal School at Fairmont, Marion County. Charleston, 1890.

first steamboat, and built a boat which antedates Fulton's by more than twenty years, and launched it on the Potomac in 1785.[1]

State Normal School, Glenville.

The State Normal School at Glenville was established by an act of the legislature passed in February, 1872, and was opened in pursuance thereof in January, 1873. In 1885 there was a State appropriation of $5,000 made for a new building, and in 1887 $2,000 additional were granted for the purchase of furniture and apparatus. As in the other normal schools of the State, there are two courses, the normal and the academic, arranged on the lines prescribed by the board of regents; but "any studies desired may be pursued in addition to those in the normal curriculum, and every pupil is always furnished with all the studies he can successfully pursue." Boarding, with room, fuel, and light, can be had at from $2 to $2.50 per week. "Boarding is lower priced here than at any other school of high grade in the State." Term reports, containing the number of days absent, the number of times tardy, and the average grade in each branch studied, and the results of examination in each branch, made up from the records of the school, are transmitted through the pupils to the parents or guardians of every pupil. There is a small but very useful library of reference books, and a cabinet of philosophical apparatus complete enough for the illustration of ordinary text-books on natural philosophy[2].

The students registered (1889–90) numbered 96; 19 seniors, 23 middle class, and 54 juniors. The faculty consists of the principal, two regular assistants and two assisting students.

NORTH CAROLINA.

State Normal and Industrial School, Greensboro.

The constitution of 1776 contained the following (Article XLI):

A school or schools shall be established by the legislature for the convenient instruction of youth, with such salaries to the masters, paid by the public, as may enable them to instruct at low prices; and all useful learning shall be duly encouraged and promoted in one or more universities.

The constitution of 1868, Article IX, section 16, declares that—

The general assembly shall establish and maintain, in connection with the university, a department of agriculture, of mechanics, of mining, and of normal instruction.

A considerable amount of normal instruction was given previous to 1888, in connection with the University of North Carolina, by means of teachers' institutes, summer normal schools, and a normal course of three months in the university; and in 1888 a chair of pedagogy was established. But as the university is open to men only, this step increased the urgency of the demand for a school for women. It was said, as had been said in Virginia some years previously, that it took the State more than a century to learn that "youth" means girls as well as boys; that from three-fourths to nine-tenths of the money used to employ instructors in higher education for boys is paid by State and national appropriations, or by the income from endowment funds; and that if the State proposed to pay for nearly all a boy's higher education, it ought to do at least as much for his sister. The justice of these views was clearly, forcibly, persistently, and one might almost say authoritatively, urged by the teachers of the State. The fourth annual session of the North Carolina Teachers' Assembly was held at Morehead City in June, 1887. It was one of the largest and most intelligent assemblages of teachers of one State ever seen in the

[1] Sixteenth Annual Catalogue of Shepherd College, branch of the State Normal School, Shepherdstown, W. Va. Charleston, 1889.

[2] Catalogue of the West Virginia State Normal School at Glenville, Gilmer County, W. Va., for the year 1889–90.

South. The chief topic discussed was the need of a State normal college for both sexes. The committee appointed at a previous meeting (1886) to memorialize the general assembly for the establishment of a normal college was continued, with instructions to keep the subject before that body until the college was established. Each succeeding teachers' assembly passed similar resolutions and appointed similar committees. One is reminded of the importunate widow whose "continual coming" worried the judge. But though the argument of the committee was reenforced by the governor and the State superintendent, it was not until 1889 that the subject was seriously taken up by the general assembly. At that session the legislature was "almost persuaded," the bill presented by the committee of the general assembly having passed the Senate, and failed in the House by but a few votes. At the next session, 1891, with the aid of the King's Daughters, Dr. J. L. M. Curry, and the North Carolina Farmers' Alliance, the assault was renewed and the fort surrendered.

The act establishing the institution required that it should be located "at some suitable place where the citizens thereof will furnish the necessary buildings or money sufficient to erect them." The town of Greensboro offered $30,000 cash and a 10-acre lot within the corporate limits—the last being a donation from two public-spirited citizens of Raleigh.

The buildings are beautiful without and comfortable within, and were expected to be ready for occupancy on the 28th of September, the day named for the opening of the school. The faculty consists of the president, Charles D. McIver, professor of (1) principles and history of education and the science and art of teaching, and professors in the following chairs: (2) history and English literature; (3) mathematics and German; (4) natural sciences; (5) physiology and hygiene, physical culture; (6) Latin and French; (7) vocal music and elocution; (8) industrial art; (9) domestic science.

It is intended that the school should embrace three departments: (1) The normal department; (2) the business department; (3) the domestic science department.

The object of the normal department is not only to give the very best literary and scientific training, but also to give such a course in the principles and history of education and in the science and art of teaching as will give the student the ability and the inclination to teach others.

The business or commercial course embraces stenography, typewriting, telegraphy, and bookkeeping, and is intended for women who wish to make their own living but have no desire to become teachers.

The domestic science department recognizes the fact that the natural and proper position in life for the average woman is at the head of her own household. It includes theory and practice in sewing, cutting and fitting, cooking, care of the sick, and general household economy.

To complete the full course of instruction will require four years of work, and graduates will receive a diploma equivalent to a life certificate to teach in the public schools of North Carolina.[1]

SOUTH CAROLINA.

The winged seeds of the "normal idea" had been wafted as far south as Charleston before the war; but what good seed could flourish amid the flames of civil strife? The people of South Carolina had a State normal school, not in idea merely, but in actual existence, in 1860. It was called the "Girls' High and Normal School;" but as each Congressional district was authorized to send fifteen students to the normal department, it was de facto a State normal school.

The commissioners of free schools, C. S. Memminger, chairman, in explaining the purposes of the school, say: "It is proposed to form into a special class all those [young women] whose purpose is to devote themselves to this honorable work [teach-

[1] Prospectus of the Normal and Industrial School of North Carolina, 1892.

ing], and whose qualifications admit of their receiving the proper course of instruction. * * * The power of teaching well comes not by intuition. * * * It comes as other arts come, by special training."[1]

Of course the school expired amid the flames.

In 1874 a State normal school was opened at Columbia, and after a short career, full of promise, was closed by the withdrawal of the State appropriation.

Winthrop School.

In the summer of 1886, Prof. D. B. Johnson, superintendent of the graded schools of Columbia, went north on a professional visit to several normal schools, and, in an interview with the trustees of the Peabody fund, was assured of an annual appropriation of $1,500 for the purpose of establishing, in Columbia, a training school for the teachers of South Carolina. In December, 1886, an act of the legislature was passed entitled, "An act relating to the Winthrop Training School for Teachers." The preamble and first section read thus:

"*Be it enacted by the senate and house of representatives of the State of South Carolina, now met and sitting in general assembly, and by the authority of the same:*

"Section 1. That there is hereby founded and established, at Columbia, S. C., 'The Winthrop Training School for Teachers;' that the particular aim and object of said school shall be to educate and train persons desirous of following the profession of teaching."

Section 2 constitutes the board of school commissioners of the city of Columbia ex officio "Trustees of the Winthrop Training School for Teachers," and confers upon them the most ample powers for the execution of the trust.

Section 3 provides that the functions and duties of the trustees of the Winthrop Training School for Teachers shall be separate and distinct from those of the school commissioners of the school district of the city of Columbia.

Section 4 authorizes and empowers the trustees to receive donations and bequests, and to hold real and personal property to the amount of $100,000 for the use and benefit of the school.

Section 5. "The said trustees are authorized and empowered to grant diplomas to all persons who satisfactorily complete the prescribed course of study and training in said school; and persons holding such diplomas will be entitled, without further examination, to teach in any of the public schools of the State as first-grade teachers."

The school was named in honor of Robert C. Winthrop, the venerable chairman of the trustees of the Peabody fund.

The school is not altogether a free school; there is a fee for tuition of $2 a month, or $5 a term for each of the three terms of twelve weeks, if paid in advance at the beginning of the term. One young lady from each county is received free of tuition charges on the recommendation of the county board of examiners. The State of South Carolina makes annual appropriation for 34 scholarships, of the value of $150 each, a scholarship to be given to one student from each county of the State; $30 of this sum is given to the school for tuition, text-books, etc., and the remaining $120 is given to the student in installments of $40 each at the beginning of each term, to assist her in defraying her personal expenses of traveling, board, etc. This money is paid out to the students only upon the order of the State superintendent of education. The beneficiaries of the scholarships are selected by competitive written examinations in the different counties. In addition to the State scholarships, a scholarship for tuition is given by the school to the young lady in each county who receives second rank in the county examinations. Neither the State scholarship nor the tuition scholarship is given unless the examination proves satisfactory, and no scholarship is allowed to any person for more than one session. On the completion

[1] Annual Report of United States Bureau of Education, 1867–68.

of their course beneficiary students are required by law "to teach for one year in the common schools of the respective counties from which they were appointed, provided positions are offered them as first-grade teachers in such schools."

COURSE OF STUDY.

The curriculum (catalogue 1889–90) includes the following studies and the methods of teaching them: Reading, spelling, English language, arithmetic, geography, physiology, history of the United States, lessons on form and color, lessons on plants and animals, elements of physics, penmanship, drawing, vocal music and calisthenics, psychology, history of education, school organization and management, and practice in teaching.

Applicants for admission are required to be not less than 17 years of age, and must express their intention of engaging in the profession of teaching. They must also pass a satisfactory entrance examination in reading, spelling, arithmetic, grammar, geography, history of the United States, and penmanship.

The school [says the superintendent] is a normal training school in all its courses. Its aim is strictly professional, and only those pupils are wanted who are ready to undertake the work with a feeling of personal interest in teaching as a profession. * * * The design of the school is to prepare for teachers young women who already have a good education by training them in methods of teaching and school management. * * * The normal class work extends through the course, and includes logical reviews of all subjects of common-school study from the teacher's standpoint. In each study the subject is analyzed into its divisions and subdivisions, arranged topically in logical order. In most of the common-school studies the outline is divided into an elementary course for the primary grades, and a secondary or scientific course for the higher grades. * * * The practice teaching is intended to be an application of the principles studied in the normal class, so that the whole course of training may give, not a servile imitation of methods now in use, but such independent, progressive teaching ability as will enable one to adapt herself to the needs of any school, whether graded or ungraded, in city or country.

The practice department of the school contains about 100 children, forming classes in the first, second, and third primary grades. These children are taught by the pupil-teachers, subject to the constant supervision of two of the teachers of the school. Opportunity is also given to the students to observe thoroughly the work done in the higher grades of the Columbia graded schools.[1]

The Hon. James H. Rice, State superintendent of public instruction, says in his report for 1888:

The legislature established a normal college for males within the South Carolina University. * * * The Winthrop Training School for Females was established two years ago. * * * By a happy arrangement with the trustees of the Winthrop Training School the students of both institutions have the privilege of attending upon the lectures of both colleges. It [the Winthrop Training School] was founded by Superintendent D. B. Johnson with slender means, and seemed as frail a bark as the *Mayflower* of the Pilgrim fathers. To the timid it promised nothing but disaster to mariners and crew. Under the skillful and practiced hand of the president it has weathered the storm. * * * This movement is rich in promise alike to the State and the young lady students. We secure trained talent for the schools and they have the means of making an honorable living. This is the first dollar South Carolina has given to educate her daughters, and it has been most worthily bestowed. * * * It is proper to say that this effort was made possible by the liberality of the Peabody trustees, through their accomplished secretary, Dr. S. A. Green. * * * Institutions for normal training are now a part of the ordinary educational machinery and need no vindication. * * * It is presumed that the State has only begun this work. Modifications may and will be needed in the plan of operations and the methods of assistance. She can never retrace her steps.[2]

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[1] Reports of the Winthrop Training School, Columbia, S. C., 1886, 1890.

[2] Twentieth Annual Report of the Superintendent of Public Instruction of the State of South Carolina. Columbia, 1888.

GEORGIA.

Normal and Industrial College for Georgia Girls, Milledgeville.

The original bill for the establishment of this institution was introduced into the Georgia legislature in July, 1889, and became a law in the following November. The corner stone of the college building was laid in November, 1890, and the college was opened on the 30th of September, 1891, with 88 pupils. The year closed with 171 regular matriculates, including 64 normal students proper, and 92 special students. The second session (September, 1892) opened with 272 pupils coming from 94 different counties in Georgia. The college seems to have sprung, like Pallas from the head of Zeus, full grown and fully armed.

The building and grounds cost $100,000. The annual appropriation from the State amounts to $18,000, which is supplemented by a donation from the Peabody fund of $1,800.

The title "Normal and Industrial" indicates the purpose of the college, which is to enable girls—

(1) To do intelligent work as teachers, according to the best modern methods.

(2) To earn a livelihood by the practice of some of the industrial arts suitable to women.

(3) To exert an uplifting and refining influence on the home circle and on general society.

(4) To acquire skill in those domestic arts that lie at the foundation of successful housekeeping.

The four principal departments, normal, industrial, collegiate, and domestic, do not form four distinct and separate schools; they are coordinate parts of one complete system, and are so related to one another as to form one harmonious whole.

The full normal course extends through four years. The professional studies for each year are: *Freshman*, Baldwin's School Management; *Sophomore*, Baldwin's Educational Psychology and observation visits to model school; *Junior*, Compayré's History of Pedagogy and observation visits to model school; *Senior*, Practice teaching in Model School.

The model school was established and is maintained entirely by means of an annual donation from the Peabody fund. It serves both as a school of observation and as a practice school for students of the senior normal class. It is composed of forty children from 6 to 11 years of age divided into four grades.

The general, or literary and scientific course for normal students is identical with the collegiate course.

COLLEGIATE DEPARTMENT.

Freshman class.—Elementary algebra, Meiklejohn's English Language, Parts I and II; physics, American classics, Roman history, Cæsar, prose composition.

Sophomore class.—Algebra, completed; English Language, Parts II and III; chemistry, History of England; studies in Scott and Tennyson, Cicero and Virgil.

Junior class.—Geometry, plane and solid; critical study of Shakespeare's plays, geology and physical geography, ancient and mediæval history, Horace, Livy, Tacitus.

Senior class.—Trigonometry, arithmetic reviewed, critical study of English classics, astronomy, civics and current history, standard current literature, cooking.

All pupils who take the college course only, without the normal course, are expected to devote at least five hours a week to the study of some one of the industrial arts.

Care has been taken not to overcrowd the curriculum with a multiplicity of studies. The plan of instruction has been intensive rather than extensive. Every art and science is a microcosm, containing in itself the principle and essence of all other arts and sciences; for instance, study chemistry well and you have the principle and essence of all science; study Shakespeare well and you have the principle and essence of all poetry; study the story of ancient Rome well and you have the principle and

essence of all history. Another reason for making the studies fewer than are usually found in college courses is that time may be had for the industrial arts, to which every pupil is required to give a fair share of her attention.

INDUSTRIAL DEPARTMENT.

The studies in this department are, (1) stenography and typewriting; (2) telegraphy; (3) bookkeeping; (4) dressmaking; (5) free-hand and industrial drawing; (6) cooking.

In selecting these from all the available industries, the authorities of the college had regard primarily to their business value and secondarily to their culture value. * * * Carefully compiled statistics show that the first four arts mentioned have a greater business value for women than any other employments whatever. * * * Cooking, the sixth and last in the list, was selected, of course, almost entirely for its domestic or household value. * * * The design of this institution, however, is to educate the head as well as the hand, and its firm purpose is to avoid turning out mere workwomen, ignorant of everything except the narrow craft by which they earn their living. No pupil, therefore, will be allowed to devote herself to the industrials to the exclusion of all other studies unless she can demonstrate to the president that she has already a fair English education.[1]

FLORIDA.

The legislature of Florida passed an act in 1851 establishing two seminaries of learning, "one upon the east, the other on the west side of Suwanee River; the first purpose of which shall be the instruction of persons, both male and female, in the art of teaching all the various branches that pertain to a good common-school education; and, next, to give instruction in the mechanic arts, in husbandry and agricultural chemistry, in the fundamental laws, and in what regards the rights and duties of citizens." Four townships of land were granted to the State of Florida by the General Government (acts of 1823 and 1845) for the purpose of endowing two such seminaries, and the sale of those lands produced a fund for their support. The East Florida Seminary was located first at Ocala, Marion County, and was removed to Gainesville by an act of the legislature passed in 1866. The normal element, which was never strong, soon died out, and the need of it has not been much felt since 1887, when provision was made for the organization of two State normal schools, one for the white teachers and one for the colored.

In that year the legislature passed an act appropriating $4,000 a year for the support of a normal school for white teachers, and locating it at De Funiak Springs, in Walton County, on the Pensacola and Atlantic Railroad, about midway between the Chattahoochee River and Pensacola.

The course of study covers two years. Graduates receive a diploma as licentiate of instruction, which is equivalent to a first-class life certificate within the State. The minimum age of admission is 16 years, and applicants must pass an examination in the common-school branches. Before being admitted students must pledge themselves to teach for two years in the State if a suitable opportunity is offered. Such students pay no tuition fees if residents of the State; nonresidents pay $5 a quarter (ten weeks). The faculty consists of the president, two professors, and one assistant teacher. The last catalogue contains the names of ninety students, young men and young women.

The studies of the normal departments are as follows:

Junior, first term.—(1) Rhetoric and composition, four hours a week; (2) general history, four hours a week; (3) algebra, four hours a week; (4) Latin, four hours a week; (5) physiology, two and a half hours a week; (6) drawing, one and a half hours a week.

Junior, second term.—(1) Rhetoric and history, four hours a week; (2) algebra,

[1] First Annual Announcement of the Georgia Normal and Industrial College, 1891–92.

four hours a week; (3) Latin, four hours a week; (4) physics, four hours a week; (5) geometry, four hours a week; (6) drawing, one and a half hours a week.

Senior, first term.—(1) English literature, history and essay writing, four hours a week; (2) algebra, four hours a week; (3) Latin, four hours a week; (4) physics, four hours a week; (5) geometry and plane trigonometry, four hours a week; (6) drawing, one and a half hours a week.

Senior, second term.—(1) Chemistry, four hours a week in class room and four in laboratory; (2) Latin, four hours a week; (3) spherical trigonometry, surveying, navigation, four hours a week; (4) astronomy, four hours a week; (5) civil government and Florida school law, four hours a week.

Psychology and pedagogy extend through the two years' normal course.

The following are stated as the "special features" of the school:

"(1) Tuition is free; (2) highest board only $10 per calendar month; (3) no uniform required; (4) open to both sexes; (5) curriculum covers a period of two years; (6) diploma a life certificate in this State; (7) a school for mature persons—pupils 28 years of age in attendance; (8) a State institution under the direct supervision of the State board of education."[1]

IV.

NORMAL SCHOOLS IN THE NORTH CENTRAL DIVISION.

OHIO.

There is no State normal school in Ohio, although it was among the first, if not the very first, to recognize by legislative action the need of such an institution and to take some preliminary steps for its establishment. The general assembly in 1836 requested Prof. Calvin E. Stowe,[2] who was then about to visit the countries of Europe, "to collect during his contemplated tour such facts and information as he might deem useful to the State in relation to the various systems of public instruction and education which had been adopted in the countries through which he might pass, and to make a report of the same, with such observations as he might offer, to a future general assembly." On his return Professor Stowe presented a report warmly advocating training schools for teachers as an indispensable factor of any State system of common schools, and especially recommending the establishment in Ohio of a normal school with model schools and schools of practice.

Two years later, Samuel Lewis, State superintendent of common schools, presented a report to the legislature in which he favored the establishment of a State university for the education of teachers and others.

In 1841, William Trevitt, secretary of state, urged the legislature to follow the example of Massachusetts in the establishment of normal schools. One of his successors, Mr. Galloway, recommended the planting of one normal school at Columbus. In 1851, Henry W. King, secretary of state, advocated the establishment of as many normal schools as the school system of Ohio should demand.

The only result of these earnest and long-continued efforts was the increased popularity of the cause, especially among teachers, which was evidenced by the upspringing of a number of independent normal schools, some of which, or their successors, are now doing good service.

In 1866, in response to the request of the general assembly, the Hon. Emerson E. White, then State school commissioner, presented a report containing a most lucid, elaborate, and convincing argument in favor of normal schools. He had made himself familiar with their organization and practical results by visits to some of the

[1] Sixth Annual Catalogue of the State Normal College at De Funiak Springs, 1892.

[2] Report of the United States Commissioner of Education [Dr. Henry Barnard] to the Senate and House of Representatives. Government Printing Office, 1868.

most celebrated State normal schools then in operation, at Westfield, Framingham, Albany, Oswego, Trenton, N. J., New Britain, Conn., and Ypsilanti, Mich., besides the training schools at Boston and Philadelphia. He quotes, in support of his views, the opinions of some eminent educators: Rev. James Fraser, of England, who had been sent to this country by the royal commission on education to investigate our system of common schools; Hon. Egerton Ryerson, chief superintendent of public education for Upper Canada; M. Guizot, then minister of public instruction in France; Victor Cousin, Horace Mann, Josiah Quincy, Edward Everett, George S. Boutwell, Mark Hopkins, Barnas Sears, George B. Emerson, Joseph White, Birdsey G. Northrop, John D. Philbrick, and others. But the testimony of this cloud of witnesses weighed not a feather with the legislators of Ohio. Dr. White then goes on to set forth his plan for maintaining one State normal school in connection with ten State normal institutes at an expense of $20,000 a year, "a sum altogether insignificant when compared with the grand object it is to promote. The law making the appropriation might be called 'an act appropriating $20,000 to keep the half of three millions of dollars from being squandered on incompetent teachers.'"

The lack of a State system of normal schools is to a certain extent compensated by teachers' institutes, independent normal schools, and the opening of a normal department in the Ohio University with an experienced teacher as principal and professor. Among the independent normal schools may be mentioned the

National Normal School at Lebanon.

In the summer of 1855 some of the leading teachers of southwestern Ohio called a convention for the purpose of establishing a normal school in the vicinity of Cincinnati. The call also contemplated an institute of three weeks to be held in the buildings of the Miami University at Oxford, Ohio. About 350 teachers assembled in answer to the call. Among them were John Hancock, now gone to his rest, to his gain and our great loss, and Andrew J. Rickoff, still (1891) happily preserved to us. During this institute an organization was effected and legally incorporated, called The Southwestern State Normal School Association. The purpose was to establish and sustain a State normal school in southwestern Ohio until State aid could be obtained. Lebanon was selected as the most eligible site for the school. The trustees of the Lebanon Academy transferred their building and grounds to the normal school trustees, with an agreement to furnish eighty pupils for five years to aid in sustaining the school. Alfred Holbrook was elected principal, at a salary of $1,200 a year, which he was expected to make out of the tuition fees. The school was opened in November, 1855, with about 95 pupils. For the first year the principal received, for his own and his wife's services, $320. The school was then given entirely into the hands of the principal, who received for his services the second year $800, the other teachers getting the same proportion of their nominal salaries. The number of pupils registered during the year was 257. In the third year 335 pupils were enrolled. During the war the attendance fell off, but in 1866 the number of pupils was 709, and the twentieth annual catalogue gives the names of 1,500 different pupils. The catalogue for the year 1890 specifies the following "departments:"

School of common branches.
Preparatory school.
College of business.
College of teachers.
College of science.
College of engineering.
College of liberal arts.
College of law.
College of medicine.
College of Bible study.
Conservatory of music.
School of phonography and typewriting.
School of telegraphy.
School of elocution and oratory.
School of modern languages.
School of pharmacy.
School of elocution.
School of photography.
School of theology.

These departments are supervised and administered by the president with the aid of 53 instructors and officers.[1]

In 1885 the legislature of Ohio made an appropriation for the establishment of a normal department in the Ohio University, the oldest collegiate institution northwest of the Ohio River. This action was a distinct recognition of the claims of normal education upon the State, and an indication that teachers are in need of professional preparation and are entitled to reasonable facilities for obtaining it. In accordance with this idea the college formulated two courses of study, a short course leading to a certificate, and a longer course leading to the degree of bachelor of pedagogy. The following are the required subjects for the degree of bachelor of pedagogy:[2]

Exercises per week.

FRESHMAN YEAR.

	Fall term.	Winter term.	Spring term.
United States history	5	5	5
Solid geometry	5	.....	.....
Algebra	.....	5	.....
Plane trigonometry	.....	.....	5
A foreign language	5	5	5
Elocution	2	2	2

SOPHOMORE YEAR.

A foreign language	5	5	5
Physics	.....	6	.....
Advanced physiology	5	.....	.....
Biology	.....	.....	5

JUNIOR YEAR.

A foreign language	5	5	5
English literature	5	.....	5
History of education	.....	5	5

SENIOR YEAR.

Psychology	5	.....	.....
English literature	5	.....	.....
Logic	.....	4	.....
Astronomy	.....	4	.....
Science of education	.....	.....	4

As students who receive this degree are expected to have not only a theoretical knowledge of education as a science, but also some practical knowledge of it as an art, they are urgently recommended to acquire some experience by teaching before completing the course. For such teaching, if done under the direction of the professor in charge of this department, the student may receive credit as a part of his elective work.

Psychology and the history of philosophy are regarded for the present as belonging to the normal department of the university; and, therefore, the methods of instruction in psychology may probably be taken as typical of the whole normal course. The following brief extracts from a monograph by the professor of psychology in the university throw some light on this important subject of "methods."

Text-books.—The extent of text-book work in psychology is one of the first practical questions that presents itself to the teacher. There is great danger that the work may become set, mechanical, and irreclaimably fixed in the lines of thought, and even of expression, of a text-book. Such abject servility may, to be sure, be

[1] Catalogues of the National Normal School, Lebanon, Ohio, 1876–1890.

[2] Catalogue of the Ohio University for 1891. Athens, Ohio.

averted in some degree by original thought on the part of the instructor, but he will be singularly successful who entirely liberates his students from authorial despotism. Statements printed in cold type acquire a certain authority and repress independent unprejudiced thought. The tyrannical text-book is, moreover, very likely to banish from the class room the freshness and vivacity which distinguish oral discussion.

These objections to text-books are, however, balanced by many considerations. As a fixed and permanent basis for class-room work, text-books are invaluable. It is only with great difficulty that a course which proceeds entirely by lecture and discussion is thoroughly followed and systematized. * * *

Lectures or discussions?—Granting, then, that a considerable portion of the recitation period should be devoted to independent work, the alternative of lecture or of discussion is offered. In very large classes the lecture is the more effective way of covering a subject, for discussion being necessarily more or less individual is, owing to the numerous views presented, very liable to degenerate into aimless, profitless talk. * * * Certainly, if properly used, the lecture is invaluable in presenting clearly and systematically to a large number an otherwise unwieldy mass of material. The lecture, however, in affording no opportunity for the expression of the doubts and perplexities of the student, betrays a fundamental weakness. Error will persist far longer, and be eradicated with much more difficulty than by the Socratic dialectic, for the lecture does not educe and thus correct or eliminate the student's mistakes. It leaves him to stumble along by himself, and deprives him of close intellectual contact with the instructor. * * *

The three auxiliaries.—An ideal alliance of the instructor's three auxiliaries might be negotiated somewhat on the following terms: The text-book should be used only in preparation for the recitation, and not, except in a very general way, for the conduct of the recitation itself. Lectures intended to throw the subject under consideration in fresher and stronger lights should be frequently given and should form an important, and indeed a vital, part of the course of study. The greater part of the class-room work, however, should assume the form of discussion of the subject-matter furnished by text-books and lectures, while by the suggestive questions of the Socratic dialectic the student may be further aided and stimulated. * * * By some such judicious combination of methods the field of psychology may be clearly and fully placed before the mind of the student, his interest roused and concentrated introspectively, and his power of original thought educed and developed.[1]

The supreme place which the study of psychology holds in the normal department of the Ohio University may be inferred from the following extracts from "An open letter to young teachers:"

Never before in the history of the world has such emphasis been laid on the importance of studying mind and pedagogy and the history of education as at the present. Not merely in such highly civilized countries as France, England, Germany, and Italy, but in Mexico, in the South American Republics, even in Jamaica, there is abundant evidence to show that men are coming to see the absurdity of mind doctors who have made no study of mind, of educational practitioners who have made no study of the art of education and the science that underlies it. * * * Do you intend to be a live teacher, determined to live by the best light of your own generation, or a fossil contented to make such preparation as was deemed sufficient a hundred years ago? If you are determined to succeed, then you will try to give yourself the qualifications necessary to success. You are living to-day and what you need is an outfit suited to to-day and not to a hundred years ago. Where will you get this preparation? * * * You ought to attend an institution which *makes a specialty of preparing teachers for their life work. How many institutions are there in the State which make a special study of mind in its relations to education and which make a special study of the art and science of education?* Unless I have been misinformed, there is but *one*, and that is the *Ohio University at this place.* [The italics are the author's.] There are indeed other colleges which have normal departments, and there are normal schools, but it is not the name but the *thing* that you want, and the *thing*—an institution which makes a specialty of preparing teachers for their life work, by making a careful study of mind in its relation to education and of the science and art and history of education—is to be found in this State at Athens.[2]

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[1] Methods of Inducing Introspective Power: One aspect of the Pedagogics of Psychology. W. F. Peirce, Athens, Ohio, 1892.

[2] An open letter to young teachers by J. P. Gordy, Ph. D., principal of the normal department and professor of pedagogy in Ohio University, Athens, Ohio.

INDIANA.

STATE NORMAL SCHOOL, TERRE HAUTE.

The first section of the constitution of Indiana contains the following article: "Knowledge and learning generally diffused throughout a community being essential to the preservation of a free government, it shall be the duty of the general assembly to encourage, by all suitable means, moral, intellectual, scientific, and agricultural improvement, and to provide by law for a general and uniform system of common schools wherein tuition shall be without charge and equally open to all." In accordance with this constitutional provision it was enacted by the general assembly in 1865 "that there shall be established and maintained a State normal school, the object of which shall be the preparation of teachers for teaching in the common schools of Indiana." This act provided for the location and erection of a building, the admission of students, the organization of the school, and the annual appropriation of funds for tuition and expenses. The diploma of the normal school is by law equivalent to a State certificate, relieving the holder from county examinations. The board of trustees has authority to grant certificates of proficiency to such teachers as have completed any of the prescribed courses of study, and to give diplomas to graduates who have taught satisfactorily for two years. By a recent order of the board of trustees, all candidates for graduation are required to hold a county license to teach for a period of not less than two years.

The departments of the school are the following: Department of history and philosophy of education, of grammar and composition, of biology and geology, of reading, rhetoric, and literature, of history, of geography, of mathematics, of Latin, of mental science and methods, of music, of drawing and penmanship, of physics and chemistry. Each department is under the charge of a separate professor, with such assistants as are found necessary from time to time.

Courses of study.

FOUR YEARS' COURSE.

First year:				
First term	Educational psychology (general nature of mind).	Orthoepy (penmanship).	Arithmetic	Grammar.
Second term	Educational psychology (stages of knowing).	Physical and mathematical geography.	do	Do.
Third term	Educational psychology (feeling and will).	Physical and political geography, with map drawing.	Reading	United States history.
Second year:				
Fourth term	Methods (reading and language).	Physiology	Composition	Do.
Fifth term	Methods (number and form).	do	Latin	General history.
Sixth term	Methods (geography and history).	Latin	Rhetoric	Do.
Third year:				
Seventh term	Latin	Physics	Music and drawing	Literature.
Eighth term	do	do	Algebra	Advanced composition.
Ninth term	History of education.	Botany	do	Latin.
Fourth year:				
Tenth term	do	Zoology or chemistry.	Geometry	Do.
Eleventh term	Philosophy of education.	Zoology or chemistry (qualitative analysis).	do	Do.
Twelfth term	do	Practice in training school.	Trigonometry	Latin graduating thesis.

THREE YEARS' COURSE.

First year:					
First term	*Educational psychology (general nature of mind).	*Reading, penmanship.	*Arithmetic	*Grammar	
Second term	*Educational psychology (stages of knowing).	*Mathematical and physical geography.	do	do	
Third term	*Educational psychology (feeling and will).	*Physical and political geography, with map drawing.	*Reading	*United States history.	
Second year:					
Fourth term	*Methods (illustrated by reading and language).	*Physiology	Composition	do	Latin.
Fifth term	*Methods (illustrated by number, history, and geography).	do	Algebra	General history.	Do.
Sixth term	History of education.	*Music, drawing	do	General history or rhetoric.	Do.
Third year:					
Seventh term	do	Chemistry	Geometry	Literature	Do.
Eighth term	*Philosophy of education.	Physics or botany.	do	*Advanced composition.	Do.
Ninth term	*Practice in training school.	Physics	Botany	*Graduating thesis.	Do.

NOTE.—Thirty-six terms' work is necessary to complete this course. The subjects marked thus * are required; the remaining subjects may be elected by the student.

The four years' course is designed to meet the needs of those students who wish to make thorough and extended preparation for public school work.

The three years' course is intended for young persons of limited scholarship who expect to confine their teaching to the district and graded schools of the State.

There is also a two years' course for graduates of commissioned high schools. Many cities do not maintain a training school for educating their own teachers, and this course is designed to supply the place of training schools for such cities, and thus to relieve the school officers from the necessity they feel of employing as teachers the graduates of their high schools who have had no training in teaching.

In addition to the courses described, there is a course of one year for college graduates, to meet the needs of those graduates who wish to enter the field of teaching and superintending schools and who feel the need of professional training for this work. This course assumes that the student has already acquired a liberal knowledge of the subjects taught in the public schools, and that his purpose is to add such professional knowledge as college professors and school superintendents peculiarly need.

The "practice work" continues through two terms. It consists of observation and teaching in the practice schools, which form one department of the normal school. The pupils taught are children belonging to the regular grades of the Terre Haute school system. This work consists of three kinds—(1) Lessons given daily by the students before the practice class as a whole; (2) lessons given daily at different hours when none or only a part of the practice class is present; (3) the observation of lessons given by the teacher in charge of the room. While a lesson is being taught the other members of the class take careful notes. On the following day it is carefully discussed by the members of the practice class and the teacher in charge of the room. In this discussion four things are done. (*a*) The point of the lesson is distinctly stated; (*b*) it is classed as favorable or unfavorable; (*c*) the principles that are the ground for considering it favorable are stated; (*d*) an explanation is made in order to show that the principles stated underlie the given act of teaching.

The average term enrollment for the session 1890–91 was 526. The whole number

of different students was 932. The total number of different students since the organization of the school in 1870 is 6,943.[1]

ILLINOIS.

State Normal University.

A general meeting of the friends of free schools assembled in Bloomington, Ill., on December 26, 1853. Three topics were thoroughly discussed at this meeting: The duty of the legislature to create the office of State superintendent, to establish and maintain a normal school, and to organize a State teachers' association. The normal school question provoked a long and spirited debate, the same objections being urged as had been made twenty years before in other States and have been annually repeated in some quarters ever since.

After the adjournment of the convention the Illinois State Teachers' Association was organized. The most prominent topic in all the early meetings of this association was the organization of a normal school. There were three parties in the contest: The normal school men, who wanted a separate institution for the exclusive purpose of training teachers; a large class of educators, who desired to have either an industrial university with a normal department or a normal school with an industrial department, and, thirdly, those who favored the founding of normal departments by the State in connection with denominational colleges already established.

At the meeting of the association in 1856 it was resolved "That the educational interests of Illinois demand the immediate establishment of a State normal school for the education of teachers." In the following February the legislature passed, and the governor approved, "An act for the establishment and maintenance of a normal university."

This act of the legislature provided for a university, although what was established was in fact a normal school. The intention was to gather around the new institution the different colleges—classical, agricultural, industrial, law, medical, etc.—which should finally constitute a great university.

It was the duty of the State board of education "to fix the permanent location of the normal university at the place where the most favorable inducements are offered for that purpose." The board advertised for proposals, and several cities and towns competed for the prize. The bid of McLean County ($141,725 in real estate and subscription pledges) was so far ahead of the others that the board located the university "on the 160 acres of fine rolling land within three-quarters of a mile from the junction of the Illinois Central and Chicago and Alton railroads," upon the condition that the full amount of the McLean County subscription of $70,000 should be legally guaranteed within sixty days, in default of which the location was to be made at Peoria. They employed Abraham Lincoln to draw up a form of bond or guaranty to be signed by responsible citizens of Bloomington.

The corner stone of the university building was laid on September 29, 1857, but the financial crisis of that year caused the work to be temporarily discontinued, and hence the buildings were not thoroughly completed until the early part of 1861. The total cost of the buildings, with all the incidental expenses, books, and furniture, was about $200,000, a large part of which was raised and utilized by the strenuous and persistent efforts of Gen. Charles E. Hovey. The courts having decided that the normal university was a private institution belonging to the board of education as a corporation, and therefore that the State was not liable for the debts of the board, the legislature of 1867 enacted and declared that the State Normal University is a State institution, the property of the State of Illinois, and held in trust by the board of education.

[1] Twenty-second Annual Catalogue of the Indiana State Normal School, Terre Haute. 1891.

During the long years while the great building was rising to completion the school work was carried on in a cramped and inconvenient building called Major's Hall. It must have been a queer old place, and many of the inhabitants, teachers, and students were sui generis. H. B. Norton, one of the students of those early days, wrote thus to the committee of the Quarter-Centennial Celebration:

We were daily convened in the upper story of Major's Hall. I suppose that these younger generations of normalites are not aware that such a building ever existed. The walls of the old house were rickety, and iron girders with huge S's at the ends held in place the brick masonry. Our assembling room was the third story. In the second story were recitation rooms, rather dark, and ill adapted to our needs. Grocery and hardware stores occupied the first floor. The building was heated by a coal stove in each room, and as Illinois coal is gaseous and explosive, the stove doors were frequently blown open with loud sounds and clouds of yellow smoke. C. E. Hovey was principal in those days, but Ira Moore was the one most directly in charge. Dr. Willard, looking very pale and frail, soon began to open his wonderful budget of philological knowledge. Hewett came within a month after my arrival, I think. He was a small man with a big head in those days. He had very demonstrative boot heels, and especially hated cats, and went to sleep in Baptist meetings. He used to give us prodigious lessons in history and geography. He couldn't draw maps, but made us draw very nice ones. I remember his geography lessons even unto this day. The names of the branches of the Amazon, the forms and heights of the Andean and Himalayan plateaus—these are mine yet, and will be to all eternity. My history work has not stayed with me so well. There was once a slight unpleasantness between my class and their teacher as to how General Greene got away from Cornwallis. It was quite a double and twisted business anyhow, and we inwardly vowed that we wouldn't learn it. The teacher gave us hard words and low marks, but our obstinate stupidity won the day. * * * We were shabbily dressed in those days. I think my pantaloons were generally too short, and my coat seemed to have been made for some other person. We were very poor but very plucky. We boarded ourselves, mainly on corn mush; washed the floors and built the fires at the normal hall, worked hard, lived hard, and were poorly provided with all things. Our parents were sad-faced, struggling pioneers of the prairies, but we were cheery, resolute, and happy in our life and our work. To the toiling youth of frontier homes thirsting for knowledge the Illinois Normal University opened the gateway to a new life. We loved it, rejoiced in it, and were thoroughly loyal to its name and fame.

The school saw but little of its principal in those years. Two miles to the northward, across the sodden prairies, in the rainy autumn of 1858, were clay pits, heaps of brickbats, half complete foundations for a stately structure yet in embryo. The construction fund was exhausted, the State heavily in debt, business everywhere distressed and languishing—truly a somber prospect for the completion of a building demanding, on the basis existing before the war, $100,000. It would be as easy to-day to raise a million. To secure these needed funds was the task which Charles E. Hovey set before himself. It was a labor for Hercules. His own fortune was pledged over and over. Had his plans failed he would have been weighted for life with hopeless bankruptcy. This enormous task he undertook and carried through. He had a place on the programme of the school's daily work, but his classes generally wrought out their own salvation. But in the winter of 1860–61 the building was completed. * * * We of the pioneering days need no reminder of the grand work which could hardly have been performed by another than Gen. Charles E. Hovey.

We were free in our conduct to a singular extent. No school rules rested upon us. Our hours and methods were wholly our own. We lived as we pleased, formed our friendships and associations, made our calls and managed our affairs entirely at our own choice and pleasure. Very few schools were ever so slightly governed. I do not believe that our successors of to-day can be journeying under any similar slackness of reins. Nevertheless, the record of those years was a thoroughly Spartan one. We were from Puritan households, disciplined in self-restraint. Industry and poverty were our safeguards.

A magnificent park, stately buildings, a beautiful and prosperous city, methods well ordered and polities established, splendid museums and laboratories, a wealthy and more cultured generation of students—these are the pleasant things that greet the view as you gather to the silver wedding of our Alma Mater. It is not true that the former days were better than these, but we who saw the working out of the beginnings had also our joys, struggles, and coronations, and we received a training

which, if less orderly and exhaustive than that rendered now, nevertheless gave us some measure of fitness for our life work.[1]

The first president of the university was Charles E. Hovey, but at the beginning of the civil war he entered the Army as colonel of the Normal Regiment, which he had organized. Nine of the instructors—Leander H. Potter, Ira Moore, J. H. Burnham, Aaron Gove, Julian E. Bryant, Joseph G. Howell, Edwin Philbrook, Samuel Willard, and E. R. Roe—accompanied him as officers, and a majority of the male students as privates. Dr. Richard Edwards was president from 1862 to 1876; Dr. Edwin C. Hewett from 1876 to 1891.

John W. Cook is the present president (1892).

The faculty of 1892 consists of the president and 22 professors and assistants. The "summary" of the normal department shows 5 special students, 39 seniors, 21 middle class A, 36 middle class B, 117 middle C, 91 junior A, 138 junior B, 241 junior C; total in normal department, 688.

Course of study.

Studies.	First year.			Second year.			Third year.			Hours a week.
	1.	2.	3.	4.	5.	6.	7.	8.	9.	
	15 weeks.	12 weeks.	12 weeks.	15 weeks.	12 weeks.	12 weeks.	15 weeks.	12 weeks.	12 weeks.	
Elements of pedagogy	*									2
Pedagogy		*	*							4½
Elementary psychology				*						4½
Practice teaching					*	*		*	*	5
Advanced psychology and Rosenkranz							*	*	*	5
Illustrative teaching							*	*	*	3
School laws of Illinois—three weeks									*	5
Reading and dictionary	*	*								4½
Spelling	*	*	*							
Grammar	*		*							4½
Rhetoric					*					4½
Criticism						*				4½
English literature							*			5
Shakespeare and themes								*		5
Arithmetic	*	*								4½
Algebra			*	*						4½
Geometry					*	*				4½
Bookkeeping—eight weeks									*	5
Drawing	*	*	*	*	*	*				2
Writing		*								2
Geography	*	*								4½
History of the United States			*			*				4½
Civil government				*						4½
Ancient history					*					4½
Physical geography						*				4½
Mediæval history							*			5
Zoology				*						4½
Physiology					*					4½
Botany						*				4½
Physics							*	*		5
Chemistry									*	5
Vocal music			*							2

The * shows that the study is pursued at the time indicated.

Latin, Greek, German, astronomy, advanced algebra, trigonometry, surveying, analytic geometry, calculus, advanced science study, political science, and advanced pedagogy are optional studies.

The model department has enrolled 613 pupils in high school, grammar school, intermediate school, and primary school. Deducting names counted twice, the whole number of different students for the year is 1,236.

Candidates for admission to the normal department are required:

1. To be at least 17 years of age, if young men; 16, if young women.

[1] History of the Illinois State Normal University, by John W. Cook and James V. McHugh, Normal, Ill., 1882.

2. To produce a certificate of moral character.
3. To sign the following declaration:

I hereby solemnly declare that my purpose in attending the normal university is to fit me for teaching in the public schools of Illinois and that I will carry out this pledge in good faith; and I do further pledge myself to report to the president of the university semiannually where I am and what I am doing for three years after graduating at said institution.

4. To pass an examination before the county school superintendent in reading, spelling, writing, arithmetic, geography, United States history, and the elements of English grammar sufficient to entitle them to a second-grade teachers' certificate.

Each county in the State is entitled to gratuitous instruction for two pupils in the normal university, and each representative district for as many pupils as there are representatives in the district. The selection is made in the following manner: The school superintendent of each county receives and registers the names of all applicants; these applicants are examined, and from the number found to possess the requisite qualifications the pupils are selected by lot. The same mode of selection obtains in the representative districts. If vacancies occur in any county or representative district the president of the university is authorized to fill them.

Graduates from the normal department are entitled to receive a State certificate good for five years.

LABORATORY METHODS.

The pupil enters the laboratory and finds on the table before him some apparatus, accompanying which are some printed directions of what he is to do with the material before him. After seeing that his apparatus is in proper order he proceeds as directed, and having completed the experiment, at once writes out neatly, accurately, and tersely the experiment in full, embracing these points: (1) What I did; (2) What I saw; (3) What I conclude. (Ruled tablets of uniform size are used for this work, and at the close of the term the leaves which are daily detached for the separate exercises are bound in permanent form.) The pupil writes up his work without consulting the text-book or his fellow pupils, and hands his results to the instructor before beginning another experiment. (Should his work be unsatisfactory, he is required to perform it again until the intended facts are made clear to him. After a few days' work, repetition is seldom needed.) The pupil is thus taught to be independent in his efforts and to cultivate his reasoning powers. He acquires control of his hands; he learns how to put things together and get results; he studies things in relations; he prepares himself for everyday life, whether it be in the schoolroom, in the workshop, or in whatever department of life.

The experiments are arranged in systematic order, so that the pupil is led step by step into a more complete knowledge of the subject under consideration. The apparatus is as simple and inexpensive as it is possible to use and be assured of good results; and pupils are taught how to construct it, so that they can teach this work in the common schools without waiting for expensive, showy apparatus to be furnished by school boards. * * * About one hundred experiments are performed each term.[1]

SOUTHERN ILLINOIS NORMAL UNIVERSITY, CARBONDALE.

The act of incorporation was passed in 1869, but classes were not opened till 1874, owing to unavoidable delays in the commencement and in the completion of the building. It was a magnificent building—almost too magnificent. The young ladies complained of the fatigue of climbing four lofty stories, and the height of the ceilings prevented the comfortable heating of the rooms by the furnaces originally used. Sixteen thousand dollars expended in steam-heating apparatus put an end to all complaints on the last count, and an accidental fire November 26, 1883, reduced the height of the ceilings to zero. It broke out in the mansard story over the Museum. Water tanks had been provided for such emergency, but unfortunately they were below the fire, and water will not rise above its level even in a university. An effort was made to bring into service the small fire engine belonging to the university, but

[1] Thirty-fourth Annual Catalogue of the Illinois State Normal University, for the academic year ending June 23, 1892. "N. B. The statements made in this catalogue are to be interpreted *literally*." Page 70.

owing to "a defect in the construction of the water pipes" a stream could not be thrown on the fire. Four elements of safety were present, water, hose, engine, and willing hands, but they could not be correlated, and in less than two hours the house was in ruins. The willing hands saved all that could be saved—books, furniture, apparatus, even doors and windows, valued at $75,000, including the basement and the walls that were still standing.

Two days rest, or rather, indeed, two days change of work, and recitations went on as usual in rooms in some of the business blocks kindly provided by the citizens.

English and Latin course.

	Studies.	Normal.											
		First year.			Second year.			Third year.			Fourth year.		
		1	2	3	4	5	6	7	8	9	10	11	12
I	Psychology	....	....	....	....	....	....	†	†	....	....	....	....
	Ethics	....	....	....	....	....	....	....	....	†	....	....	....
	Pedagogy	....	....	....	†	†	....	....	....	....	....	†	†
	School law	....	....	....	....	....	....	....	....	†	†	....	....
	Practice teaching	....	....	....	....	....	†	†	†	†	....	....	....
II	Botany	....	....	....	....	....	†	....	....	....	....	....	....
	Physics	....	....	....	†	....	....	....	....	....	....	....	....
	Zoology	....	....	....	....	†	....	....	....	....	....	....	....
	Physiology	....	....	....	....	....	†	....	....	....	....	....	....
	Chemistry	....	....	....	....	....	....	....	....	....	†	....	....
	Geology	....	....	....	....	....	....	....	....	....	....	†	....
	Astronomy	....	....	....	....	....	....	....	....	....	....	....	†
III	Arithmetic	†	†	....	....	....	....	....	....	....	....	....	....
	Algebra	....	....	....	†	†	†	....	....	....	....	....	....
	Geometry	....	....	....	....	....	....	†	†	....	....	....	....
	Bookkeeping	....	....	....	....	....	....	....	....	....	....	†	....
IV	Reading and phonics	†	....	†	....	....	....	....	....	....	....	....	....
	Grammar	....	....	†	....	....	....	....	....	....	....	....	†
	Rhetoric	....	....	....	....	....	....	†	....	....	....	....	....
	English analysis and composition	....	....	....	....	....	....	....	†	....	....	....	....
	English literature	....	....	....	....	....	....	....	....	....	†	‡	....
	Elocution	....	....	....	....	....	....	....	....	....	....	....	†
	Spelling	....	....	....	....	....	....	....	....	....	....	....	....
V	Geography	†	†	....	....	....	....	....	....	†	....	....	....
	History	....	†	†	....	....	....	....	....	....	†	‡	....
	Civil government	....	....	....	....	....	....	....	....	†	....	....	....
VI	Penmanship	....	†	....	....	....	....	....	....	....	....	....	....
	Drawing	....	....	....	†	†	....	....	....	....	†	....	....
VII	Vocal music	One term.											
	Physical culture	Daily exercises.											
VIII	Latin	†	†	†	†	†	†	†	†	†	....	....	....
	Greek	....	....	....	....	....	....	Optional.					

The † indicates the place of the study in the course.
The ‡ means half-term study.
The "English course" differs by the omission of Latin and Greek, and is comprised in three years.

On the evening of the fire, while the embers were still smoking, the mayor of Carbondale called a mass meeting of the citizens. It was resolved to build a temporary schoolhouse, and in less than forty working days the students were installed in their new quarters, a comfortable frame building with fourteen rooms. Here the school rested for four years till the completion of the permanent building, for which the general assembly in 1885 made an appropriation of $152,065.

The school work is conducted in three distinct departments—the normal, the high school, and the preparatory. The preparatory is subdivided into grammar school, intermediate, and primary. By the last catalogue (1891–92) there were in attendance in the normal department 342 students; in the high school, 41; in the preparatory, 315 (grammar school 239, intermediate 38, primary 38)—total, 698. The average per term was 452.

To be admitted to the normal department students must have completed their sixteenth year and must be able to pass an examination equivalent to the requirements of a second-grade certificate. To obtain free tuition a student must sign a

pledge to teach in the public schools of the State for three years, or at least as long as he has been a student of the university. The pledge comes into effect only after graduating and on the expressed condition that "a situation can be had with reasonable effort." All graduates recommended by the faculty and approved by the board of trustees are entitled to a State certificate, granted by the State superintendent of public instruction, good in any county of the State for five years.

TRAINING DEPARTMENT.

The strictly professional work of our normal school is made up of three distinct parts, in the first of which are found practical and economic pedagogy. In practical pedagogy our pupils are given, by text-book and lecture, a knowledge in outline of the child's powers and the order of their development. By the same methods, also, they are given a knowledge of the methods of teaching the branches usually found in the common schools. In economic pedagogy the attention of pupils is directed to the organization and management of schools and classes, to the end that every child in school or class shall secure his individual and personal right to instruction and training. The discussion of special subjects in both practical and economic pedagogy is followed by reports of observations made in the training school, the reports covering the special topics previously discussed. After the economic pedagogy, and as a supplement to it, the school law of the State is taken up and its chief provisions mastered.

The student of pedagogy, having completed the elementry course pointed out in the preceding paragraph, is put in charge of a class, and his work as teacher is carefully supervised. The preliminary study of methods has put him in a state to teach and manage his class intelligently, and has given him increased power to profit by the superintendent's instructions. One year of this practice teaching is required of all who are graduated from our school. The daily task, not counting the preparation, covers about half an hour of time. This teaching work covers the second section of the course in pedagogy.

Having completed the first two divisions of the professional course, the student is prepared to take up the higher pedagogical studies. These include a full course in psychology, a thoughtful discussion of the conditional principles of all right teaching, and a study of men and methods prominent in past educational efforts. For the advanced course, then, the studies are psychologic, philosophic, and advanced pedagogy. As an aid to easy reference the three branches of the higher course are grouped and known as theoretic pedagogy, and for the same reason the three in the elementary course are collected and recognized as practical pedagogy.[1]

MICHIGAN.

STATE NORMAL SCHOOL, YPSILANTI.

The State Normal School of Michigan was established by the legislature in 1849. The organic law reads as follows:

Be it enacted by the senate and house of representatives of the State of Michigan, That a State normal school be established, the exclusive purpose of which shall be the instruction of persons, both male and female, in the art of teaching and in all the various branches that pertain to a good common-school education; also to give instruction in the mechanic arts and in the arts of husbandry and agricultural chemistry, in the fundamental laws of the United States, and in what regards the rights and duties of citizens.

Commenting on this enactment, Superintendent Gregory, in his report for 1859, says:

The main design is to be a school for teachers, where they may receive instruction peculiarly adapted to their profession, though the law contains some rhetorical flourishes about giving instruction in the mechanic arts and in the arts of husbandry and agricultural chemistry, etc. The normal school is to the primary schools what theological seminaries are to the churches. It is simply the teachers' college and a school for professional training.

But the desire for normal schools was manifested long before the enactment of this law. In 1836 Superintendent Pierce, in his official report, wrote enthusiastically on

[1] John Hull, president elect of Southern Illinois Normal University, in report to the superintendent of public instruction, 1884.

the merits of the Prussian system and recommended the adoption of a similar plan in Michigan. His successors, Superintendents Sawyer, Comstock, and Mayhew kept up the agitation, and it was during the superintendency of the last that the law just quoted was passed by the legislature.

Proposals were received by the board of education from several points in the State, each offering to donate lands and sums of money to secure the location of the school. The most favorable came from Ypsilanti, offering an eligible lot for a building site, a subscription of $13,500, the use of temporary buildings, and the payment of the salaries of the teachers of the model school for five years. The State board of education enlarged the grounds and erected a brick building at a cost of $15,200, which was ready for use in the autumn of 1852. This building was partly destroyed by fire in 1859, but was rebuilt and ready for the reception of students in September, 1860. An additional building was finished in 1869. Other much-needed buildings were added in 1878 and 1882. The entire cost of all the buildings from the establishment of the school to the last-named year was about $84,000. Since that time extensive alterations and additions have been made at the cost of $60,000, and there is now ample accommodation for an annual attendance of 900 students in the normal and 300 in the other departments.

The management of this school was for several years a series of experiments. It was not intended at first to be a purely professional school. It occupied the educational field in common with other literary and scientific institutions, but provided in addition some training in the science and art of teaching. The question was seriously discussed in the State Teachers' Association and elsewhere whether it was not time for the normal school to abandon academic work and maintain a true American normal school, devoted exclusively to professional instruction and training. The State board of education was requested by the faculty to prepare a course of study adapted to the proposed new departure. The committee appointed by the State board to investigate the subject reported that the normal school should, if possible, be brought more into sympathy with the high schools of the State, and should assume a more purely professional character. For the accomplishment of these objects two plans were suggested. One was to elevate the standard of academic attainment required for admission and to remodel the course of study so as to combine academical and professional study during the entire course. The other plan was to require all academic preparation to be made prior to admission to the normal school. The committee did not recommend either plan, but proposed a compromise, which was adopted and met the fate of all compromises—failure to attain either object. It was abandoned after a trial of about two years. There were many districts in Michigan, as there are still in every State, in which it is impossible for young persons to obtain academic instruction suitable in kind and adequate in extent to serve as a basis for a purely professional normal course; and these are the very places where the need of trained teachers is most urgent.

In the summer of 1871 a new departure was made in the constitution of the school of observation and practice. A plan similar to that followed at the Oswego Normal School was tried for two years, but proved unsatisfactory and was abandoned. It was found that the practice school must be entirely under the same management and control as the normal. Divided authority is fatal to efficiency.[1]

As the normal school is now organized (register of 1890) students are offered a choice from several courses of study, arranged to meet the demands of the various grades of schools and the needs of different classes of teachers. Students graduating in any of the courses are entitled to a certificate of qualification to teach in the public schools of Michigan. The three-year courses lead to such a certificate, good for five years. The four-year courses lead to a life certificate and a diploma. The advanced (six-year) courses and the course for college graduates lead to the degree

[1] The Semicentennial of Michigan, Prof. J. M. B. Sill's address, Detroit, 1886.

of bachelor of pedagogy. In all the courses certain studies are "required" and certain others are "elective;" that is to say, chosen by the student, with the advice and consent of the principal. Any person holding the degree of bachelor of pedagogy in this school may upon application receive the degree of master of pedagogy upon the following conditions: (*a*) He shall furnish evidence satisfactory to the State board of education that he has been engaged in teaching or in school supervision continuously and with pronounced success for five years since receiving the bachelor degree; (*b*) he shall prepare and present a thesis acceptable to the State board of education upon some subject connected with the history, science, or art of education, the board reserving the right to assign the subject of such thesis.

In defending the right of the normal school to give advanced academic instruction the principal says:

> The function of the normal school is to equip teachers both professionally and academically for duty in any place in these public schools to which they may be called, whether such schools are primary or secondary in the character of the instruction offered by them. No teacher is so equipped unless his own studies have been carried considerably beyond the limit to which he is required to conduct his own pupils. It follows, then, that the normal school graduate ought to be furnished with an education that carries him considerably beyond the limits of any secondary education that he may be called upon to give. In other words, he ought to pursue his own course of training so far that there shall be an ample margin between what he knows and what he may at any time be called upon to teach. * * * This margin of knowledge in case of those who complete advanced courses in this normal school comprises a liberal course in literature, art, and science.[1]

COURSES OF STUDY.

Studies offered in the three and four years' courses, showing also the number of weeks which each study regularly occupies.

	Weeks.
Art and manual training:	
1. Penmanship	10
2. Drawing	20
3. Advanced drawing	20
Civics:	
4. Civil government	10
5. Political science	10
English:	
6. Reading and orthoepy, teachers' academic review	10
7. Grammar, teachers' academic review	10
8. Rhetoric	20
9. English literature	20
10. Advanced English literature	10
11. American literature	20
12. Old and middle English	20
13. Study of masterpieces	20
History:	
14. United States history	20
15. United States history and civil government, teachers' academic review	10
16. General history	20
17. Grecian and Roman history	20
18. English constitutional history	20
19. United States constitutional history	20
Languages, ancient:	
20–27. Latin, 4 terms, each	20
28–31. Greek, 4 terms, each	20
Languages, modern:	
32–36. French, 5 terms, each	20
37–43. German, 7 terms, each	20
Mathematics:	
44. Bookkeeping	10
45. Arithmetic, teachers' academic review	10
46. Algebra, I	20

[1] Principal J. M. B. Sill in "History of higher education in Michigan," by Andrew C. McLaughlin, Circular of Information No. 4, 1891, United States Bureau of Education.

47. Algebra, II 20
48. Plane geometry 20
49. Solid geometry 20
50. Higher algebra 20
51. Trigonometry 10
52. Surveying 10

Music:

53. Vocal music 20
54. Advanced vocal music 20
55–58. Voice culture, 4 terms, each 20
59. Harmony 20
60. Advanced harmony 20
61. Musical composition 20
62. History and literature of music 20
63. Solo singing, I 20
64. Solo singing, II 20
65. Conducting, etc 20

Natural sciences:

66. Physiology and hygiene 20
67. Botany 20
68. Zoology 10
69. Comparative Zoology 10
70. Geology 20
71. Geography, teachers' academic review 10

Physical sciences:

72. Physics 20
73. Advanced physics 20
74. Chemistry 20
75. Advanced chemistry 10
76. Astronomy 10
77. Instrumental astronomy 10

Professional studies and exercises:

78. Psychology 20
79. Psychology applied 20
80. Professional training in arithmetic 5
81. Professional training in geography 5
82. Professional training in grammar 5
83. Professional training in reading 5
84. History of education 10
85. Physical technics 10
86. Training in physical science 10
87. Biological laboratory practice 10
88. Practice teaching 20
89. Practice teaching 10
90. Practice teaching 10
91. Practice teaching 20
92. Kindergarten instruction and methods 20
93. Senior rhetoricals .....

Studies 54, 56, 57, 58, and 60–65, inclusive, are excluded from studies to be credited in making up a course, except when the student is pursuing the music course. Studies 86 and 87 are interchangeable in all courses. Work in any ancient or modern language is not credited in making up the amount due in any course until a record in such language covering at least three terms has been earned.

Advanced studies offered to students in advanced courses.

Weeks.

94. Advanced psychology 10
95. Discussions and comparisons of educational systems and theories 10
96. Advanced practice teaching and supervision 20
97. Entomology 20
98. Sanitary science (lectures) 10
99. Meteorology 10
100. General geometry and calculus 20
101. Advanced rhetoric 20
102–105. Latin, 4 terms, each 20
106–109. Greek, 4 terms, each 20
110. Studies in German and French literature 20

Program of recitations and exercises.

FIRST TERM.

First hour.—Advanced drawing. Algebra I. Algebra II. Elementary physics. French IV. Geology. German I. History and civil government. Latin I. Latin IV. Old and Middle English. Psychology. Reading and orthoepy. Rhetoric. Training in physical science. Voice culture I.

Second hour.—Algebra I. Algebra II. American literature. Chemistry. German II. General history. Greek II. Higher algebra. Psychology applied. Practice teaching. Vocal music. Zoology, first ten weeks. Comparative zoology, second ten weeks.

Third hour.—Arithmetic, preparatory. Arithmetic, first ten weeks. Arithmetic, second ten weeks. Chemistry. German III. Geometry I. Geometry II. Grammar, first ten weeks. Grammar, second ten weeks. Harmony. History of education. Latin I. Physiology and hygiene. Practice teaching.

Fourth hour.—Arithmetic, first ten weeks. Arithmetic, second ten weeks. Civil government. Elementary drawing. Elementary physics. French III. German I. Grammar, preparatory. Grammar, first ten weeks. Grammar, second ten weeks. Greek and Roman history. Latin II. Latin III. Practice teaching. Training in physical science. Voice culture II.

Fifth hour.—Advanced English literature. French II. Geography, first ten weeks. Geography, second ten weeks. Greek III. Latin II. Musical composition. Penmanship, first ten weeks. Penmanship, second ten weeks. Rhetoric. Reading and orthoepy, first ten weeks. Reading and orthoepy, second ten weeks. Training in physical science.

Sixth hour (afternoon.)—Professional work in arithmetic, grammar, reading, geography.

SECOND TERM.

First hour.—Algebra I. Algebra II. Advanced vocal music. Advanced drawing. Elementary physics. English literature. German I. German IV. Latin I. Latin IV. Physiology and hygiene. Psychology applied. Physical technics, second ten weeks. Rhetoric. Surveying, second ten weeks. Trigonometry, first ten weeks. United States constitutional history.

Second hour.—Algebra I. Algebra II. Advanced physics. Botany. English constitutional history. French II. French III. Geometry I. Geometry II. Greek II. History of education. Political science, second ten weeks. Practice teaching. Training in physical science. United States history. Voice culture.

Third hour.—Arithmetic, first ten weeks. Arithmetic, second ten weeks. Botany. Civil government. German II. Grammar, first ten weeks. Grammar, second ten weeks. Latin I. Latin II. Psychology. Practice teaching. Training in physical science. Vocal music.

Fourth hour.—Arithmetic, preparatory. Arithmetic, first ten weeks. Arithmetic, second ten weeks. Advanced harmony. Elementary drawing. Elementary physics. German I. General history. Grammar, first ten weeks. Grammar, second ten weeks. Literature of music. Latin III. Physiology. Practice teaching.

Fifth hour.—Advanced chemistry, first ten weeks. Astronomy, second ten weeks. Geography, first ten weeks. Geography, second ten weeks. German III. Greek III. History and civil government. Latin II. Penmanship, first ten weeks. Penmanship, second ten weeks. Rhetoric. Study of masterpieces. Training in physical science. United States history. Voice culture IV.

Sixth hour (afternoon.)—Professional instruction in arithmetic, grammar, reading, geography.

The enrollment in the normal school proper in 1870–71 was 231, and the number increased gradually and regularly till the end of the year 1876, when the number was 449. In each of the next seven years the enrollment was less than 400, but in the year 1883–84 it sprung up to 475, and every succeeding year has shown an annual increase, the number in 1890-91 being 909. During its existence it has graduated 1,761 young men and women, nearly all of whom became public school teachers in Michigan. The average number of graduates in the last five classes exceeded 100.

The general supervision and control of the school is in the hands of the State board of education, consisting of three members elected by the people and holding office for six years, together with the State superintendent of public instruction, who is a member and secretary of the board, ex officio.

Current expenses for the year ending June 30, 1891, were	$64,636.40
From the interest on the permanent fund	5,260.19
From admission fees, etc	5,451.21
Balance	53,918.00

Met by legislative appropriation.

Principals.

Adonijah S. Welch	1853–1865
David P. Mayhew	1865–1870
C. Fitz Roy Bellows (acting principal)	1871
Joseph Estabrook	1871–1880
Malcolm M. Vica	1880
Daniel Putnam (acting principal)	1881–1883
Edwin Willetts	1883–1885
Daniel Putnam (acting principal)	1885–1886
John M. B. Sill[1]	1886

The training school is a department of the normal school. It is organized as a regular eight-grade school of 250 pupils and a well-equipped kindergarten of 24 children below regular school age. The course of study extends from the kindergarten to the high school, and embraces the subjects and amounts of work usually required in first-class city graded schools. The work in the training department is under the charge of the director, assisted by two critic teachers, a model primary teacher, and a kindergartner. Under careful supervision of this normal corps the actual teaching is, in the main, in the hands of the senior class. These are assigned to the work of teaching and observing by the director, and are daily met for criticism and instruction by him or by the critic teachers. The model primary room is conducted as a school of observation.[2]

WISCONSIN.

Normal Experiments.

The legislature of Wisconsin in 1857 passed a law entitled "An act for the encouragement of academies and normal schools," appropriating 25 per cent of the interest arising from the sale of the swamp lands of the State for the purpose of aiding such colleges and academies as might comply with certain regulations. The design of the law was twofold: First, to aid institutions of learning which had labored efficiently in the cause of education, although they had hitherto been entirely dependent on private enterprise for their support. Second, to enable such institutions to render an equivalent for the funds received from the State by preparing persons for teaching. For the carrying out of this law a board of regents was established, consisting of the Governor and the State superintendent of public instruction ex officio, but without a vote, and 9 members appointed by the Governor, by and with consent of the Senate. This board of regents had authority to make all by-laws and needful regulations for carrying into effect the provisions of the act not inconsistent with the constitution and by-laws of the State. Section 10 provided that all the income of the fund contemplated by the act shall be distributed to the colleges, universities, and academies severally (except the State University) which shall establish and maintain normal classes in proportion to the number of pupils instructed in such classes, according to regulations prescribed by the board of regents, until the amount awarded to any one of such schools shall reach the sum of $3,000 annually. It was further provided that whenever any town, city, or village in the State shall propose to give a site and suit-

[1] Prof. John M. B. Sill, ubi supra.

[2] Register of the Michigan State Normal School 1889–90.

able buildings and fixtures for a State normal school, the board of regents may in their discretion apportion to the same annually a sum not exceeding $3,000 for the support and maintenance of teachers therein.

The board of regents, looking doubtless to the experience of the New York academies, appear to have been anxious to prevent the academies aided under this act from becoming mere high schools with a normal annex—on paper. They say that the following subjects must be studied in the normal department: "Education, its nature and design; physical education; intellectual education; moral education; æsthetical education; the history of education; an examination of the powers of the mind, especially with reference to receiving and communicating knowledge; schoolhouse architecture; organization and classification of schools; modes of teaching different subjects; rewards and punishments; the office of teacher, his duties to himself, his school, and the public; the duty of the State in reference to educating its citizens; the educational policy of Wisconsin." It was proposed that these studies should be carried on chiefly by the aid of lectures and in connection with the two years' course in ordinary academic branches. Students, before being admitted, were required to pass an examination on reading, spelling, arithmetic, elementary algebra, physiology, history of the United States, descriptive geography, and composition.

At the meeting of the board of regents in 1859 the following course of study was adopted:

First year.—Higher arithmetic, algebra, Latham's English Language, plane and solid geometry, drawing, Anglo-Saxon roots and derivations, chemistry, theory and practice of teaching.

Second year.—Trigonometry and surveying, botany, physiology, natural philosophy, geology, meteorology, rhetoric, physical geography, theory and practice of teaching.

Third year.—Constitutional history; Latin, French, or German; comparative philology, logic, intellectual philosophy, analytical geometry, calculus, descriptive geometry, drawing, educational history.

In 1859 Dr. Henry Barnard, of Connecticut, was appointed agent of the board of regents with instructions "to visit and exercise a supervisory control over the normal departments of all such institutions as should apply for a participation in the normal-school fund, and to conduct county teachers' institutes and give normal instruction in the same." Dr. Barnard's labors had a stimulating and encouraging effect, but they were unfortunately cut short by a long period of severe illness.

In 1860, twenty institutions presented claims for a share in the normal fund in proportion to the number of pupils in each who had pursued normal studies according to the requirements of the board of regents. Among these institutions $4,640 were distributed, in sums varying from $40 to $740. The institutions to which these sums were distributed were Beloit College, Lawrence University, Galesville University, Wisconsin Female College, Milwaukee Female College, Platteville Academy, Milton Academy, Walworth County Institute, River Falls Academy, Richland City Institute, Allen's Grove Academy, Horicon High School, Kenosha High School, Oshkosh High School, Racine High School, Janesville High School, Fond du Lac High School, Beaver Dam High School. Five of these expanded afterwards into State normal schools—Platteville, River Falls, Oshkosh, Walworth (Whitewater), and Milwaukee.

State Normal School System.

In Wisconsin, as in Pennsylvania, the county institutes were the immediate ancestors of the normal schools. In the year 1860 there were held 47 institutes, reaching 31 different counties and bringing together 4,346 teachers and persons interested in the cause of education. In connection with these institutes there were delivered 200 public addresses, which reached at least 10,000 persons directly interested in the

cause of public instruction. By these means new life was given to the school system of the State. Patrons of the schools were led to know what good schools are and how they are to be obtained. Teachers were led to think and to strive to qualify themselves better for their responsibilities. In the schools new and more rational methods of instruction began to be adopted in place of the old-time rote system. The demand for institutes was greater than the supply, and the desire found its satisfaction only in the establishment of normal schools.

The State Normal School at Platteville was opened in 1866, at Whitewater in 1868, at Oshkosh in 1871, at River Falls in 1875, and at Milwaukee in 1885.

The exclusive purpose of these normal schools, as expressed in the organic law of 1857, was "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 common-school education, and in all subjects needful to qualify for teaching in the public schools; also to give instruction in the fundamental law of the United States and of this State in what regards the rights and duties of citizens." It will be seen from this that in these schools academic instruction was at first not only permissible but mandatory; consequently they were obliged to maintain preparatory departments. The following are at present the requirements for admission:

1. Any applicant holding the diploma showing that he has satisfactorily completed the course of study for common schools as laid down in the manual of the department of public instruction will be admitted to the junior preparatory without examination.
2. Any candidate will be admitted without examination to the senior preparatory (*a*) who holds a full third-grade certificate gained within one year, or (*b*) who furnishes satisfactory evidence of having completed the second year's work in any free high school of this State, or one of equivalent course.
3. Any candidate who holds a duly signed diploma of graduation from any high school in the State, or who holds a first-grade certificate, still in force, granted by any school superintendent in Wisconsin, will be admitted to normal courses without examination.

Other candidates for admission are examined thoroughly in arithmetic, geography, spelling, penmanship, reading, and English grammar. The following set of questions will indicate the standard for admission in arithmetic. The questions in other subjects are nearly of the same grade.

Entrance examination—Arithmetic—Time, 3 hours.

[From catalogue of Oshkosh Normal School, 1890.]

1. From a cask of wine worth $1.20 a gallon one-sixth part is drawn and replaced by wine worth 80 cents a gallon; what is then the value of the wine in the cask?
2. What per cent of the area of the floor of a room 35 feet square would be left uncovered by 147 yards of carpet 30 inches wide, allowing 5 per cent waste of carpet in fitting?
3. If stock bought at 10 per cent discount pays 5 per cent on the investment, at what price should the same stock be bought to pay 6 per cent?
4. An estate agent bought two houses; the first cost three-fourths as much as the second; in selling, he gained 20 per cent on the first and lost 5 per cent on the second; his net gain was $160. Find his net gain per cent.
5. A society collected for charitable purposes a fund of £960; each member paid as many pence as there were members in the whole society. How many members were there?
6. A miller exchanged flour worth $5.40 a barrel for hay worth $9 a ton. If the farmer asked $10.50 for the hay, what price should the miller put on his flour?
7. It cost $800 to fence a farm 80 rods square. How much more will it cost to fence a farm of equal area in the form of a rectangle four times as long as it is wide?
8. A speculator bought a piece of land at $1,500 and afterwards sold it for $1,795.40; the buying and selling were done through a broker who charged 2 per cent for each transaction. Find the broker's fee.
9. Two trains start at the same time from London and Exeter and go toward each other at the rate of 24 and 32 miles an hour, respectively. When they meet it is

found that one train has run 24 miles more than the other. How far is it between the cities?

10. A dealer imported 50 chests of tea containing 30 pounds each, invoiced at 45 cents a pound. It paid a duty of 15 per cent on the invoiced price, and $17.50 freight; he found 5 chests were damaged so that he had to sell them for 50 cents per pound. At what price per pound must he sell the remainder to gain 20 per cent on his entire outlay?

The attendance at the several schools on the 1st of September, 1890, was as follows:

	Normal students.	Teachers.
Platteville	204	14
Whitewater	184	16
Oshkosh	206	20
River Falls (including preparatory)	130	11
Milwaukee	72	11

Three courses of study have been provided by the board of regents:

I. An elementary course of two years and a half.

II. An advanced course of two additional years.

III. A professional course of one year. This course is intended principally for graduates of the University of Wisconsin, or of a college having an equivalent course, and who have had one year's experience in teaching; but applicants who pass a satisfactory examination at the school in all the branches required by law for a first-grade county certificate and who furnish proof of three years' successful experience in teaching are admitted.

The ordinary professional work of the schools is distributed through the elementary course and the last year of the advanced course, and includes school economy, school organization, school management, school law, theory of teaching, history of education, mental science, and twenty weeks' practice in the model school for each student. The instruction in this department is given partly by conversation lectures and partly from text-books. The text-books of this class used in the Whitewater school are Raub's School Management, Wisconsin School Laws, Burke's Laws of Public Schools, Swett's Methods of Teaching, Sully's Psychology, Quick's Educational Reformers, Browning's History of Educational Theories, White's Elements of Pedagogy, Bain's Education as a Science.

The general arrangement of studies as to years will be best understood from the subjoined table.

Course of study, State Normal School, Whitewater, Wis.

ELEMENTARY.

First year.		Second year.		Fifth term.
Arithmetic, 10 weeks; algebra 10 weeks.	Arithmetic, 13 weeks; algebra, 7 weeks.	Plane geometry..	Book keeping, 10 weeks; physical geography, 10 weeks.	Algebra, 10 weeks.
Descriptive geography	Geography, 10 weeks; physiology, 10 weeks.	Botany, 10 weeks; word analysis, 10 weeks.	Physics, 10 weeks; reading, 10 weeks.	Physics, 10 weeks; physiology, 10 weeks.
Language lessons, 10 weeks; orthoepy, 10 weeks.	Reading, 10 weeks; English grammar, 10 weeks.	Composition.....	History of United States.	Civil government, 15 weeks.
School organization; observation in model school.	School economy, 10 weeks.	Theory of teaching.	Methods of teaching.	Practice teaching.
Vocal music.....	Drawing.....	Drawing, 10 weeks.	Practice teaching.	Drawing, 10 weeks.

Course of study, State Normal School, Whitewater, Wis.—Continued.

ADVANCED.

Junior year.		Senior year.	
Rhetoric	English literature	Geometry	Political economy.
Zoology, 10 weeks	Chemistry	Geology, 10 weeks	Geology, 10 weeks.
Latin	Latin	Latin	Latin.
General history, 10 weeks.	General history, 15 weeks.	Mental science	History of pedagogy.
Algebra, 10 weeks		Practice teaching	Practice teaching.

Calisthenics and chorus practice throughout the course. Composition and recitations. Classes in penmanship and spelling are maintained constantly for students of all grades who need such practice.

The training department or model school in the several normal schools is conducted in three divisions, primary, intermediate, and grammar; there being three grades (one year each) in the first, three in the second, and two in the third. Some idea of the "methods" used and recommended may be formed from the subjoined outline of the primary course in reading, taken without abridgment from the catalogue of the State Normal School at Oshkosh, for the year 1889.

Reading.

PRIMARY GRADE, FIRST YEAR.

I. Before coming to school the child has made progress in spoken language to such an extent that he can enunciate the words of a vocabulary more or less extended, and he associates with those words the ideas they express.

As reading, in its beginnings, is learning to recognize in written or printed signs words already familiar to the learner in spoken language, economy, simplicity, and the necessity of interesting the child all demand that the words chosen for this first work should come from the child's own vocabulary and possess a lively interest for him. This vocabulary may be ascertained and interest secured by leading the child, by conversation upon some familiar object—one present is best—to furnish the words for his own first lesson; and, as ideas in isolation are less instructive than those in relation, get him to furnish a sentence, thus leading him from the first to use the unit of expression.

This sentence should be written upon the board with its initial capital and terminated with its appropriate punctuation mark.

Lead the child to talk about the idea expressed that the association between form and sound and sense may be fully established.

II. Isolate the word that has the liveliest interest for the pupil and have him copy it upon his slate.

This primarily to impress the outline of the word upon his memory.

Incidentally, writing and spelling are begun.

After a few words have been taught, compare the form of those words in such a way that the pupil will begin to realize that words are made up of parts. For example, erase the h in hat and ask what the word thus obtained is. Then place c before the last word and ask what it now is. Call the letters which you erase and substitute by name that the pupil may learn the names of any which he does not already know.

III. By easy work in phonic comparison enable the child to master the pronunciation of new words. For example, the child is acquainted with the word *at;* also with the powers of b, f, m, and p in words already known. If these elements are uttered and followed by the word "at" the pupil will easily recognize the words bat, fat, mat, and pat thus formed.

IV. Draw out the pupils to make stories about present objects, or familiar objects not present, or pictures, thus cultivating language and furnishing reading matter in which they will take an interest. This should be written upon the board and read one or more times by the members of the class. For seat work, this should be copied by the class upon their slates.

V. Change from script to print, preparatory to taking up the reading book, by using a chart having words in both texts side by side, or by means of cards prepared by the teacher for that purpose.

VI. Work should early be begun in helping the child to *quickly* recognize the form of words with which he is already somewhat familiar, thus preventing a drawling and unnatural style in reading. To accomplish this, the teacher may point out and the child pronounce the most difficult words before he begins the reading of any particular passage or paragraph. Keep a list of the words studied upon the blackboard where it can easily be seen by the class. Make sentences from this list, varying the arrangement as much as possible. Add the new words as learned. Review constantly. He should by some or all means be led to discriminate between word pronouncing and reading.

VII. As it is easier to prevent than to cure, from the first pay careful attention to enunciation, correct pitch, and correct inflections.

See that the pupil reads in distinct, *pleasant* tones, with distinct articulation. Do not allow a high, strained key. By arousing the child's imagination, get him to use the same key and inflections which he would use were he talking instead of reading.

The teacher should, as often as necessary, assist by furnishing a model. A good motto is, "Talk when you read; read as you should talk." This necessitates an understanding, on the part of the pupil, of what he reads.

Make sure by questions and explanations that he understands what he is to read before he begins. Encourage him to find out all he can for himself, by examining the pictures illustrating his lessons.

VIII. Voice culture should begin with the child's school work. Attention should be paid to the position of the child, whether sitting or standing, while producing tones. Judicious breathing exercises and vocal gymnastics should be practiced. *Pleasant*, natural, flexible tones should be secured and practiced by pupil and teacher. Singing and reading should go hand in hand, and it is desirable that the same teacher should teach both. Occasional exercises in simultaneous reading should be given, but the teacher must carefully guard against harsh tones and indistinct utterance.

IX. Finish the First Reader, and before taking the Second be sure that the child has had all the supplementary reading that is necessary to make him thoroughly familiar with the meaning, pronunciation, and spelling of all the words he has thus far had.

PRIMARY GRADE, SECOND YEAR.

I. The method given in the first year's work for pronouncing new words by means of phonic comparison should be continued and expanded. If the books in use furnish no lists for phonic spelling the teacher should select such a list from the lesson to be read, and by comparing these new or unfamiliar words with those already known, lead the child to determine for himself their pronunciation. This phase of the work may well be emphasized, however, not beyond the point of lively interest for the pupil.

Provide seat work for pupils of this grade by selecting from the succeeding lesson, and arranging in lists those words which have parts in common, as *rack*, *lack*, *back*, *whack*. Head these lists by similar words familiar to them and set them to determining for themselves the pronunciation of the unfamiliar ones. Ask them to copy upon their slates those which they thus determine and bring them to class.

II. Continue the method given in the first year's work for securing a *ready* pronunciation of words which are pronounced only with hesitation.

For creating and sustaining an interest in the lesson, precede the reading it by some carefully considered questions.

These should be of such a nature as will stir the imagination to see what is really in the lesson, and secure an interest in it. Care should be taken that the impression gained should not be dimmed by too much questioning or the admission of irrelevant questions.

If the pupil *understands* what he reads he will be interested if the selection is suitable.

III. Methods for securing expressive reading may be extended in this year's work, and may be considered under two heads, viz, the physical element and the mental element.

(A) As physical power is so large a factor in expressive reading, as good a degree as possible should be secured by attention to the following exercises: (1) Good standing position, including carriage of the head and shoulders. (2) Good supply of breath, secured by judicious breathing exercises. (3) Good articulation. The work in phonic spelling will do much toward the accomplishment of this. Classify lists of words or phrases involving skill in articulation, and give the class a three or five minute drill before beginning the reading lesson.

Secure good pronunciation and enunciation by a similar drill.

Pupils readily engage in and are profited by gymnastic drill of the speech and vocal organs

(B) Mental element. Cultivate this element by the following means: (1) By the methods used for making the pupil understand what he reads (see II). (2) By assisting the pupil's imagination. The following are a few of the many ways in which this may be done. Let pupil A ask a question or make a statement to B, standing by his side. Then let B go across the room or outside the door while A repeats his remark or question. This would constitute a lesson in force. Let a pupil read something expressive of joy and follow it, at once, by something expressive of pity, thus getting him to use different degrees of pitch. Compare pure and whispered qualities of voice by reading something expressive of joy, followed by something expressive of fear or secrecy. Teach degrees of rate in a similar way.

Assign the different parts of a colloquy to different pupils and have them take their places before the class to read it.

NOTE.—Strong force, low pitch, and impure quality should not be taught to immature voices.

(3) By relieving the mind of the task of doing too many things at once.

Have the pupil recite selections from memory.

In this way he may expend his mental energy in expressing thought and feeling and be relieved of the task of recognizing word forms, of keeping the place in the book, and of holding the book itself.

IV. As the object of all this is *good reading*, and as this can be secured only by much practice, get as much reading as possible done by the class.

Have the reviews read by one pupil, the others listening.

If the teacher will sometimes read the review to the class, the pupils will be interested and profited.

Let the class read selections at sight, or those to which they have given no previous study. This will aid them in *quickly* recognizing word forms and enable them to do more reading than they otherwise could.

Care should be taken, however, that the selections for sight reading should not be too difficult.

Appoint individuals to prepare and read before the class selections which the others in the class have not seen.

V. Finish the Second Reader and furnish supplementary reading sufficient to make the pupil thoroughly familiar with the vocabulary thus far gained. Narratives are better for this purpose than additional readers of the same grade.

PRIMARY GRADE, THIRD YEAR.

I. The methods of work at this stage suggest themselves when we attempt to answer the following questions:

(1) What has the lesson told the child?

(2) Can he express by means of the voice, and with distinctness and fluency, that which the lesson has told him?

II. To make the results under the first head as full as possible, the following steps are suggested:

(1) An explanation by the teacher of those allusions which the pupils do not understand.

(2) Lead the pupils to determine for themselves the *new* idea in a sentence when it contains one that is obvious.

(3) Get at the meaning of difficult words by aid of the context or by placing these words in such sentences that more light will be thrown upon their meaning.

Call out from the class synonyms for these difficult words, if possible.

(4) Have the pupils paraphrase the little poems in their readers.

NOTE.—These suggestions assume that the reading matter is on a level with the comprehension of the pupil, and that, therefore, this will aid, not crowd out, the actual practice in reading.

As sentences are vehicles not only of thought, but emotion, no pupil should be allowed to feel satisfied with his work when he has expressed thought *only*, especially in sentences where the emotion predominates, as is often the case in the reading for this grade. It is not easy to give general directions for the accomplishment of this desirable result, but it can be done, if the teacher and pupils are in such close sympathy that she can interest them strongly in that which interests her.

If the above conditions can be established, then give simple directions, good examples, and abundant practice.

III. For the purpose of securing distinct, fluent utterance, practice the exercises given for that purpose in the first and second year's work.

Let them also give short whispering exercises.

Have the final consonant, or consonants, distinctly given; but do not emphasize this practice to the sacrifice of fluency.

During this year require the pupils to establish the habit of looking up from the text while reading. A valuable sight drill and greater naturalness of expression are secured by this.

Teach the marking of the long and the short vowels.

IV. The power to articulate clearly and easily, and to command varied rate, pitch, force, and quality, must become automatic or no such thing as expressive reading is possible. *Early* training may make these processes as automatic as walking or the use of the pen; but if the consideration is deferred until late in school life it will only be accomplished in those cases where the ambition is strong enough to submit the pupil to a long and tedious discipline.

V. Finish the Third Reader and increase the amount of supplementary reading.

Practice Teaching.

The principal of the Oshkosh school, in his report for 1878–79, writes:

The work of practice teaching has been increased and improved until the problem whether a student teacher could ever be trained to control and discipline a class as in his own school has ceased to be a question. As in other phases of training, some learn the art with difficulty, and are required to work a longer period, but nothing is more clearly proved than the fact that tact in teaching is a cultivable trait.

The Kindergarten.

After much deliberation and discussion of the principles, objects, and practices of the kindergarten, the board of regents determined to establish a kindergarten in one of the normal schools as a model for observation and practice. Accordingly, they opened at Oshkosh what they claimed to be the "first kindergarten officially and directly connected with any State normal school in the United States."[1]

Kindergarten culture [says the report for 1880] is designed to correct many of the faults of our common schools, where knowledge is generally imparted in a concentrated form by teachers and text-books; where the child is crammed with the greatest possible amount of what might be termed positive knowledge in the least possible time, in many instances to the detriment of his healthy development. Kindergarten work will develop healthfully and harmoniously all the faculties of the child, as an organism that needs but to have its surroundings brought into harmony with its nature to grow into beauty and usefulness. It does not drive, but leads. The restless disposition of a child, so trying to the parent and the teacher, and so often firmly repressed, is made useful and a source of happiness and pleasure to the true kindergartner. The methods and discipline ordinarily pursued in our common schools have a tendency to dwarf the physical development of a child. The kindergarten cultivates the same by frequent changes and a wise combination of exercises of body and mind. * * * Kindergartening in the common schools of our State may not be an accomplished fact for many years to come, but the board of regents have thought it wise to give our normal pupils a theoretical and practical knowledge of its principles, aims, methods, and apparatus, in order that they may be able to apply those methods and principles in their future school work as far as circumstances will permit. If our students are to be missionaries for higher views of education, they should certainly be made acquainted with all the educational systems and methods deserving consideration. Among these systems none have received more earnest attention at the hands of prominent educators than Froebel's system of kindergartening.

The experience of the school more than fulfilled the expectations of the board of regents. The kindergarten was at first used as a school of observation merely; but a few years later it was used, as the other model departments were used, as a school of practice; and it was found that the lessons learned in the kindergarten by the normal students gave them a much clearer insight into the underlying principles of all school work and helped to solve many vexatious problems in school management.

State Normal School, Milwaukee.

The State Normal School, located in Milwaukee, was authorized by an act of the legislature passed in 1880. The grounds and buildings, provided by the city of Mil-

[1] This is a mistake. A kindergarten was opened in Baltimore and "officially and directly connected" with the State Normal School of Maryland in the fall of 1876, and was maintained until closed for want of room, caused by large increase of numbers in other departments.

waukee at an expense of $53,000, were presented to the State in 1885, and the school was opened in September of that year. It is claimed as a great advantage to this school that it is situated in a great and growing city, in which there are large commercial and manufacturing industries, a public library of 60,000 volumes, an art museum, and a museum of natural history. Every school is largely controlled by its local environment, and one of the chief functions of this school is to take the place of a city training school. Accordingly, students are admitted from the high school, without examination, on presenting a certificate of having completed the first three years of one of the existing courses of study in the high school at Milwaukee. The regular normal course may be completed in two years, and comprises (*a*) a review of all the branches of study taught in the common schools; (*b*) a critical study of physics, chemistry, and natural history, with the methods of presenting these subjects in the schoolroom; (*c*) a course in English language and literature, history of the United States, civil government, and political economy; (*d*) a course in school management, history of education, science of education, and psychology. Every student is required to spend at least forty weeks teaching in the model school under the supervision and direction of the training teacher, but no one is permitted to begin the work of teaching until he has studied psychology.

The following is a syllabus of the lessons on the "Elements of political economy," mentioned in (*c*) above:

ELEMENTS OF POLITICAL ECONOMY.

1. Fundamental notions of value, wealth, labor and capital. The three forces or factors that enter into the production of wealth. Advantages, disadvantages, and limitations of division of labor.
2. The mechanism of exchange: Various forms of currency. Banking functions. Bimetalism. Some common errors in regard to money. Regulation of production and exchange by legislative enactment, and popular fallacies respecting the same. Nature and cause of panics.
3. Distribution of profits: Rent, interest, natural and legal rate, usury laws, profits on capital and on business. Wages, real and nominal, of skilled and unskilled labor; of men and women. The "wage-fund" doctrine. Cooperative societies. Trades unions and strikes. Principles and methods of taxation. Revenue of the State, and of the United States.
4. The use of wealth: Productive and unproductive consumption. Economic significance of luxury. Subsistence and population.

Debates upon topics pertaining to this study encouraged, and students led to read both sides of disputed questions. Text: Laughlin, Walker.

It is to be regretted that the catalogue from which this admirable syllabus is taken contains in its "Arrangement of Studies" no notice of the place or time it occupies in the school work.[1]

MINNESOTA.

State Normal School, Winona.

Near the close of the session of the first legislature of the State, August 2, 1858, an act was passed preparing for the establishment of three normal schools. This legislation was suggested by Dr. John D. Ford, of Winona, and secured by his efforts through the legislative delegation from Winona County. At the first meeting of the State normal board of directors it was resolved, "That the first normal school be located at Winona, provided the subscription from Winona of $7,000 be satisfactorily

[1] Biennial Reports of the Board of Regents of the Normal Schools of Wisconsin. Madison, 1880 and 1890.

First Annual Catalogue of the State Normal School, Whitewater, Wis. 1869.

Twenty-second Annual Catalogue of the same. 1890.

Fifth Annual Catalogue of the State Normal School at Oshkosh. 1872.

Annual Catalogues of the same, 1888, 1889, 1890.

Annual Catalogues of the State Normal School at Milwaukee, Wis. 1890, 1891.

secured to the uses of said school." This was at that time the only State normal school west of the Mississippi.

On the evening of the 9th of November, Lieutenant-Governor Holcombe, president of the board of directors, delivered an address on the subject, "Education with reference to the establishment of the first normal school of Minnesota," which is said to have done much to elevate, if not to create, that sentiment of earnest support of educational interests which has marked the history of the city of Winona.

In the first annual report of the normal board to the governor the claims of the school to generous support and its vital relation to the common schools of the State were set forth in a clear and forcible manner. The board also urged in this report that "a competent superintendent of public instruction be appointed;" that "a general supervision of the subjects of schools, school-teaching, and school lands is absolutely necessary," and that "the school lands should be put into a condition to realize the largest possible annual fund." To the credit of this normal board and its secretary, Dr. Ford, it may be said that the first State tax for school purposes was authorized and levied upon their urgent recommendation.

An appropriation of $5,000 having been secured, it was decided to open the school on the first Monday in September, 1860. Prof. John Ogden, of Columbus, Ohio, was elected principal at a salary of $1,400. In his inaugural address, Professor Ogden said:

It shall be the leading object of the normal school so to distribute its labors and other exercises that all the faculties of the pupil, physical, intellectual, moral, and spiritual, shall be addressed in due proportion, at the proper time and in the proper manner; and so to develop, strengthen, elevate, and purify these powers in the student and so train him in the educational processes that he may readily apply them to the education of the children and youth committed to his care. More pains shall be taken to make teachers than mere scholars, well knowing this to be the point upon which normal schools fail more frequently than upon any other. Here, then, fellow-teachers and friends, in this brief outline, behold my ideal of a school. Behold my type of a national education. Behold what your schools ought to be, and every school must be, if we ever expect to meet a tithe of that weighty obligation resting upon us, the public servants of this great and growing Commonwealth.

At the session of the legislature in 1861 a special act was passed creating the first board of education of Winona. This board was to consist of one school director from each ward of the city, with the principal of the normal school and such members of the normal board as were residents of the city. The idea was to copy somewhat after the Oswego plan of uniting the jurisdiction of the normal and the public schools of Winona, and using the public schools as graded and model schools; but in the following year this law was repealed and the joint jurisdiction ceased.

Professor Ogden resigned the principalship of the school in December, 1861, for the purpose of entering the Union Army. In his letter of resignation he said:

My distracted and dishonored country calls louder for my poor service just now than the school does. * * * My brethren and fellow-teachers are in the field. Some of them, the bravest and the best, have already fallen. Their blood will do more to cleanse this nation than their teaching would. So will mine. I feel ashamed to tarry longer.

The school was continued for another term under a temporary principal and was then suspended until November, 1864. The reasons for this suspension were: (1) The interest in the great struggle then pending overshadowed everything else; (2) competent teachers could not be found to take charge of the school; such men were generally in the war; (3) the means for the support of the school were inadequate—the State had made no appropriations beyond the first $5,000; (4) the State was too busy in the war to care for its educational interests.

During the session of the legislature in the spring of 1864, at the earnest solicitation of the citizens of Winona, an act was passed renewing the appropriations to the school and reestablishing it on a permanent basis. This act provided that the sum

of $3,000 be appropriated for the current year, $4,000 for the following year, and $5,000 annually thereafter. No movement, however, was made to reopen the school until the following September, when Prof. William F. Phelps, formerly principal of the State Normal School of New Jersey, was elected principal, and entered immediately upon the duties of his office. His rare ability as an organizer and disciplinarian was at once apparent in the prompt and efficient measures taken to reestablish the school and to raise it to the high standard which it subsequently attained. The following extract from his first annual report indicates the policy of the school under the administration of twelve years which followed the reopening:

The normal school aims to educate and train teachers to a proper conception of the principles and to a skillful execution of the practice of their difficult art. It seeks to impart to them an accurate knowledge of those subjects which they are required to teach, that they may teach with intelligence and taste. It must, moreover, labor to develop in them all those excellences of character which will make them fit examples to those who are to be brought under their influence and molded into intelligent and virtuous citizens. It must thoroughly imbue them with a love for their work. It must generate in them the true esprit de corps. It must make them acquainted as far as possible with those multifarious and complicated processes which are best calculated to draw out the faculties of the young and bring their threefold natures into harmonious and healthful activity. In fine, the normal school should inspire its pupils with those comprehensive views of education which should shape all their measures and methods, and thus enable them, by an intelligent and judicious adaptation of means, to aim directly at the development of all that pertains to a noble and symmetrical manhood and womanhood.

Up to this time the school had been held in one of the city buildings (now the Winona library building), the use of which was given without cost — another evidence of the friendliness of the citizens to this struggling institution. The legislature of 1866 made the first appropriation of $10,000 for a school building. The whole of this sum was used in constructing a foundation, an important measure which committed the State fully to the completion of the building. The corner stone was laid on the 19th of October, 1866. In the spring of 1867 an appropriation from the legislature of $50,000 was secured for building purposes, and the building was occupied by the school in September, 1869, though not completed till the following December. It is acknowledged to be, even at this date (1892), one of the most nearly perfect buildings of the kind in the Northwest. Its admirable adaptation to the existing and prospective wants of the school and its nearly faultless construction are largely due to the experienced judgment and wise forethought of the principal.

The growth of the school in numbers, in reputation, and in all the characteristics of an excellent training school continued without marked interruption until 1876, when the legislature failed to make the usual annual appropriation for the support of the three normal schools of the State. The normal board was called in extra session, and several propositions to close the schools at once were voted down by a bare majority. The opposition to these proposals was led by the Hon. Thomas Simpson, the resident director at Winona. Finally the board took action, which was intended merely to give the schools a chance for continuance if they could find any means of existing without involving the board or incurring a debt. The resident director at Winona determined that the school should not go down. He made a temporary reduction of the teaching force, some abatements of salaries, and some extra charges for tuition. By these means the school was kept in vigorous operation until the following year, when the appropriation was not only restored but was made permanent. The action at Winona had much to do with inspiring a like spirit and determination on the part of the local management of the schools at Mankato and St. Cloud.

During the summer of 1876 Principal Phelps resigned to accept the presidency of the State Normal School at Whitewater, Wis., and Prof. Charles E. Morey was elected to the principalship, which he held until his resignation in 1879.

Principal Morey made an important change in the organization of the school by extending the elementary course; establishing an advanced four-years' course of study (designed to prepare teachers for the principalship of high and graded schools), and a professional course of one year for graduates of high schools and colleges.

On the resignation of Mr. Morey, Prof. Irwin Shepard, the present incumbent (1892), was elected president, and since that time the growth of the school in numbers, efficiency, and popularity has continued without interruption. The first teachers' institute in the State, in 1859; the first State convention of county superintendents, in 1866; and the first institute of normal instructors, in 1872, were all held at the Winona Normal School.

The first class which finished the course of this school numbered 16 members, and was graduated in June, 1860. Since that date 34 classes, numbering about 1,000 members, have been graduated, and nearly 6,000 other students received instruction for one or more terms. These students, as well as the graduates, have fulfilled their pledges to the State with fidelity and success.

The school was the first in the West to follow the example of Massachusetts in introducing industrial drawing as an essential part of the course. The laboratory methods of studying the natural sciences have always been followed, and from the very first objective teaching took the place of memoriter recitations. In 1880 a kindergarten and a kindergarten training department were organized.

In 1871 an association was formed for the promotion of the knowledge of art, science, and literature, in which the residents of the city cooperated with the authorities of the normal school. The plans of the society provided for "the fitting of rooms in the first State normal school building for a museum of natural history and physical science and for a department of drawing and the arts of design; the collection, classification, and arrangement of specimens in natural history and archæology, and of models in physics and the fine arts; the collection of facts and objects pertaining to local or general history; the establishment and support, on the grounds of the normal school, of a botanical garden; the arrangement and ornamentation of the grounds; the gathering of a library of standard works in all departments of science, literature, and art; the preservation of all collections; and the elevation of the public taste by lectures and other appropriate means."

Previous to the organization of this society citizens of Winona had placed in the normal school building for the use of the students private collections of minerals and other specimens. The proprietorship of these collections was vested in the new society. The collections were increased from time to time by additional contributions, and were arranged in the geological hall of the normal building in 1878. The museum has now become one of the most extensive in the West. The principal sections are, (1) numismatics, (2) archæology and ethnology, (3) mineralogy, (4) geology and paleontology, (5) zoology.

Two spacious rooms in the fourth story are devoted to the exhibition of art subjects — autotypes from the old masters, many fine engravings and paintings, and a small collection of busts, casts, and models.

State Normal School, Mankato.

On the 6th of October, 1868, there were gathered in the vestry of the Methodist Episcopal Church at Mankato, Minn., 27 young people who had presented themselves in response to notices given at teachers' institutes to enter the second State Normal School of Minnesota. The school was then and there organized under the principalship of Prof. George M. Gage. Actual work was begun the next day and for some time the daily sessions of the school were held in the vestry, while a brick building for its use was being erected by Mr. John J. Shaubut. From day to day the attendance increased, and when the school took up its abode in Mr. Shaubut's building

the normal class numbered upward of 40. The State normal board had been notified at its meeting in June, 1868, that the citizens of Mankato had complied with the law relating to the establishment of normal schools, and $5,000 were deposited with the treasurer of the prudential committee. The committee selected and purchased the present site, and erected in 1869 a building which for several years furnished ample room for the growing school. In 1873 Professor Gage was succeeded as principal by Miss Julia A. Sears, who held that position for one year and was followed by Dr. D. C. John. In 1880 Prof. Edward Searing became the principal, afterwards styled president, and has since continued at the head of the school. Its growth was steady and continuous, from 27 pupils to over 600, including a model school of 239, and from 3 teachers to 13.

The chief purpose of the school is special instruction in the science and art of teaching, but, as in nearly all other normal schools in the country, a thorough system of academic instruction is at once the basis and, to a large extent the medium of professional instruction. Few pupils come with sufficient attainments and intellectual discipline to qualify them for immediate entrance upon a purely professional course of instruction. In the normal department there are two courses of study, one of three years, called the elementary course, and one of four years, known as the advanced course. The studies of the two courses are identical for the first two years, and correspond almost exactly to those of the State Normal School at St. Cloud, given below.

The number of normal students, according to the last catalogue, was 305.[1]

State Normal School, St. Cloud.

This school was opened in September, 1869, in the hotel building known as the Stearns House, where it was conducted until the completion of the present building in 1875. The old building has since that time been used as a ladies' home. The object of the school is to train teachers for the public schools of the State, and no effort is made to secure students for the academic course alone, for, while such are admitted as "tuition students," they simply share in the education expressly provided for those who are to become teachers.

There are two courses of study—the elementary and the advanced. The elementary course comprises three years, the advanced course four years. It is the settled policy of the school to raise its standard of admission from year to year until the time shall come when all students can devote themselves wholly to professional work.

ELEMENTARY COURSE.

First year.—Drawing, syntax, composition, word analysis, arithmetic and algebra, physiology, penmanship; physical, mathematical, and political geography; botany.

Second year.—Psychology and methods, botany or algebra, English history or Latin, United States history, English literature or Latin, bookkeeping, civil government.

Third year.—Elemental principles of and methods in arithmetic, grammar, geography, and reading; physics, chemistry, psychology and practice, moral philosophy, geometry.

ADVANCED COURSE.

Junior year.—Elemental principles of and methods in arithmetic, grammar, geography, and reading; chemistry or Latin, physics, psychology and practice or Latin, moral philosophy, geometry.

Senior year.—Latin, geology, history and science of education, practice, English history and literature, astronomy, general history, drawing.

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[1] Alumni Association Condensed History, 1870–1890. Twenty-first Annual Catalogue of State Normal School, Mankato, Minn.

PROFESSIONAL COURSE.

Methods, psychology, history and science of education, school economy, practice, elemental principles of and methods in arithmetic, grammar, geography, and reading; drawing.

Exercises in vocal music, elocution, essay writing, and spelling are maintained throughout these courses of study.

The professional course is intended especially for graduates of high schools and colleges. It consists of the strictly pedagogical branches, with practice teaching and a review of the elementary subjects from the teaching point of view.

In the regular course a full half year is given to the subject of detailed methods of instruction in the branches which involve the elements of knowledge. These "methods" are not empirical, but are the result of a careful application of the laws of mind to the arrangement and grading of work, to the art of questioning, to the acquisitive and elaborative processes, and to the recitative or reproductive states of knowledge. Pedagogy is regarded as applied psychology.

A full half year is given to practice teaching in the model school. This work is done under the immediate supervision of a skilled teacher, who helps the student to apply the laws of mind in the actual work of the schoolroom. "It is thus not blind experimentation, trusting to luck that somehow the right way will at last be discovered or hit upon by experience, but it is scientific prevision and insight applied to work. It is work with a conscious purpose, with the advantage of a preformed ideal and a definite knowledge of its conditioning laws. It is no more blind than is the work of a Faraday or a Tyndall in natural science."

The school is well furnished with apparatus for work in physics, physiology, and chemistry, and a carefully selected cabinet for illustrations in geology, mineralogy, and natural history. Chemistry is taught by a combination of class work and laboratory practice. The student during the afternoon of each day performs all the experiments for himself in the laboratory; on the following morning, in the classroom, he reports upon his researches, and, aided by the teacher, text-book, and classmates, he corrects his judgments and prepares for the experimental work of the afternoon.

The total number of students in the normal department (1890) is 195, 26 being in the advanced course and 169 in the elementary. The model department is divided into three grades, averaging about 40 each. The faculty consists of the president, Thomas J. Gray, and 13 professors and instructors.[1]

IOWA.

State Normal School, Cedar Falls.

On the 6th of September, 1876, the State Normal School of Iowa was opened at Cedar Falls with an enrollment of 27 students At the end of the year the enrollment was 155; at the end of the second year, 237; at the end of the third year, 252; fourth year, 339; fifth year, 334; sixth year, 352; seventh year, 301.

The site and buildings, owned by the State and previously occupied as a soldiers' orphans' home, were transferred to the normal school for its accommodation. It was known at the time that the buildings were inadequate to the requirements of a great school such as this was destined to be; but it is the beginning that costs, and here was at least a beginning. It is not surprising to learn that for many years the cry of the school was that of the horse-leech, "Give, give!" In the second biennial report the board of directors asked for a library and reading room, a room for a museum and apparatus, a room for general assembly, a room for chapel, more rooms for recita-

[1] Catalogue of State Normal School, St. Cloud, Minn., for year ending June, 1890.

tions, and more rooms for dormitories. They asked also for an increased appropriation, because the school had doubled in size since it was organized, necessitating the employment of students to assist the overworked teachers, and because it was difficult to obtain competent teachers at the salaries the board could afford to pay. In the third biennial report the same requests were repeated in almost the same words.

In 1881 the board asked the general assembly for an appropriation of $30,000 for the construction of an additional normal building. The request was granted, and the new building was ready for occupation and was formally dedicated in June, 1883. The board expressed their gratitude, but reiterated their request for a larger appropriation to enable them to pay the teachers better salaries—"a sum sufficient to make their compensation equal to that paid for like services in similar institutions in adjoining States." The board was well pleased with the new building. "It is three stories high and is furnished with all modern improvements. It contains a chapel, a model school room, a library, two society halls, chemical and physical laboratories, offices, cloakrooms, music rooms, recitation rooms, and dormitories." But while acknowledging the obligation, the legislature is gently reminded that increased accommodations will bring in an increased number of students, and an increase of students necessitates an increase of teachers, and an increase of teachers means an increased appropriation for current expenses.

The sixth biennial report keeps up the demand. The principal needs a residence, a cottage outside of the college walls within which he has been compelled to reside to the great discomfort of his family. The school needs a new dormitory to accommodate not less than a hundred sleepers. It needs an addition to the library, for one-half of the books were the personal property of the retiring principal and retired with him. It needs a liberal appropriation for a chemical laboratory. It needs a new supply of pianos; "the board are certain that could the proper authorities overhear them they would quickly replace them with the best." (It is to be hoped that the "proper authorities" were spared the infliction.) Next to music comes cleanliness. The school needs a laundry with modern appliances, for "washerwomen quit without notice, and the weather at times prevents drying." The school being a mile and a half from the city, and the team in use being old (one horse, over 20 years), a new team and bus are indispensable. The main hall must have a new roof, the floors must be renewed or repaired, electric lights must be furnished, and for the supply of all these wants the board asks only an appropriation of $61,800. Most of the above-mentioned requests were granted by the legislature; but the seventh biennial report—the latest that the editor has seen—renews the application for a cottage for the president, for electric lighting, for an additional number of teachers, for more books in the library, and for additional apparatus for the illustration of the natural and physical sciences. The estimate of expenses for the next two years is $62,100.

The growth of this school in popularity, efficiency, and professional character has more than kept pace with the growth of its environment; it has been always ahead of the latter. Like an endogenous plant, it has grown from within. Every call for additional external facilities has been preceded by a call from the living organism that admitted of no refusal. The school was opened in 1876, with five teachers: The principal in the chair of mental philosophy, moral philosophy, and didactics; a professor of ancient languages and natural science (though ancient languages do not appear in the printed curriculum); a professor of mathematics and English literature; a teacher of geography and history; and a professor of vocal and instrumental music. The students were arranged in two classes—senior elementary and junior elementary. In 1879 two teachers were added: A teacher of elocution, drawing, and accounts; and an assistant. In 1883 another teacher was added for natural science and as assistant in mathematics. In the same year the elementary course was discontinued, and the school became more decidedly professional, and next year the model school was opened. At this time the normal course was taught in three classes, each occupying

one year—senior didactic, middle didactic, and junior didactic, with a post-graduate didactic course attended by one student. The enrollment had now reached 408 in the normal and 68 in the model school. "Careful count," says the principal in his report for this year, "justifies me in saying that 92 per cent of all whom we enroll enter upon the work of teaching." The principal also expresses his opinion that "the greater benefit derived by the State from the school is derived from the nongraduates and not from the graduates." The reason given is that there are nine times as many of them, and the limited preparation of the many will, in the aggregate, exceed in usefulness the extended preparation of the few.

After ten years' service the principal, J. C. Gilchrist, retired and Homer H. Seerley took his place with eight colleagues, the new chair being that of "methods." There are now (1892) four courses of study open to those who are preparing for the profession of teaching:

(1) The scientific course, of four years.
(2) The didactic course, of three years.
(3) The supplementary course for high-school graduates, of two years.
(4) The professional course for college graduates, of one year.

The following table exhibits in detail the work of the several successive years:

Course of study—English course.

Departments.	First year.			Second year.		
	First term.	Second term.	Third term.	First term.	Second term.	Third term.
Language	English grammar.	English grammar and composition.	Etymology and word analysis.	English literature.	English literature.	
Mathematics.	Arithmetic.	Arithmetic.	Bookkeeping	Algebra	Algebra	Algebra.
Science	Geography.	.....	Physiology.	Physical geography.	.....	Botany.
History	.....	United States history.	Constitution of United States.	.....	Ancient history.	Mediæval history.
Art	Blackboard work.	Reading and music.	Penmanship and drawing, books.	Reading and music.	Penmanship and drawing, advanced.	Elocution and music.
Didactics	Theory of education.	Primary methods.	Methods of instruction.	School economy.	Principles of education.	School laws.[1]

Departments.	Third year.			Fourth year.		
	First term.	Second term.	Third term.	First term.	Second term.	Third term.
Language	.....	.....	Rhetoric	English classics, history of English language.	Ancient literature.	
Mathematics.	Geometry.	Geometry	Trigonometry,[2] surveying.	Advanced algebra, spherical trigonometry.	Analytical geometry.	Logic.
Science	Physics	Zoology, physics, and chemistry.	Geology, chemistry.	Laboratory work.	.....	Astronomy.
History	Modern history.	.....	.....	.....	Political economy.	Moral science.
Art	Drawing, perspective.	.....	.....	.....	.....	
Didactics	Psychology.	Philosophy of education.	Philosophy of education.[3]	True order of studies.	History of education.	

[1] Half-time study with constitution and laws of Iowa.
[2] Three lessons per week.
[3] Two lessons per week.

There is also a "Latin elective course," which differs from the English course principally in substituting Latin (Cæsar, Virgil, and Cicero) in the second, third, and fourth years for some of the language lessons in the other course.

The last available catalogue (1890–91) contains the names of the faculty for that year: The president, professor of psychology and didactics; a professor of English language and literature, a professor of mathematics, a professor of geography and history, a professor of methods, a professor of the Latin language, a professor of physical science, a professor of natural science, a professor of didactics and methods, an instructor in the English language, an instructor in mathematics, an instructor in penmanship and drawing, an instructor in vocal and instrumental music, an instructor in elocution and physical culture, an instructor in applied English, and an instructor in history and civics. A comparison of the functions of this faculty with those of the first and subsequent faculties will give a good example of evolution and differentiation in normal-school work. The career of this school has been traced more minutely and in greater detail than that of some others because it seemed typical of natural growth in accordance with the necessities of the environment.[1]

MISSOURI.

State Normal School, Kirksville.

In 1870 the legislature of Missouri made provision for two State normal schools, one to be located north and one south of the Missouri River. The school for the first normal district was located at Kirksville, and opened as a State institution on the 2d of January, 1871. Adair County voted $100,000 to secure the location of the school, with the understanding that the annual current expenses would be met by the State. The first annual State appropriation was for $5,000; the last (1890), for $12,500.

Previous to the legislation which provided for the establishment and maintenance of the State normal schools, a private normal school had been conducted for three years and a half by Prof. J. Baldwin with such efficiency and popularity that it was adopted as the State normal school of the district without any change in the faculty or the course of study. The building is 180 by 90 feet and four stories high. With the grounds, furniture, apparatus, and library, the cost was $150,000. All the movements of the school are regulated by bells rung by an electric clock, the first clock of the kind ever used by any school for a similar purpose.

There is no boarding hall or dormitory. Board in respectable private families costs from $2.50 to $3 a week. Tuition for the year costs $20, payable in four quarterly installments of $5 each. The work of this school is special. It does not offer a general, academic, college, preparatory, or seminary education. Those, and those only, are invited to attend who want to learn how to teach.[2]

The means employed for the training of teachers are:

(*a*) Thorough study by the students: They are expected to study their lessons and to become familiar with hard study.

(*b*) Careful and critical recitation under the direction of the teacher: Students are expected to recite without assistance from the teachers.

(*c*) The study of teaching: This includes three distinct courses of study. The first embraces the object, means, and methods of teaching; the motives of the teacher and the methods of organizing, conducting, and governing schools. The second treats of the methods of teaching the various branches of study. The third relates to the study of the mental and moral powers, their nature and culture.

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[1] Reports and catalogues of the State Normal School of Iowa from 1876 to 1891, inclusive.

[2] Annual catalogue of the Missouri State Normal School, first normal district, for the school year 1889-90.

Programme of daily recitations.

FIRST TERM, SEPTEMBER 2, 1890, TO JANUARY 22, 1891.

Hours.	Advanced course.		Elementary course.				Preparatory course.	
	Class A, fourth year.	Class B, third year.	Class C, second year.	Class D, second year.	Class E, first year.	Class F, first year.	Class G.	Class H.
8.40 ..	Opening exercises and announcements.							
9.00 ..	Astronomy.	.....	(a)	Beginner's Latin concluded.	.....	Elocution.	Physiology.	Grammar.
9.40 ..	Teaching.	Psychology.	(a)	Geometry.	English literature, American authors.	Bookkeeping (optional).	.....	Geography.
10.20 ..	Spelling, calisthenics, and rest.							
11.00 ..	Teaching.	.....	(a)	Music.....	Algebra...	Physical geography.	Grammar.	Penmanship.
11.40 ..	Methods..	Solid geometry.	(a)	Rhetoric..	Drawing..	Civil government.	Arithmetic.	
12.20 ..	Noon lunch and rest.							
12.50 ..	Music	Cæsar.....	School economy.	Zoology ..	Elements of psychology, methods.	Algebra.		
1.30 ..	English literature.	General history.	Music.....	Physics...	Beginner's Latin.	.....	United States history.	Arithmetic.
2.10 ..	Cicero's orations.	Physics...	History of education.	.....	.....	Botany ...	.....	Elements of elocution.
2.50 ..	Dismission.							

SECOND TERM, JANUARY 27 TO JUNE 11, 1891.

8.40 ..	Opening exercises and announcements.							
9.00 ..	Teaching.	Ethics	(a)	Rhetoric..	Drawing .	Civil government.	Arithmetic.	
9.40 ..	Geology ..	Trigonometry and surveying.	(a)	Geometry.	English literature; American authors.	Bookkeeping (optional).	.....	Geography.
10.20 ..	Spelling, calisthenics, and rest.							
11.00 ..	Teaching.	.....	(a)	Music	Algebra ..	Physical geography.	Grammar.	Penmanship.
11.40 ..	History of education.	General history. Elocution.	(a)	Beginner's Latin, concluded.	.....	Algebra ..	Physiology.	Grammar.
12.20 ..	Noon lunch and rest.							
12.50 ..	Institutes and graded schools.	Virgil	School; economy.	.....	Zoology ..	Elocution	.....	
1.30 ..	English literature.	.....	Music	Elements of psychology, methods.	Beginner's Latin.	.....	United States history.	Arithmetic.
2.10 ..	Horace ...	Chemistry	History of education.	Physics...	.....	Botany ...	.....	Elements of elocution.
2.50 ..	Dismission.							

a The elementary graduating class will observe and teach in the model school.

MODEL AND TRAINING SCHOOL.

The model department was established in November, 1882, for the purpose of exhibiting the best methods of classification, teaching, and discipline, which the normal students could observe and take part in as instructors and afterwards imitate when they become teachers of public schools. Members of the graduating classes are required to teach under the careful criticism of experienced teachers, and no one is graduated or licensed to teach in the schools of the State who does not satisfactorily stand this test. Each day a meeting of the student teachers is held by the principal of the model school, when the criticisms of the day are read and discussed and the work for the next day arranged. This school of practice is necessarily a local school, composed almost entirely of small children. It was not established for the convenience of Kirksville, but because it was considered to be "just as necessary an instrument of a normal school as a library, laboratory, or gymnasium." Several times a week classes from the model school are taught by members of the method classes of the normal in the presence of the class, the principal of the model department, and other members of the faculty. At the close of the lesson the class is dismissed, and the method and manner of the teacher are freely and fully discussed by all present—faults pointed out and improvements suggested. The following "directions" are given to student teachers in the model school:

A. Require and secure: (1) Good conduct in class room. (2) Quiet and orderly movements passing to and from class room. (3) Erect position of pupils. (4) Promptness and accuracy. (5) Neatness of blackboard work.

B. (1) Make a careful preparation for each lesson, including both matter and method of the recitation. (2) Stand before the class. (3) Request rather than command. (4) Ask definite questions and give positive directions. (5) Show pupils how to study and how to recite. (6) Be energetic, thorough, firm, clear, and efficient.

C. Cautions: Guard against much talking, dependence on the text-book, scolding, and fault-finding.

D. Strive to secure: (1) Thorough study, clear recitation, a lively interest, close attention, rapid progress. (2) Use visible illustrations and illustrative objects as much as you can with profit. (3) Keep the recitation room in good order.

Reading: Require pupils to sit and stand erect. (2) Have a short preliminary drill in vocal sounds, phonetic spelling, exercises in articulation, pitch, force, and rate. (3) Give frequent examples of good reading. (4) Require pupils to understand both the meaning of the words and the thought of the reading lesson. (5) Require pupils to read naturally and with pure tone. (6) Have variety in manner and method. (7) Let the pupils bring choice extracts from books, papers, and magazines and read them in class.

Spelling: (1) Use the written spelling method. (2) Pronounce each word distinctly and but once. (3) Require the writing to be neat and plain. (4) Have missed words rewritten at each lesson. (5) Review misspelled words daily. (6) Keep a list of missed words and use them at review.

Geography: (1) Have a map before the class. (2) Have the pupils draw maps on the board. (3) Have the lesson written on the board by parts of the class. (4) Have the lesson recited by topics, and without questions. (5) Use the globe, objects, and pictures for illustrations. (6) Drill upon the pronunciation and spelling of the difficult names.

Arithmetic: (1) Have much blackboard work. (2) Aim at accuracy and neatness first, rapidity next. (3) Aim to secure intense mental action. (4) Give original examples as tests. (5) Require definite and logical explanations and analyses. (6) Let pupils acquire ability to perform the operation before drilling on rules and explanations.

Grammar: (1) Have all definitions illustrated by original examples. (2) Keep the blackboard in use. (3) Dwell on new points until well understood. (4) Practice writing sentences, abstracts, correspondence, etc. (5) Dwell on common errors.[1]

STATE NORMAL SCHOOL, WARRENSBURG.

This school was established in the spring of 1871 in pursuance of an act of the general assembly dividing the State into two normal-school districts, and authorizing

[1] Twenty-third Annual Catalogue of the Missouri State Normal School, first normal district, for the year 1890-91, pp. 23-31.

the establishment of one normal school in each district. After a sharp competition between different points, the school for the second district was located at Warrensburg, in Johnson County. In order to secure this location, the citizens of Johnson County voted $128,000 in county bonds, the citizens of Warrensburg voted $45,000 in city bonds, and private citizens donated a campus of 16 acres within the city limits, valued at $8,000, making the original cost to citizens of county and town $181,000.

The first session of fourteen weeks closed on the 18th of August, 1871, with an enrollment of 87 students. The last catalogue (July, 1892) shows an attendance of 874 students in the normal department, 341 men and 533 women.

Applicants for admission must be at least 16 years of age, present satisfactory evidence of good moral character, and pass a satisfactory examination in spelling, reading, descriptive geography, English grammar, United States history, and arithmetic to percentage. They must also execute in good faith a declaration to teach school in the State of Missouri.

The course of study consists of four years. The first two years constitute the elementary section; the last two the advanced section. Students completing the work of the elementary section receive a "certificate of graduation," which is valid as a State certificate for two years. Those who complete the advanced course receive a diploma with the degree of "bachelor of scientific didactics," which is equivalent to a State certificate for life.

Like other normal schools the school at Warrensburg has had to fight its way to popular recognition. It was charged with being only a local institution, and therefore undeserving of State support. It was alleged that the graduates did not teach, and that they preferred to teach outside of the State. Even the practice departments encountered strong opposition on the ground that the children of the town in the immediate vicinity of the school were receiving their education at the expense of the State. But these and other allegations of like character have been shown to be baseless, and the success of the school seems to be fully established, as it has certainly been deserved.

Course of study.

[The * indicates when a subject is studied, and figures in last column show the number of weeks devoted to it.]

Elementary section.	Preparatory, one year.		Elementary normal.								Weeks.
			First year.				Second year.				
	Class H.	Class G.	Class F.		Class E.		Class D.		Class C.		
	First and third terms.	Second and fourth terms.	First and third terms.	Second and fourth terms.	First and third terms.	Second and fourth terms.	First and third terms.	Second and fourth terms.	First and third terms.	Second and fourth terms.	
Language and literature:											
English grammar and composition	*	*									20
American literature			*	*							10
English analysis					*	*					10
Composition			*	*							20
Rhetoric									*	*	20
Mathematics:											
Written arithmetic	*	*	*	*							40
Elementary algebra					*	*	*	*			40
Plane geometry									*	*	20
Bookkeeping							*	*			10
Science:											
Descriptive geography	*	*									20
Physical geography					*	*					20
Physiology			*	*							20
Elements of botany							*				10
Elements of zoology								*			10
Elements of physics										*	10

Course of study—Continued.

Elementary section.	Preparatory, one year.		Elementary normal.								Weeks.
			First year.				Second year.				
	Class H.	Class G.	Class F.		Class E.		Class D.		Class C.		
	First and third terms.	Second and fourth terms.	First and third terms.	Second and fourth terms.	First and third terms.	Second and fourth terms.	First and third terms.	Second and fourth terms.	First and third terms.	Second and fourth terms.	
History:											
History of the United States	*	*	*	*							40
Civil government						*					10
Art:											
Penmanship	*	*									20
Free-hand drawing					*	*					20
Map drawing							*	*			10
Reading and voice culture	*	*									20
Elocution								*	*		20
Vocal music			*	*							20
Professional studies:											
Elements of mental science							*				10
Methods of teaching									*	*	20
School management							*	*			20
Practice teaching									*	*	20

Advanced section.	Advanced normal.								Weeks.
	Third year, Class B.				Fourth year, Class A.				
	First term.	Second term.	Third term.	Fourth term.	First term.	Second term.	Third term.	Fourth term.	
Language and literature:									
English literature					*	*			20
Latin lessons	*	*	*						30
Latin reader				*					10
Cæsar					*	*			20
Virgil							*	*	20
Mathematics:									
Algebra			*	*					20
Solid geometry	*								10
Plane trigonometry		*							10
Spherical trigonometry					*				10
Astronomy							*	*	15
Science:									
General physics			*	*					20
Chemistry					*	*			20
Botany			*	*					15
Zoology	*	*							20
Geology							*	*	20
Logic						*			10
History:									
General history			*	*					20
Professional studies:									
Mental science	*	*							15
Moral science		*	*						15
Philosophy of education							*	*	20
Graded schools					*				10
Methods of teaching				*		*			20
Institute and reviews								*	10
Practice teaching	*	*							20
History of art							*	*	20
Art:									
Perspective drawing	*	*							15
Elocution					*				10

Spelling, word analysis, rhetoricals, and calisthenic exercises throughout the course.

In addition to the professional work laid down in the course, principles and methods of teaching and class management receive careful attention in connection with the academic studies and in the school of practice.

Daily program.

FIRST TERM, 1892-93.

Recitation hours.	Advanced normal course.		Elementary normal course.				Preparatory course.	
	Class A.	Class B.	Class C.	Class D.	Class E.	Class F.	Class G.	Class H.
1	Chemistry	Practice	Primary methods.	Zoology	Algebra	United States history.	United States history, reading.	Writing.
2	Spherical trigonometry,	Perspective		School management.	English analysis.	Physiology, arithmetic.	Arithmetic	Reading.
	Spelling, calisthenics, rest.		Spelling, calisthenics, rest.				Spelling, calisthenics, rest.	
3	Elocution with methods.	Latin lessons	Elocution with methods.	Free-hand drawing.	Physiology, geography.	Physiology, arithmetic.	Writing, geography.	Geography.
4	Graded schools		Rhetoric	Botany	Physical geography.	Physiology	Arithmetic	Arithmetic.
	Noon intermission.		Noon intermission.				Noon intermission.	
5	Cæsar	Solid geometry	Practice	Elements mental science.	Civics	Composition, American literature.	Arithmetic	Writing.
6	English literature	Mental science	Plane geometry	Elocution	Free-hand drawing.	Vocal music	Grammar and composition.	Grammar and composition.
7	Practice	Zoology	Bookkeeping	Algebra	Map drawing	Vocal music	Vocal music	Reading.

SECOND TERM, 1892-93.

1	Practice	Zoology ½	Primary methods.	Zoology	Algebra	History, reading.	History	Reading, writing.
2	Advanced methods.	Perspective		School management.	English analysis.	Physiology, arithmetic.	Arithmetic	
	Spelling, calisthenics, rest.		Spelling, calisthenics, rest.				Spelling, calisthenics, rest.	
3	Logic	Latin lessons	Practice	Elocution	Physical geography.	Physiology, arithmetic.	Writing, geography.	Geography.
4	Practice		Rhetoric	Zoology		Physiology	Arithmetic	Arithmetic.
	Noon intermission.		Noon intermission.				Noon intermission.	
5	Cæsar	Trigonometry	Elementary physics.	Elements mental science.	Civics	Composition, American literature.	Arithmetic	Writing.
6	English literature	Mental science, moral science.	Plane geometry	Elocution	Free-hand drawing.	Vocal music	Grammar and composition.	Grammar and composition.
7	Chemistry		Bookkeeping	Algebra	Map drawing	Vocal music	Vocal music	Reading.

THIRD TERM, 1892-93.

1	Practice	Physics	Primary methods.	Zoology	Algebra	History, reading.	History	Writing.
2	Virgil	Advanced algebra	Practice	School management.	English analysis.	Physiology, arithmetic.	Arithmetic	
	Spelling, calisthenics, rest.		Spelling, calisthenics, rest.				Spelling, calisthenics, rest.	
3	History of education.	General history	Elocution with methods.	Free-hand drawing.	Physical geography.	Arithmetic, physiology.	Writing, geography.	Geography.
4	History of art	Latin lessons	Rhetoric	Botany	Physical geography.	Physiology	Arithmetic	Arithmetic.
	Noon intermission.		Noon intermission.				Noon intermission.	
5	Astronomy	Botany ½	Practice	Elements mental science.	Civics	Composition, American literature.	Writing	
6		Moral science	Plane geometry	Vocal music, elocution.	Free-hand drawing.	Grammar	Grammar and composition.	Grammar and composition.
7	Geology	Practice	Bookkeeping	Algebra	Map drawing	Vocal music	Vocal music	Reading.

FOURTH TERM, 1892-93.

1		Physics	Primary methods.	Zoology, algebra	Algebra	History, reading.	History	Writing.
2	Virgil	Advanced algebra		School management.	English analysis.	Physiology, arithmetic.	Arithmetic	Reading.
	Spelling, calisthenics, rest.		Spelling, calisthenics, rest.				Spelling, calisthenics, rest.	
3	History of education.		Elocution	Free-hand drawing.	Physical geography.	Physiology, arithmetic.	Geography	Geography.
4	History of art	Latin reader	Rhetoric	Botany		Physiology	Arithmetic	Arithmetic.
	Noon intermission.		Noon intermission.				Noon intermission.	
5	Astronomy ½	Botany	Elementary physics.	Elements mental science.	Civics	Composition, American literature.	Writing	
6	Institute reviews	General history	Plane geometry	Vocal music, elocution.	Free-hand drawing.		Grammar and composition.	Grammar and composition.
7	Geology		Bookkeeping	Algebra	Map drawing	Vocal music	Vocal music	Reading.

State Normal School, Cape Girardeau.

The State Normal School for the third district was established by an act of the legislature approved March 22, 1873. This act created a board of regents for the management of the school, consisting of the State board of education and four regents appointed by the governor. There were several bids for the location, and the board selected Cape Girardeau. Pending the erection of a new building the school was opened in one of the public schoolhouses of the city. The new building is an elegant and substantial structure, four stories high, and sufficient for the accommodation of 500 pupils.

The course of study, constructed with special regard to the preparation of teachers for common and high schools, is substantially the same in the three State normal schools, though each school makes a special adjustment for its (real or supposed) special needs. The full course occupies four years—three in the "elementary" and one in the "advance" course. Those who complete the elementary course receive a certificate which authorizes them to teach for two years in the public schools of the State. Graduates from the advance course receive a diploma attesting the degree "Bachelor of Scientific Didactics." The "bachelors" who teach successfully in the public schools in the State after receiving their diploma, and who complete a course of post-graduate reading prescribed by the board of regents, may be granted the degree of "Master of Scientific Didactics." The post-graduate course is comprised in four divisions—history, poetry, fiction, and professional, as follows:

First Year.—*History.*—Prescott's Conquest of Mexico, Lossing's National History of the United States, Motley's Dutch Republic, Hume's England. *Poetry.*—Homer's Iliad, Thompson's Seasons, Pollock's Course of Time, Coleridge's Ancient Mariner. *Fiction.*—Scott's Waverley and Ivanhoe, Irving's Knickerbocker History of New York, Dickens's David Copperfield, Johnson's Rasselas. *Professional.*—Holbrook's Normal Methods, Tate's Philosophy of Education, Northend's Teacher and Parent, Porter's Elements of Intellectual Science, Root's School Amusements.

Second Year.—*History.*—Macaulay's England, Guizot's History of Civilization, Irving's Life of Washington. *Poetry.*—Moore's Lallah Rookh, Tennyson's Harold, Longfellow's Hiawatha and Evangeline. *Fiction.*—Henry James's Portrait of a Lady, Howell's Undiscovered Country, George Eliot's Mill on the Floss, Goldsmith's Vicar of Wakefield. *Professional.*—Fitch's Lectures on Teaching, Gregory's Christian Ethics, Barnard's Object Teaching and Methods, Herbert Spencer on Education, Bain's Logic, Quick's Essays.

From 1883 to 1889, inclusive, 26 graduates received the degree of master of scientific didactics, and between 1877 and 1890 (both inclusive) 95 received the degree of bachelor of scientific didactics.

The enrollment of students the first year (1873–74) was 57—28 ladies and 29 gentlemen; for the last year (1889–90), 361—164 ladies and 197 gentlemen.

Tuition is free, but an "incidental fee" of $3 a term ($6 a year) is charged.

KANSAS.

State Normal School, Emporia.

In the first month of the second year of her statehood, Kansas laid the legislative foundations of three great institutions—the State University, the State Agricultural College, and the State Normal School. There were grave doubts of the ability of the State to make the necessary appropriation to start the normal school at an early day; but in 1864 the legislature passed an act appropriating $1,000 to the State Normal School to be used exclusively for the salaries of teachers. Prof. Lyman B. Kellogg was the first principal. In his report five years later, Principal Kellogg says: "On the 15th day of February, 1865, 18 students (15 more than were

greeted by Father Peirce in Lexington, when the first normal school of Massachusetts was opened, and 1 less than President Hovey had at the beginning of the Illinois University), were gathered in a room belonging to the district school of Emporia. With them there was one teacher. The 18 students had settees borrowed from a neighboring church. The teacher's seat was a chair, borrowed from the county treasurer's office. There was no teacher's desk; there were no text-books, maps, or other appliances. The parable of 'The Sower' was read, the Lord's Prayer repeated, and the normal school of Kansas was opened."

One room of the public schoolhouse of Emporia was occupied by the normal school during the first term. An assistant teacher being needed and no room being available, a citizen, whose children were attending the school, built a one-story frame building, 14 by 20, near the school and gave the use of it to the school without charging rent.

A new building for which the legislature had made an appropriation of $10,000 was occupied by the school in January, 1867. The assembly room was capable of seating comfortably 120 pupils, and was the best audience room at that time in the city. The school, as usual with normal schools, outgrew its accommodations. In 1872 the legislature appropriated the sum of $50,000 for the purpose of erecting a new normal-school building at Emporia, in addition to and connected with the building then occupied by the school. This appropriation was conditional on the city of Emporia contributing $10,000 to the same purpose. The condition was complied with and a handsome building erected, the dedication exercises being held in June, 1873.

In 1876, instead of the usual appropriation bills for salaries and other expenses of the State normal schools, the legislature introduced a section into the miscellaneous appropriation bill allotting several sums to each of the three normal schools to pay current expenses up to March, 1876, with the provision that these appropriations shall be received in full for all claims against the State, and that said schools cease to be maintained at the expense of the State; and the State shall not be liable for any expense in excess of this appropriation, and that the Leavenworth and Concordia normal schools cease to be State institutions. These two schools had been established under laws of 1870 and 1873, respectively.

Being without funds to pay a faculty, the board discharged all the teachers with the exception of the president, Dr. Pomeroy, who was continued without salary to conduct the school. He was authorized to charge tuition fees and employ such teachers as he deemed necessary, but without expense to the board. Notwithstanding all these difficulties over 100 pupils were enrolled in the various departments during the year. The school was carried on for seven years on the tuition fees received from students and whatever money might be raised from the sale of normal lands.

The building completed in 1873 was an unlucky one. The tornado of April, 1878, tore off nearly half the roof of the stone building, rolled up two-thirds of the tin roof of the other, and demolished several chimneys and windows. The rain went through the ceilings from roof to basement, loosening the plastering and damaging the furniture.

The heating apparatus was very unsatisfactory, and yet on the morning of October 26, 1878, the entire building was destroyed by fire. Nothing was saved of the normal property—library, museums, apparatus all perished, with the library of the president and his household goods.

During the week following the fire the citizens of Emporia at a public meeting declared in favor of early steps for the erection of a new building. The result of their earnest efforts was that the legislature appropriated $25,000 for the rebuilding of the State Normal School, provided that the city of Emporia and Lyon County

should contribute the sum of $20,800. The erection of the building occupied about a year, and the house was so near completion by May, 1880, that the school took possession on that day.

There was no more room in this building than there had been in the other. Students continued to crowd in until the enrollment reached 746, three times the number that had been registered before the fire.

In 1887 the legislature made an appropriation of $25,000 for the purpose of adding a wing to the building. The new building is a stately and beautiful edifice, admirably adapted to the purposes of the school. The main corridor is about 200 feet long, and the entire building contains 50 rooms. The rooms devoted to the kindergarten and the model school are furnished with all the modern appliances in the way of modeling boards, sand pans, number rods, reading boxes, balances, measures, charts, maps, geometrical forms, gifts, collections of the most common and most interesting minerals. The gymnasium is well supplied with apparatus for physical exercise. Besides wands, clubs, and dumb-bells for light gymnastics, there is suitable apparatus for heavy gymnastics. From $1,000 to $1,500 a year are now appropriated for apparatus and museum.[1]

Great attention seems to be paid to the physical condition of students, as would appear from the following blank:

DATA FOR CALISTHENIC LEDGER.

Name, ——— ———. Complexion, ———. Address, ——— ———. Temperament, ———. —— Check if tested for color blindness. Figure, ———. Date, ——— ——, 189—. Class ———. Calisthen. Hr. ———. Line ——. No. ——.

Age		Breadth:	
Weight		Head	
Height		Neek	
Knee		Shoulders	
Sitting		Waist	
Pubic arch		Hips	
Sternum		Length:	
Girth:		Right shoulder elbow	
Head		Left shoulder elbow	
Neek		Right elbow tip	
Chest, repose		Left elbow tip	
Chest, full		Right foot	
Waist		Left foot	
Hips		Horizontal	
Right thigh		Stretch of arms	
Left thigh		Capaeity of lungs	
Right knee		Strength of—	
Left knee		Lungs	
Right ealf		Baek	
Left ealf		Legs	
Right instep		Chest	
Left instep		Upper arm	
Right upper arm		Forearm	
Left upper arm			
Right elbow		Total	
Left elbow			
Right forearm		Development	
Left forearm		Vision	
Right wrist		Hearing	
Left wrist		Pulse:	
Depth:		Natural	
Chest		Heart excited	
Abdomen			

Measured by ——— ———.
Recorded by ——— ———.

Approved by ——— ———.

[1] History of the State Normal School of Kansas for the first twenty-five years, Emporia, Kans., 1889; Seventh Biennial Report of Regents and Faculty of the State Normal School, Emporia, Kans., 1889-90; Annual Catalogue of the State Normal School, Emporia, Kans., 1889-90.

There are several courses of study, of which the following condensed table will give a good general idea:

Courses tabulated alphabetically.

[The † indicates when the subject is studied.]

Studies.	First year.		Second year.		Third year.		Fourth year.		Weeks.
	A.	B.	C.	D.	E.	F.	G.	H.	
Arithmetic	†								20
Algebra		†	†						40
Astronomy						†			10
Bookkeeping		†							10
Botany			†						20
Calisthenics	†	†	†	†	†	†	†	†	
Chemistry					†				20
Civil law								†	7
Declamation (weekly)	†	†							40
Drawing		†	†	†					30
Elocution	†								20
English literature					†				20
Essay (weekly)			†	†	†				40
General history						†			20
Descriptive geography	†								10
Physical geography		†							10
Geology						†			20
Geometry				†					20
Grammar and composition	†								20
History, United States	†								10
History of education								†	20
Kindergarten and primary methods								†	10
Latin (optional)			†	†	†	†			80
Methods of teaching							†		10
Mental science							†		20
Music			†	†					20
Oration (weekly)						†	†	†	40
Outlines and reviews								†	20
Philosophy of education								†	10
Penmanship		†							10
Physics and meteorology				†					20
Physiology and hygiene							†		20
Political economy						†			10
Rhetoric, elements of		†							20
School economy and management							†		10
Teaching and criticism							†	†	40
Trigonometry and surveying					†				20
Zoology					†				20

Presidents.

Lyman B. Kellogg 1865–1871
George W. Hoss 1871–1873
C. R. Pomeroy 1873–1879
Randolph B. Welsh 1879–1882
Albert R. Taylor 1882

NEBRASKA.

State Normal School, Peru.

The germ from which the Nebraska State Normal School sprung was the seminary at Peru, Nemeha County. The trustees offered the seminary building to the State for normal school purposes, and the legislature, in 1867, accepted the offer, established the State normal school at Peru, appropriated $3,000 to aid in fitting up the building, and assigned 20 sections of land as an endowment fund. A new building was erected in 1873, and enlarged in 1885. The seminary idea predominated at first. Tuition in the seminary was charged at $8 a term; in the normal department, $8; in the model school, $6; Latin, extra, $2. "Music on melodeon, $10; ornamental branches at usual rates." State students, two from each State senatorial district, who signed a declaration to teach for three years in the public schools of the State, were admitted at half rates.

But the normal idea finally prevailed, and the school is now purely professional,

and is free to all students properly qualified on paying $5 for matriculation fee and a contingent fee of $1 to cover breakage in the laboratories. There are two courses of study, the elementary and the higher.

The elementary course, which embraces two full years of study, is designed to prepare teachers for common ungraded and lower grade schools, and hence, in addition to a critical study of all common branches, it comprises a thorough course of instruction in the organization and management of ungraded schools, the methods of teaching the different branches, the art of rendering the elements of learning pleasant to the young, and the use of illustrative apparatus for primary schools.

The higher course is designed to furnish students wishing to become strictly professional teachers such education and training as will thoroughly qualify them for the discharge of the duties of any educational position in which they may be called to labor; and hence, in addition to the elementary course, it comprises a three years' course in the higher branches, including professional instruction in the laws of mental development with their application to teaching; the science, philosophy, and history of education; school laws in general, and the school system of Nebraska in particular; and school gradation, supervision, and management.

Each year is divided into three terms. The figures indicate the number of terms given to the several studies in the year. It is to be regretted that no intimation can be given of the number and length of the weekly recitations.

Elementary Course.—*First year.*—Arithmetic, 3; geography and map drawing, 3; language and composition, 3; reading and word analysis, 1; civil government, 1; bookkeeping, 1.

Second year.—Arithmetic, 2; physiology, 1; United States history and geography, alternately, 2; drawing, 1; grammar and sentential analysis, 2; general reviews, with methods and practice, 2; school economy and general principles of education, 1.

Higher Course.—*First year* —Algebra, 3; physics and chemistry, 3; rhetoric, 1; English composition, 1; botany, 1; Latin (optional), 3.

Second year.—Geometry, 2; trigonometry, 1; zoology and botany, 1; geology, 1; school laws, zoology, 1; general history, 1; English literature, 1; political economy, 1; Latin (optional), 3.

Third year.—Psychology, 3; astronomy, 1; moral philosophy, 1; logic, 1; science of education, 1; art of instruction, 1; methods of teaching, 1.

Vocal music, penmanship, and orthography are daily exercises, and constitute part of the regular course. Laboratory practice is required of all students in the higher course.

During the year 1891 there were 454 students in attendance, including 95 students in the practice school who were admitted without matriculation, and whose names do not appear in the catalogue. Of these, 12 graduated from the higher and 48 from from the elementary course.

The faculty consists of the principal, George L. Farnham, A. M., and twelve professors and instructors.

The annual appropriation from the State is $17,550.[1]

SOUTH DAKOTA.

State Normal School, Madison.

The State Normal School was located at Madison during the session of the legislature of 1881–82, the citizens of Madison agreeing to donate to the Territory one quarter section of land 1 mile from the city limits as a site for school buildings. The location being thought too far from town, a lot of 20 acres within the city was chosen and work upon the building commenced in the spring of 1884. In the meantime the normal school had been opened in 1883, with 11 pupils. The second year closed with 42 pupils on the register. The legislature of 1884–85 having made an appropriation of $13,600 for finishing the building and $14,000 for running expenses for two years, the school moved into the new building on the 2d of November. On the 4th of February following the building was entirely destroyed by fire. Before the

[1] Catalogue of the Nebraska State Normal School, 1891.

fire was extinguished the board of education called a meeting. Accommodations were secured in the opera house, the Methodist Church, and the Baptist Church. Next morning the school went on as usual. Not a recitation was lost. On the 6th of March the citizens of Dakota voted to raise $25,000 to rebuild the normal schoolhouse and finish the dormitory. The corner stone of the new building was laid on the 20th of July. It is a massive structure of granite and is the handsomest building of its size in the State. It is thoroughly ventilated and well warmed by steam.

The act establishing this normal school provides that its "exclusive purpose shall be the instruction of persons, both male and female, in all the various branches that pertain to a good common-school education; also, to give instruction in the mechanical arts, in agriculture, in chemistry, in the fundamental laws of the United States, and in what regards the rights of citizens." Candidates for admission must be 14 years of age, of good moral character, and well versed in the common-school studies. It is stated in the last annual catalogue that the sole design of the school is to educate and train competent teachers for the public schools of the State; that all studies are selected for their pedagogical value, that there are no optional studies, and all the professional studies, the methods, and practice work must be actually taken.

The following is the programme of daily recitations for the fall term of 1892:

Programme.

Professor.	First period.	Second period.	Third period.	Fourth period.	Fifth period.
Beadle.....	General history.	Psychology.....	United States history.	Pedagogy.....	.....
Dempster...	Ad. Arithmetic.	B. Algebra.....	A. Algebra.....	Geometry	B. Arithmetic.
Goff	Composition and rhetoric.	Ad. grammar...	English literature.	B. Grammar	American classics.
Mawson	Elocution	Zoology and physiology.	.....	Drawing.....	Vocal music.
Pryne	B. Geography ..	B. Reading.....	.....	Ad. geography..	Civil government.

Miss Herrig will give methods in the fifth period, and penmanship will be given in the third period.

Each student in the normal school, who is a citizen of the State, pays $12 a year for tuition, and nonresidents of the State pay $30 a year. Board and furnished rooms in the city of Madison cost from $2.50 to $3.25 per week. The cost in the dormitory, which is exclusively for ladies, is only $2.35 per week.

The model school is a graded school of eight years, in which students from the normal department are required to put their methods and principles into practice, with the aid of critic teachers, who plan the subjects and supervise their daily work. The aim of the faculty is to make the model school the best elementary school in the State.

The average daily attendance in 1889–90 was 118; in 1890–91, 122, and the same in 1891–92. The number of first-year students on the last register was 125; second year, 33; third year, 22.[1]

V.

STATE NORMAL SCHOOLS IN THE SOUTH CENTRAL DIVISION.

TENNESSEE.

Peabody Normal College, Nashville.

The trustees of the Peabody fund, being convinced by an actual examination of the facts, as well as by the logical conditions of the question, that the greatest want of the South was a supply of trained teachers, authorized their agent, Dr. Barnas

[1] Catalogues of the State Normal School, South Dakota, 1888, 1889, 1890, 1891, 1892.

Sears, to establish and foster normal schools. The State of Tennessee seemed to him to offer many advantages as an "experimental station." Accordingly he came to Nashville in 1873 and proposed to contribute from the Peabody fund $6,000 a year for the support of a normal school if the State legislature would appropriate a like sum. A bill for this purpose was introduced into the senate. It passed three readings in the senate, and would have passed the third reading in the house had the session lasted two days longer.

A bill of the same purport was introduced into the next legislature and was defeated on its first reading. The State was not in condition to make an appropriation of $6,000 in addition to other and more imperative claims. The bill was amended by leaving out the appropriation clause and passed without difficulty. It was under this act that the normal school was established. The State board had neither money nor buildings, but the trustees of the University of Nashville came forward and tendered the use of their building and grounds; and so under the auspices and by the mutual cooperation of three boards—the State board of education, the university trustees, and the trustees of the Peabody fund—the Peabody Normal College was opened on the 15th of September, 1875, with Dr. Eben S. Stearns, chancellor of the University of Nashville, as president and two lady teachers as assistants.[1] At first there were only 13 students enrolled, but the school grew steadily and in 1887 numbered 177 students. After the death of Dr. Stearns, in 1887, Dr. William H. Payne, of the University of Michigan, was elected to the presidency. The school has an annual appropriation of $10,000 from the State, which was first given in 1881; the other expenses are met by the Peabody board of trust and the University of Nashville. For a few years after the opening of the college it received $3,000 annually from the Peabody fund, and in October, 1876, Dr. Sears, the general agent, announced that a limited number of scholarships, worth $200 each, would be given under certain conditions. Next year, 19 students from various States took advantage of this offer, and the number increased gradually until it reached 114. Tennessee had no Peabody scholarships until 1883, but as early as 1880 the legislature had established 25 scholarships of $100 each for the students of that State. The Peabody scholarships are distributed at present (1892) as follows: Alabama, 13; Arkansas, 10; Georgia, 14; Louisiana, 8; North Carolina, 14; South Carolina, 10; Tennessee, 14; Texas, 9; Virginia, 14; West Virginia, 8. They are awarded on competitive examination by the respective State superintendents upon a uniform set of questions prepared by the president of the college and sent to the State superintendents. Applicants are required to be not less than 17 years of age nor more than 30; of irreproachable moral character; in good health, with no physical defects, habits, or eccentricities which would interfere with success in teaching, and have a purpose to follow teaching as a vocation. The minimum literary qualifications for securing a scholarship are the following: The ability to read fluently, to spell correctly, and to express thoughts in grammatical English; to solve problems of moderate difficulty under all the ordinary rules of arithmetic, and to demonstrate any ordinary arithmetical principle; to locate the principal cities, rivers, and mountains of the world, and to give the boundaries of any specified State of the Union; to parse the words of any ordinary English sentence, and to correct ungrammatical English; to solve equations with two unknown quantities, and to describe the leading events in the history of the United States. It is expected that the standard for entrance will be raised from year to year. For the year 1891–92 scholarship students are advised to come with one year's preparation in Latin. A scholarship is good for any two successive years above the freshman class.

[1] Proceedings at the inauguration of William H. Payne as chancellor of the University of Nashville and president of the Normal College, Nashville, Tenn., 1887.

The general curriculum is divided into the following departments:

	Courses.
Greek, one year, three times a week	4
Latin, one year, three times a week	15
Psychology, half year, three times a week	1
Pedagogy, one year, three times a week	7
Mathematics, one year, three times a week	10
English and rhetoric, one year, three times a week	15
French, one year, three times a week	4
German, one year, three times a week	4
History and geography, one year, three times a week	9
Chemistry, one year, three times a week	7
Biology, one year, three times a week	4
Physics, one year, three times a week	3
Astronomy, half year, three times a week	1
Drawing, one year, three times a week	4

Vocal music, two years, two hours a week.

Each department is divided into several courses; Greek, for example, into 4; pedagogy into 7. A full course comprises 5 exercises a week, whether in recitations, laboratory work, or lectures. It is not necessary that the exercises constituting a full course should be in one and the same branch of study.

The college degree proper is that of licentiate of instruction. To obtain this degree the student must complete 18 full courses, of which the following are prescribed:

	Courses.
In Latin	$2\frac{2}{5}$
In psychology and pedagogy	2
In mathematics	$3\frac{4}{5}$
In English	$2\frac{4}{5}$
In chemistry	$\frac{3}{5}$
In physics	$\frac{3}{5}$
In biology	$\frac{4}{5}$
In music	$1\frac{3}{5}$
In history	2
Making	$16\frac{4}{5}$

From the other courses offered the student must choose and complete enough to make in all 18 full courses.

Scholarship students are credited on entrance with 5 full courses, and students have the privilege of being examined for advanced standing in any prescribed study if application is made within two weeks after entrance. If the examination is satisfactory credit is given for the study thus passed.

The main purpose of this college is the professional education of teachers for the more responsible positions in the public-school service of the South. In its academic work it aims to give its students a liberal education of the collegiate type, and to impart to them an appreciable measure of the scholarly spirit. But while a generous scholarship is indispensable to high excellence in teaching, the Peabody College recognizes that a teacher must be something more than a scholar. He must add to his general scholarship a comprehensive knowledge of educational doctrine, history, and methods; and this constitutes the professional work of the college. It is intended that this professional instruction shall be a characteristic feature of the college and that it shall be of a higher grade than has hitherto been given in any institution in the South.[1]

[1] Catalogue of the Peabody Normal College, Nashville, Tenn., 1890.

The aim, purpose, and tendencies of this great normal school can not be thoroughly understood without reference to the views of the celebrated educator now at the head of the institution. Referring to the grafting of a normal school upon the ancient stock of the University of Nashville, Dr. Payne said in his inaugural address:

The transformation of the literary department of this university into a normal college, while at first sight an innovation in scholastic history, is really a return to the primitive purpose of university organization. In its origin and purpose the ancient university was a corporation of student teachers—of young men who sought the very highest intellectual culture of the time in order that they might become the teachers of the ignorant. A necessary condition imposed for obtaining the bachelor's degree was that the candidate should have taught previous to his graduation, and the condition on which the master's degree was subsequently granted was the express obligation to teach a certain number of years after graduation. Even to-day we hear an English educator of high rank asserting that the "true function of universities is to teach and to supply the world with teachers." To what nobler use, then, could this venerable university be converted than to the preparation of young men and women for the higher and more responsible places in the public-school service. * * * There is no better place than this to reaffirm a truth that is in danger of being forgotten, that the primary and fundamental qualification for teaching is generous scholarship, a confirmed love for the scholarly vocation, a high degree of intellectual training. * * * So far as my knowledge goes, this is the only normal school in this country which proposes to make its academic work of collegiate grade, and it is in such a school, placing before it such an aim, that I can most heartily labor. Normal schools of the ordinary type, with an academic course of the secondary or high school grade, have their manifest place and function, and should be established and liberally sustained in every State, but these will never suffice to give proper tone and inspiration to public education. For this necessary purpose there must be schools whose intellectual training is of the collegiate or university type. In this institution the middle, senior, and baccalaureate classes represent the higher aims to which I refer, while the junior class constitutes the normal school as distinguished from the normal college.

But academic work of a high grade does not of itself constitute a normal college. This is a distinctly professional school in its constitution and purpose, and so the instruction it offers must be in part professional. The teacher must be a scholar and something more—more by that special kind of knowledge which fits him for his specific duties. This special knowledge is the theory, the history, and the art of education.[1]

These sentiments of Dr. Payne are reiterated and emphasized in his baccalaureate address of May, 1890:

The teaching profession is composed of two very unequal classes: the few who are leaders in educational opinion, and, compared with them, the almost innumerable host of teachers who carry into effect the plans and orders of their superiors. All well-conceived plans for the education of teachers must take this distinction into practical account, and there must be two classes of professional schools based on these two orders of endowment and duty; there must be a few West Points for educating the commissioned officers of the great army of teachers, and a much larger number of subordinate schools for the dissemination of "true opinion," for teaching subjects and methods to the rank and file of that mighty host of men and women who are the world's teachers. It is not conceivable that the entire teaching class can ever be inspired by the scientific or the professional spirit—that spirit which animates the discoverer and sets him apart for life service in the schoolroom. * * * I merely state a fact, and I state it in the mildest way, when I say that university and college men have but little respect for the scholarship that is produced in normal schools. This lack of respect does not proceed from rivalry, for any real rivalry between schools of such radically different grades is wholly out of the question. I think the feeling is caused for the most part by the assumption on the part of normal school students of scholarship and learning which they do not have. * * *

Normal schools profess to do work which their rank and organization make it impossible for them to do; their graduates are in some sort compelled to assume a competence which they do not have; and so they forfeit the respect of men who are really scholarly. I wish to say explicitly that so far as intent goes, the only fault that can justly be attributed to the State normal schools of the day on the score

[1] Proceedings at the inauguration of William H. Payne as chancellor of the University of Nashville and as president of the Normal College, Nashville, Tenn., October 5, 1887.

named is that they are overambitious. Without exception, so far as I know, these schools are administered by men whose good intent and honesty of purpose are beyond the slightest question. * * * But there are other so-called "normal schools or normal colleges" of whose honesty of purpose I can not speak with so much confidence. They are merely academies labeled with the trade-mark, "normal," and their advertised excellence consists in their being more than the equivalents of the "old-time" colleges and universities. In other words, they propose to do in two years what Harvard and Yale attempt to do in four. In these "independent" schools the word "normal" connotes a mode of diagramming a sentence, a short cut to a mastery of Latin, or some mere mannerism in teaching.

I have assumed that in its rank, organization, and aim this institution belongs to the smaller and higher class of schools whose function is the education of men and women for the more commanding places in the public-school service of the country. * * * It is not the province of this college to duplicate any normal school of the existing type.[1]

The Peabody board of trust has lately made an appropriation of $12,000 for a model school building, and this school is now in successful operation. It is a school of primary grade containing 40 children, from 6 to 10 years of age, taught by the most approved modern methods. It is a school of "observation" merely, in which students can study the work done by accomplished teachers; not an experimental school, "where children are to be practiced on by novices."

There is now in the South a demand for men who are competent to act as city and county superintendents, and one of the functions of the Peabody College is to train men for this useful and honorable career. Ample opportunities are presented for thorough instruction in scientific school supervision.

A commodious gymnasium has been erected and furnished with the most approved apparatus. Besides the general exercises, in which all are expected to participate, unless for good reason excused, special exercises are prescribed for individual cases, based on a careful diagnosis of each student's physical condition. The gymnasium also furnishes a pleasant diversion from study, and gives recreation of mind as well as exercise of muscle.[2]

ALABAMA.

State Normal College, Florence.

The Alabama State Normal College was established in 1873 as the "State Normal School" with an annual State appropriation of $5,000. In 1881 the State appropriation was increased to $7,500 per annum. In 1887 the board of directors was delocalized, no two members being appointed from the same county, and the name was changed to "Alabama State Normal College." Prior to 1886 the course of study was largely academic, little attention being paid to professional instruction. This was in part due to the fact that such instruction was best adapted to the students in attendance. Even as late as 1891 we are told:

The experience of all [?] normal schools is that they must do academic work. Teachers, consciously or unconsciously, imitate their instructors. This is especially true if they have been educated in schools where no particular attention is paid to methods of imparting knowledge. They come forth with no awakened thought upon the importance of correct methods, and with all their attention fixed upon the matter to be taught; consequently they repeat what they have seen, both as to the art of instruction and the management of the school. Many of the schools from which the normal college is supplied with students can not send forth those who are thoroughly prepared in the various branches of study, while not one in twenty of the teachers in these schools has had any special training for his work. Theoretically it may be desirable to confine the work of the normal college to strictly professional subjects, but practically it is not as yet possible.

Since 1886 more attention has been given to the professional training of teachers, and such instruction is now the leading feature of the institution.

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[1] Baccalaureate address by William H. Payne, Ph. D., LL. D., May, 1890.

[2] Catalogue of the Peabody Normal College, May, 1890.

There are in the same building two distinct schools, each with its own organization, the State Normal College and a Model Training School. The president and critic of the former are, respectively, superintendent and principal of the latter. This arrangement is mutually advantageous; it affords for pupil teachers of the normal college a field for observation and practice in teaching, and it secures to children in the model school better instruction than they would otherwise be likely to have.

The course in pedagogics proper covers a period of three years. The work of the second year is largely practice work; in the third and fourth years practice and theory are combined. In the second year the aim is to teach pupils to prepare and give lessons as regards matter, method, and manner. The lessons are written, submitted to the teacher for correction, and given to classmates, who endeavor to act the part of the pupils for whom the lesson is intended and who afterwards present criticisms to be reviewed by the teacher. In the third year the philosophy of methods is discussed.

There are two courses, the advanced and the professional. The advanced, or regular course, occupies four years. The professional course requires but one year and is intended for teachers of experience and graduates of high schools and colleges who do not wish to take the regular course, partly because it traverses a large field with which they are already acquainted, and partly because they do not wish to be placed in the same "form" with boys and girls of 15, the minimum age for admission. In the following table the right-hand column is the professional course; the advanced course includes the whole:

Curricula.[1]

Year.	Term.	Mathematics.	Science.	Language.	Form study and drawing.	Pedagogics.
First.....	Each ...	Arithmetic .	Geography; map drawing; physical geography.	Language lessons; grammar; composition.	Study of type forms, modeling in clay; stick and tablet laying; paper folding and paper cutting; drawing (Prang's shorter course.)	During two recitation periods the pupils are taught a variety of subjects according to improved methods. This teaching is done by members of the senior class, under the supervision of critic teachers.
Second ..	Fall	Algebra	Physiology ...	Grammar critically reviewed; rhetoric.	Study of type forms; expressing ideas of form by making, by drawing, by language; first principles of decoration; conventionalizing; color (Prang's course.)	Lessons on the senses, objects, and qualities. Lessons on place, number, form, color, and force. Lessons on occupations, minerals, plants, and animals.
	Winter .	Algebra	Physiology ...	Rhetoric.....		
	Spring..	Algebra	Botany	General history.		
Third....	Fall	Algebra	Natural philosophy.	United States history or Latin.	Object drawing; working drawings; constructions; perspective (linear); beauty in ornament; arrangements in colored paper; original designs. (Prang's course.)	Methods in geography. Methods in arithmetic. Methods in language.
	Winter .	Plane geometry.	Natural philosophy.	Civil government or Latin.		
	Spring..	Plane geometry.	Natural philosophy.	Bookkeeping or Latin (Cæsar).		

[1] Eighteenth Annual Catalogue of the State Normal College and Model Training School, Florence, Ala., 1890-91.

Curricula—Continued.

Year.	Term.	Mathematics.	Science.	Language.	Form study and drawing.	Pedagogics.
Fourth ..	Fall	Solid geometry.	Chemistry....	Writings of select English and American authors or Latin (Cæsar).	Outline of art history; how to introduce drawing in our public schools; how to teach children to observe, to think, and to express their thoughts by drawing; review of primary and intermediate work (Prang's course.)	Recitations; school government; applied psychology; practice teaching.
	Winter .	Trigonometry.	Chemistry....	Essays, orations, and select readings, or Latin (Cicero).		School organization and management; the teacher; school ethics; applied psychology; practice teaching.
	Spring..	.....	Chemistry....	Preparation of theses or Latin (Virgil).		School laws; school systems; history of education; applied psychology; practice teaching.

The income of the school is derived from several sources, as exhibited in the "Annual report of the president to the board of directors" at the annual meeting, June 10, 1890:

State appropriation	$7,500.00
From Peabody educational fund	1,200.00
From tuition fees	2,396.93
From incidental fees	1,538.00
From miscellaneous sources (specified)	1,301.95
	13,936.88

To students not less than 15 years of age who take the required course of study and pledge themselves to teach for two years in the public schools of Alabama, tuition is free; to others it is $6 for each term of twelve weeks in the Model Training School, and $8 for each term of the same length in the Normal College. Each student, however, is required to pay an incidental fee of $2 at the beginning of each term. Boarding in pleasant private families can be had at from $10 to $13 a month. The number of students in attendance in the normal department in the session of 1890–91 was 218.

State Normal School, Troy.

The legislature of Alabama, in 1887, authorized the establishment of a State normal school at Troy on the condition that the city should furnish grounds and buildings adapted to the requirements of the school. The city complied with this condition at an expense of $25,000 and the school was opened in 1888. The State appropriation of $3,000 was found to be entirely inadequate, but was supplemented by $1,200 from the Peabody fund and by tuition fees averaging over $2,000. Students who take the legal obligation to teach two years in Alabama are free of tuition, with the exception of an incidental fee of $3 a term. Those who enter for general education only are charged $30 a year.

Like many of the Northern schools, the school at Troy has had to fight its way. An effort was made in the legislature of 1891 to withdraw the appropriation, and a committee was appointed to investigate the subject of normal schools. The report was highly favorable, as will be seen by the following extract:

The State may choose as to the manner of caring for her poor and vicious. She may take the children of the poor and so strengthen them by education as to save

them from the poorhouse, or she may enlarge the poorhouse to receive them and their progeny. Alabama must build more schools or more jails and penitentiaries. Which it shall be is a question for your decision. As to your present decision, you know better than any others what it is to be; we may all be assured of the final decision as to public schools in Alabama. They have come to stay and grow as in other sections of our country, and this means that they will get more than a niggardly support. Alabama will yet attain greater things in the education of her masses.

The public school, once seen and admitted to be a necessity, we may better judge as to our next point—the means of rendering effective this great agent of the people's intellectual, moral, industrial, and material well-being—good and well-trained teachers. There are some good teachers who became so by their own self-training, just as there are some people who become great scholars without attending school, or as some lawyers, physicians, or ministers become professionally skilled without taking a course at a professional school. But it has been found that schools are helpful to scholarship, and that few ever get scholarship outside of their walls. It has likewise been found that professional schools give more systematic and extensive training than is likely to be secured without them. The normal school is the teacher's professional school, as is the medical the physician's, the mechanical the machinist's, the military the soldier's, the naval the sailor's. The State aids in the maintenance of schools for other professions, although these do not enter her direct employment after graduation, but are dependent upon fees derived from practice for all their remuneration. Not so with the teachers. They are to be employed by the State. In this they are like army and naval officers. The Army and Navy are Government enterprises, and to secure success in the management of these the Government trains her own officers in schools erected and supported by the Government for that purpose. This insures skill, uniformity, and efficiency. When the State undertakes a vast system of public schools to insure skill, uniformity, and efficiency in management she trains her own commanders (teachers) like the Government, at least in part. * * * In view of the facts heretofore enumerated, we hereby express it as our best judgment that it would be unwise to abolish the normal schools, and we recommend their continued and increased support, as their necessities may be made to appear from time to time in the future.[1]

The report of the committee was adopted by a close vote, and the normal schools are safe, at least for the present.

The State Normal College, as it is now called, of Troy, Ala., embraces two schools.

I. Normal College, including the departments of (1) pedagogy and ethics; (2) English and civics; (3) pure and applied mathematics; (4) Latin language and literature; (5) natural science; (6) vocal and instrumental music; (7) physical training and education; (8) art, painting, and drawing; (9) penmanship and business.

II. Model schools: (1) High-school department; (2) intermediate department; (3) primary and kindergarten department. The entire work from the entrance of the kindergarten to graduation from the normal college is carefully graded and occupies twelve years.

The departments of elocution, music, art, and business receive no support from the funds of the board before mentioned.

The number of students in the normal school proper seems to have been, in 1890, 177; in the high school 124, and in special departments (music, elocution, art, and business), 239.[2]

A late circular gives the following:

Courses of study.

(1) Pedagogic, elementary and complete, three and four years, respectively; leading to the degree of bachelor of pedagogy.

(2) Scientific, four years, embracing the branches most essential to a modern education, thorough and practical. Degree, bachelor of science.

(3) Philosophic, five years, embracing both pedagogic and scientific courses. Degree, bachelor of philosophy.

(4) Music, vocal and instrumental, a thorough two years' course.

(5) Art, painting and drawing in its various forms, a two years' course.

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[1] Report of joint committee on normal schools to the general assembly of Alabama, February 6, 1891.

[2] Catalogues of the State Normal School, Troy, Ala., 1888, 1889, 1890.

(6) Commercial bookkeeping, penmanship, business forms and laws, et al., as demand may be.

(7.) Elocution, embracing voice, gesticulation, physical culture, all on the Delsartean theory.

To such as complete the elementary, the pedagogic, or the philosophic course, a State life certificate is granted, which relieves the holder from further examination, and is an evidence of professional training and qualification which is recognized throughout the State.

Philosophic course of study.

	Pedagogic course.		Scientific course.		
Class term.	Pedagogic.	English civics.	Mathematics.	Latin language.	Natural science.
Junior:					
Summer...	Methods of teaching.	Rhetoric and elocution.	Algebra and plane geometry.	Cæsar, composition.	Zoology.
Fall	School management.	Rhetoric and elocution.	Algebra and plane geometry.	Cæsar, composition.	Zoology and entomology.
Winter	School government.	English literature.	Plane geometry	Cæsar, composition.	Physics.
Spring.....	Readings.....	English literature.	University algebra and solid geometry.	Virgil, scansion	Botany.
Middle:					
Summer...	Practical psychology, methods of teaching.	Civics	Applied geometry and conic sections.	Roman history.	Physical phenomena, easy experiments.
Fall	Science of education.	.....	Applied geometry and conic sections.	Roman history, Virgil, scansion.	Chemistry.
Winter	Philosophy of education.	Civics and United States history.	Plane trigonometry.	.....	Chemistry.
Spring.....	Practice teaching.	Civics and United States history.	Spherical trigonometry and surveying.	Cicero, Amicitia, composition, higher syntax.	Physical geography.
Senior:					
Summer...	Practical psychology, history of education.	Lectures in political economy.	Analytical geometry.	Horace, odes....	Geology.
Fall	Logic.....	.....	Analytical geometry.	Horace, odes, meters, Roman literature.	Geology.
Winter	Ethics.....	Political economy.	Analytical geometry.	Horace, satires, Latin philosophy.	
Spring.....	School supervision and institute work.	General history lectures.	.....	Selections from Latin poets, meters, mythology.	Astronomy.

N. B.—The philosophic course (B. Ph.) covers both the pedagogic and scientific. The pedagogic (B. P.) exeludes middle and junior Latin. The scientific (B. S.) exeludes junior pedagogy and fourth terms, middle and senior.

The model school is divided into three departments—primary, intermediate, and high school. The number of students in the normal department for the year 1889–90 was 177, excluding high-school pupils, "irregulars," and special collegiates (music, elocution, art, and business). The grand total enrollment of different names was 506.

Alabama Normal College for Girls, Livingston.

The Livingston Female Academy, which was incorporated in 1840, is now called the Alabama Normal College for Girls. The State legislature of 1882–83 made to the girls of Alabama the first gift which the women of the State had ever received from the public treasury—an annual appropriation of $2,000 and a donation of $500 to

enable the directors of the Livingston Academy to add a normal department to the existing institution.

The full course of the college includes three departments—primary, intermediate, and collegiate. The normal course is identical with the collegiate, but with the addition of methods of teaching common-school studies, history of education, school laws of the State, and practice teaching.

The number of normal students (1891–92) is 35.

The whole number of normal graduates since 1884 is 72.[1]

LOUISIANA.

State Normal School, Natchitoches.

The Louisiana State Normal was founded by an act of the general assembly in 1884. Under the provisions of that act the State board of education located the school at Natchitoches and appointed a board of administrators, but in 1888 it was enacted "That the board of administrators of the State Normal School shall consist of six competent white citizens, who shall be selected and appointed by the State board of education—one from each of the five circuits of the courts of appeals, and one from the city of Natchitoches." The school was opened in November, 1885, under Dr. Edward E. Sheib as president, who continued in charge till 1888, when he resigned and was succeeded by Prof. Thomas D. Boyd, who is now at the head of the institution.

The school grounds contain about 20 acres under fence and 80 acres of open woodland. The property, formerly occupied as a convent by the Sisters of the Sacred Heart, was purchased by the town and parish of Natchitoches and donated to the State for the use of the normal school. The buildings are comfortable, but entirely too small for the accommodation of a school which is growing so rapidly as this has done. The attendance in the normal department for the years 1888–1892 (both inclusive) was as follows: 42, 44, 84, 138, 163. The State appropriation for the last two years was $12,500 each year; $2,500 of this amount for insurance and repairs. A liberal donation from the Peabody fund—$3,650 over that of former years—supplemented the State appropriation and enabled the school to continue without interruption in its prosperous career.

The faculty consists of the president, 5 professors, and 5 assistants and specialists. The course of instruction covers three years of eight months each, as follows:

First year.—Arithmetic, English grammar and composition, geography, history of United States, physiology and hygiene, penmanship, and bookkeeping.

Second year.—Advanced arithmetic, algebra, rhetoric, English literature, zoology, botany, general history, psychology, civil government, and history of education.

Third year.—Geometry, English literature, physics, chemistry, psychology, ethics, pedagogy, methods of teaching, school management, and practice teaching in the practice school.

PRACTICE SCHOOL.

In the practice school, consisting of four primary grades, the usual branches of such grades, including drawing, vocal music and calisthenics, are taught by the most approved modern methods. These grades are in charge of trained normal graduates, and form as indispensable an adjunct to a normal school as is the workshop to a school of practical mechanics, or the hospital to a medical college. For an hour each day the members of the senior normal class, divided into groups, are required to give lessons in these grades. This work is not mere experiment nor observation, but bona fide teaching under the direction of trained specialists. The work is reduced to a system, each student teacher being required to prepare the lesson beforehand in all its details, according to a plan devised by the training teacher. At the expiration of the practice hour the members of the senior class again assemble in their

[1] Catalogue of Alabama Normal College for Girls for the year 1891-92. Miss Julia Strudwick Tutwiler, principal, Livingston, Ala.

class rooms, when their work is subjected to the criticism of their classmates and of their training teacher, who point out all errors both in government and in instruction. No young teacher could go through this daily experience for months without acquiring much of that presence of mind, that self-control, that fertility of resources, and that ready knowledge of methods and devices which give the surest guaranty of success, not only in the schoolroom, but in any other field of human endeavor.[1]

Admission.—The school is open to students of either sex. Applicants are required to be at least 16 years of age, and of good moral character; they must declare their intention to remain at the normal school until graduation unless sooner discharged, and must certify in writing their full intention to teach in the public schools of Louisiana for one year after graduation; they are also required to pass a satisfactory examination in the ordinary common school branches, "unless exempt from such examination by virtue of an adequate diploma or teacher's certificate." On successfully completing the course of study the student receives a diploma which entitles the holder to a first-grade teacher's certificate, which is valid for four years.[2]

VI.

STATE NORMAL SCHOOLS IN CALIFONIA, OREGON, AND ARIZONA.

CALIFORNIA.

When the first normal school in California was opened, July 1862, but eight out the thirty-four States then in the Union had established State normal schools. These schools numbered 14 in all, distributed in the order of the date of opening as follows: Massachusetts, 4; New York, 2; Pennsylvania, 3: Connecticut, 1; Michigan, 1; New Jersey, 1; Illinois, 1; Minnesota, 1. Besides these, Philadelphia, Boston, and St. Louis each had a flourishing city normal school.

The necessity for the establishment of a State normal school in California was first urged by a few gentlemen in San Francisco, among whom were the State superintendent, Andrew J. Moulder; his successor, John Sweet; and the city superintendent, Henry B. James. By the earnest efforts of these gentlemen a city normal school was established in San Francisco in 1857. The sessions of the school were held weekly and the attendance of the city teachers was made compulsory. This school was continued until 1862; its graduates numbered 54.

In his annual school reports of 1859 and 1860 State Superintendent Moulder recommended the establishment of a State normal school, but both of the succeeding legislatures adjourned without action. When he appealed personally to the members of the legislature to pass the law organizing the school, not a few of them admitted that they did not know what a normal school was.

During the session of the first California State Teachers' Association, held in San Francisco, May, 1861, a committee was appointed to examine and report upon the subject of normal schools. This report was embodied by Superintendent Moulder in his report to the legislature of 1862, and earnestly commended by him to their consideration, with the statement that an appropriation of $5,000 would be sufficient to establish the school and put it in successful operation. The result of the combined efforts of the State superintendent and the teachers' institute was that an act was passed by the legislature, May 2, 1862, providing for the establishment of a State normal school and appropriating $3,000 for its support for five months. The first and second sections of this act read as follows:

1. The board of education of the State of California, together with the superintendents of common schools in the cities of San Francisco, Sacramento, and Marysville, are hereby constituted, ex officio, a board of trustees for the normal school of the State of California, as hereinafter provided.

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[1] Reports of the Louisiana State Normal School, Natchitoches, La., to the general assembly, 1890 and 1892.

[2] Catalogue and Circular of the Louisiana State Normal School, 1890-91.

2. Such board of trustees shall be known and designated as the "Board of trustees of the State Normal School," and they shall have power to establish and maintain in the city of San Francisco, or at such other places as the legislature shall hereafter direct, a normal school for the free instruction in the theory and practice of teaching of such citizens of this State as may desire to engage as teachers in the public schools thereof; to prescribe a course of study for such normal school, and the text-books to be used therein; to examine, employ, and fix the salaries of teachers therein; to hold stated examinations of the pupils attending such normal school, and to award certificates and diplomas as hereinafter provided; to arrange and carry into effect all the details necessary to carry out the purposes of this act.

San Francisco.

In pursuance of this act the board of education accepted the offer of the San Francisco board of education, tendering to the normal school the use of a vacant room in the high school building, together with apparatus. The offer was accepted, and the board advertised that the school would be opened on the third Monday in July. A large attendance was anticipated and there was much discussion as to the proper apportionment of seats, so that each county in the State might secure its proportionate privileges in the school, while at the same time sufficient advantages should be afforded "to the greater number of persons who will undoubtedly seek admission to the school from our large cities." The number of pupils to be admitted during the first term was finally limited to 60, provided that at least 1 pupil shall be admitted from each county. The expectation that a large number of students would apply for admission was not realized. On the day appointed for examination only 5 applicants presented themselves. Three days afterwards the school was organized in a room on the ground floor of the high school building, with Ahira Holmes, of San Francisco, as principal. The number of students increased until at the close of the term the school numbered 31, of whom 3 were young men. A considerable number of those admitted were found to be exceedingly deficient in the knowledge of the common-school branches, as well as in the mental discipline and intellectual vigor necessary to pursue the studies of the course to advantage. The declaration required by the trustees at admission was as follows: "We, the subscribers, do hereby declare that it is our intention to engage permanently in teaching in the common schools of this State, and that it is our object in resorting to this school to prepare ourselves for the discharge of this important duty; and we moreover pledge ourselves to remain at least one term in the school, and to observe faithfully all the regulations of the institution so long as we continue members thereof."

The unfortunate and unnecessary word "permanently" no doubt frightened off many girls who were also candidates for matrimonial honors, but who might have taught school for several years with great success. In the pledge now in use the objectionable word is omitted.

The act establishing the school provided for but one session of five months, but the board decided to open a second session and trust to the liberality of the legislature to carry it through. Their expectation was not disappointed. During the term three special teachers were employed—in music, drawing, and calisthenics, respectively. The whole number of students in attendance during the year was 50. The subjects taught were practical and mental arithmetic, physical and descriptive geography, English grammar and analysis, rhetoric, composition, reading, penmanship, algebra, plane geometry, physiology, natural philosophy, vocal music, and theory and practice of teaching.

The school began its second year no longer an experiment but an established State institution. Its first year of work had proved both the necessity for its existence and its possibilities of usefulness. The legislature of 1863 repealed the first act establishing the school and passed a second act, substantially the same, embodying it as part of the State school law and making an appropriation of $6,000, which was double the original appropriation for the first year.

In January, 1864, the school was reorganized and divided into senior, junior, and subjunior classes, and a regular course of study for each class was prescribed by the board. By the new regulations each member of the senior class was required to spend one week in the model school and to write a full report of the work done while there. The haste of pupils to graduate was a great hindrance to the best success of the school, as it has been even in the best of schools to the present day.

The following extracts from a letter written by a graduate of the class of 1864 will give some idea of the difficulties encountered in the early days of this school:

My introduction to the school was made in the fall of 1862. It was then held in a side room of the high school of San Francisco. The room resembled a hat room deprived of its racks and improvised with rickety seats. The normalites were intruders upon the domain of the high-school pupils; hence had no rights that they could call their own. Ahira Holmes was principal, vice-principal, assistant, and professor to all the 25 normalites—that is, when they were in attendance.

In the beginning of 1863 we were moved to a tumble-down, two-story wooden structure on Fourth street. The place we went to was worse than the place we left; for while it stood on what may well be termed a *stable* foundation, it was shaky, and its outside stairs upon their two posts were shaky. When vehicles went rumbling over their cobbled way we suspended our class exercises; we had to, for the tremble, rattle, roar, and clatter drowned human voices. We had other misfortunes—there were no maps, apparatus, nor books of reference in or about our school. We had one piece of furniture in addition to our seats and desks—a piano, hired by the pupils.

During the first term the school waned and waxed. In waning it went down to about 20 pupils; then it ran up to 30; it trembled in the balance. The pupils held council what to do—to forsake the institution in a body, or continue faithful to the end. The decision was to stay with the school—old house and all. We were faithful to the end. From that time the school has gone on to prosperity.

The year of 1864–65 shows a continued increase of attendance and in the general efficiency of the school. The growing interest and confidence throughout the State in normal-school work are shown by the fact that twenty-three counties were represented by the new students admitted during the year. An arrangement was made with the San Francisco board of education by which four normal students were detailed each week to teach either as substitutes or assistants in the public schools of the city. This arrangement did not prove altogether satisfactory.

In June, 1865, Mr. George W. Minns, principal of the Boys' High School of San Francisco, was elected principal of the California State Normal School. The school opened for the year on the 10th of July, in Dashaway Hall, the model school being for a time disbanded. After six weeks it was transferred to the Lincoln School building, then just completed. In September it was again removed, this time to a primary-school building. Here the normal school found a permanent home during the remainder of its stay in San Francisco, and sang the song of the Psalmist (Rouse's version)—

Woe 's me that I in Mesach dwell
A sojourner so long,
That I in tabernacles dwell
To Kedar that belong!

By an act approved March, 1866, the State board of education was made to consist of the governor, the State superintendent of public instruction, the principal of the Normal School, the superintendents of schools of San Francisco, Sacramento County, Santa Clara County, San Joaquin County, and two professional teachers nominated by the State superintendent and elected by the board. By the same act the State board of education, with the exception of the principal of the State Normal School, was constituted the board of trustees of the State Normal School.

The revised school law provided that the graduates of the Normal School should receive State certificates of a grade to be determined by the State board of examination. Under this provision some graduates received diplomas, and others, first, second, or third grade certificates, the standing of each member being determined

by taking into consideration the recitation records during the term, the report of success in the training school, and the result of the written examination at the close of the term.

San José.

In May, 1868, Dr. William T. Lucky being principal of the Normal School, the subject of a permanent location for the school began to be agitated, and in 1870 the legislature selected San José as the location and enacted a law providing for the selection of a site and the erection of a building. Some amendments were made to the laws governing the school, the principal change being in the constitution of the board of trustees, which was made to consist of the governor, the State superintendent of public instruction, and five others to be appointed by the governor. The same act appropriated $24,000, biennially, "which said appropriation shall be set apart at the commencement of each fiscal year to support the State Normal School."

The corner stone of the first California State Normal School building was laid October 20, 1870, with imposing Masonic ceremonies conducted by the Grand Lodge of the State. The first session of the school in San José was opened in June, 1871, in rooms temporarily furnished by the city board of education. The new building was completed in 1876 at a cost of about $285,000. Though but imperfectly adapted to school purposes, it was a handsome building, both in architectural design and in details of finish, with numerous porticoes supported by Corinthian pillars, handsome entrances, wide corridors, and spacious halls. It is unfortunate that so large an amount of time, money, and skill should have been expended on a building constructed almost entirely of wood. In November, 1873, a preparatory class was organized, whose special work was a thorough review of the elementary branches in preparation for the work of the junior class. During this year the senior class began regular practice work in the training school, the classes of which were made up of pupils from the public schools of the city. But in the following year the training school was opened as a pay school independent of the city schools, and soon became nearly self-sustaining.

In 1876 the course of study was extended to three years—junior, middle, and senior. In this year the legislature raised the annual appropriation to $24,000.

With the school year of 1879–80 came a catastrophe which resulted in giving the strongest possible proof of the vitality of the school and of its hold upon the confidence of the people. On the morning of Tuesday, February 10, 1880, the building was totally destroyed by fire, originating, it is supposed, in a defective chute. The total loss was estimated at $304,000. The board of education of the city of San José promptly tendered the high-school building for the use of the normal school, making arrangements to accommodate the high-school classes in other schools. Thus the school was enabled to continue its work with but one day's interruption.

On the 12th of April, 1880, the legislature passed a bill appropriating $100,000 for the erection of another building at San José for the use of the State Normal School, and work on the new building was at once begun.

During the legislative discussions in reference to the normal school two assertions were made which did the school great injustice. One was that the normal school was a San José or Santa Clara County high school, and therefore should not be sustained by the State. In answer to this it was shown that during the current year 275 students had entered from counties outside of Santa Clara. The other allegation was that the graduates of the normal school were not as well qualified as many graduates of high schools; that they could not pass the examination to enter the junior class of the university, etc. To this it was replied that the normal school is not a high school, nor is it a preparatory school for the university. It has for its object the preparation of teachers for the district schools of the State. The most advanced graduates of the high schools find it hard work in one year to complete the review

studies and the training required in the normal school. One-third of the time of this year is devoted to the study and practice of teaching. The mere assertion that after this year's work students are not as well prepared to teach as those who know a little more Latin or French can carry but little weight.

Work on the new building was begun in May, 1880, and was prosecuted with such vigor that the school was able to occupy its new quarters in May, 1881. The new edifice, though plainer in its exterior than its predecessor, is well adapted to the purposes of the school, being modeled after the most approved normal-school structures in the East, and it has been pronounced by well-informed persons who have had ample opportunities for observation to be inferior to none on the continent at the time of its erection. Notwithstanding its spaciousness the school gave promise of rapidly outgrowing its accommodations.

In February, 1881, the legislature made an appropriation of $25,000 for improving and fencing the normal-school square. The grounds were carefully laid out, walks and drives graveled, flowers and trees planted. New lawns have from time to time been laid out and additional flower beds and trees planted, so that the grounds are now a place of delightful recreation to the students and an ornament to the city.

In no way is the intellectual life of a school more clearly indicated than in the increasing use of the library. With the occupation of the new building came the employment of a special librarian, who kept the library open all day. The arrangement in the course of study of a study hour at the school building for each pupil opened the door to an increased use of reference books and gave some additional time for general reading. Visiting committees from the legislature, seeing both the usefulness of the library and the need of more books, recommended special appropriations for the benefit of the library, which were cheerfully granted. This in turn reacted upon both teachers and students, who, finding that more and better books were provided, were induced to make more and better use of them. In addition to these inducements the topical method of study, now growing in use and favor, by which the student is given a subject to investigate rather than a portion of some book to master, necessarily led to the demand for many books on each subject. The importance to the student of this familiarity with books can scarcely be overestimated. The library numbered in 1889 about 3,500 volumes. By the continued liberal appropriations of the legislature new books are added yearly, and an additional building is now needed.

By the course of study adopted in 1884 it is provided that each member of the senior class should spend one recitation period each day for three-fourths of the year in the training department — the first ten weeks in observation and the last five months in teaching. During the half term spent in observation, the pupils write out, as regular exercises, criticisms upon the work of pupil teachers and analyses of model lessons given by the regular critic teachers, besides receiving special lectures upon the work they have observed. During the five months of actual practice work they are required to make special preparation for each recitation under the supervision of the regular critic teachers, who give both class lectures and individual criticism. From the one class with which it began, the training department grew until it included four distinct subdivisions—primary, intermediate, grammar, and advanced grammar. From the time the pupil enters the lowest junior class until he graduates his attention is kept fixed on the fact that he is learning each subject with a view of imparting it to others, and the method of presentation is made a subject of continued observation. The pupil is thus from the beginning trained to teach. The philosophy of the work he has not at first culture enough to appreciate, or even to understand. As he advances to riper scholarship he receives about one hundred and twenty lectures, beginning with an outline of mental philosophy, upon methods of teaching, grading, and disciplining a school. These lectures cover not only the philosophy of education, but practical and detailed instruction in the minutiæ of

teaching. Students are required to take copious notes of those lectures and to rewrite them for future reference. They thus are enabled to carry away with them voluminous notebooks of original work, intended and fitted to be guidebooks to young teachers when they come to reduce theory to practice.

In 1887 a workroom was fitted up and provided with tools for the use of pupils. For the first year instruction was given only by the regular teachers, but this not proving satisfactory, a skilled mechanic was employed during a part of the year to superintend the workshop. Attendance was entirely optional, but the results were satisfactory. An exhibit of students' work at the close of the term showed fancy tables, easels, footstools, etc., all of creditable workmanship.[1]

Principals.

Ahira Holmes	1862–1865
George W. Minns	1865–66
Henry P. Carlton	1866–67 and part of 1868
George Tait	July, 1867, to February, 1868
William T. Luckey	1868–1873
Charles H. Allen	1873–1889
C. W. Childs	July, 1889

Los Angeles.

In March, 1881, an act was passed by the legislature establishing a "Branch State Normal School in Los Angeles County," the site to be selected and the building located by the board of trustees at San José. The school was opened in August, 1882, in a handsome and convenient building in the city of Los Angeles. The attendance the first year was 126 in the normal department, and 150 in the training school. The course of study arranged was the same as that of the school at San José, and both in the organization of the school and its management the parent institution was closely followed, and with most satisfactory results.

The legislature of 1890 made an appropriation of $10,000 for building and furnishing a gymnasium. Each student is required to practice calisthenic or gymnastic exercises for one recitation every day under the supervision of a skilled and careful instructor.

The number of students entered on the catalogue of 1890–91 was, in normal classes, 288; in model and practice school, 200.

Chico.

The legislature, in 1887, created another branch normal school, to be located at Chico, in northern California. It was opened in 1889 with 80 pupils, under the principalship of Prof. Edward T. Pierce; this number had increased to 120 by the end of the school year.

OREGON.

State Normal School, Monmouth.

Monmouth, the seat of the Oregon State Normal School, is in Polk County, 2 miles west of the Willamette River and 70 miles from Portland by rail. The State Normal School was established at this place in 1883. The necessity for such an institution was manifested by the fact that as soon as the school was opened students began to gather in from different parts of the State, and during the first year 104 were enrolled. The enthusiasm spread, and the number in attendance the second year was double that of the first; the fourth year showed an enrollment of 227; the fifth year, 261; the sixth year the attendance was so large that it was found necessary to suspend the model school until the new building should be completed. The new

[1] Historical sketch of the first State Normal School of California.

building is a magnificent brick structure especially adapted to its peculiar purpose, and is the gift of Polk County to the normal school.

The normal curriculum is divided into three courses. The elementary occupies one year; the regular, two years; and the advanced, one year. The elementary course includes, as professional studies, object teaching and use of apparatus, methods in arithmetic and grammar, methods in geography, reading, and history, and school organization; in mathematics, arithmetic; in sciences, geography, map drawing, and history; in English, grammar, analysis, and composition; in art, etc., elocution, vocal music, penmanship.

In the regular course the studies of the first year are, professional: school management, teaching in graded schools, hygiene of schoolroom, methods in mathematics and science; mathematical: algebra; science: philosophy and chemistry; English: rhetoric, English literature, ancient and mediæval history; art: elocution, vocal music, penmanship.

Second year, professional: civil government, Orgeon school law, constitution of Oregon, history of education; mathematical: geometry and bookkeeping; science: physiology, geology, astronomy, botany; English and mental science: ancient and mediæval history, modern history, mental science; art: elocution, vocal music, penmanship.

The studies of the advanced course are, school gradation, school supervision, institute work, philosophy of education; trigonometry, surveying, mechanics; commercial law, political economy, moral philosophy, logic; German, French; Cæsar, Cicero, Virgil.

The graduating class of 1889 numbered 36; that of 1890, 21.

Graduates of the State Normal schools of Oregon receive diplomas good for six years in any public school of the State; after which, if successful in teaching, they are entitled to life diplomas.

There are four other State Normal schools in Oregon, located, respectively, at Drain, Weston, The Dalles, and Ashland.[1]

ARIZONA.

Territorial Normal School, Tempe.

This school was established by an act of the thirteenth legislature, amended and reenacted in 1887. The objects of the school are declared by said act to be the instruction of persons, both male and female, in the art of teaching and in all the branches that pertain to a good common school education; also to give instruction in the mechanical arts and in husbandry and agricultural chemistry, in the fundamental laws of the United States, and in what regards the rights and duties of citizenship. Applicants for admission are required to be not less than 15 years of age, and should be able to parse the words of any ordinary sentence; to solve any problem in arithmetic up to and including decimal fractions; to bound any State or Territory and to locate the principal rivers and cities of the world; to write a legible hand, and to read intelligently.

The Normal School building is a brick structure, 60 by 70 feet and one story high. A 10-foot hall extends through the building from north to south. The building is surmounted by a high roof, leaving a space of 8 feet between the roof and the ceiling. The entire structure is surrounded by a veranda 12 feet wide. Ventilators admit the passage of air in every direction.

Tuition is free to those who obtain an appointment from a member of the legislature and to those who sign the declaration that they attend the school for the purpose of preparing themselves for teaching in the public schools of Arizona.

[1] Ninth Biennial Report of the Superintendent of Public Instruction of the State of Oregon, Salem, 1891.

All others are charged $1 per month. In order to graduate the student must be at least 18 years of age, must have attended the school for a period of at least twenty-two weeks, and must pass a written examination in all the studies of the course. Graduates receive certificates which entitle them to teach a grammar school in any county in the Territory.

The regular course of study requires three years for its completion. The studies of the first year are reading (3), geography (3), grammar (3), history (3), drawing (3), arithmetic (3), spelling (3).

The studies of the second year are geography (1), arithmetic (2), spelling (3), writing (1), rhetoric (1), zoology (1), bookkeeping (1), physics (1), physiology (1), algebra (3), botany (1), pedagogy (1).

The studies of the third year are grammar (1), arithmetic (1), pedagogy (2), algebra (2), geology (1) (optional), school law and ethics (1) (optional), geometry (2), chemistry (1), civil government (1), astronomy (1), English literature (1).

Each school year is divided into three terms, and the figures above indicate the number of terms devoted to that subject in each year.

The following is the syllabus of the lessons in pedagogy:

Practical pedagogy.—Brief study of the mind; the teacher; the pupil; the parent; the school house and grounds; school management; discipline; recitations.

Theoretical pedagogy.—More complete study of the mind and senses; cultivation of the mind and senses; cultivation of memory, judgment, reason, imagination, etc.; the emotions; the will; nature and use of punishment.

History of education.—Biographies of noted educators; discussion of their methods, theories, and attainments; a thorough examination of the educational value of common public schools.

School law and ethics.—The right; the conscience; motives; passions; habit; different ethical systems. An analysis of the school law of Arizona.

The faculty consists of the principal, filling the chairs of language, mathematics, and pedagogy; and one professor, teacher of reading, history, literature, and natural science.

The number of students, session of 1890–91, was 30; 27 in the junior class, and 3 in the senior.[1]

VII.

NORMAL SCHOOLS FOR COLORED TEACHERS.

The preceding chapters have been devoted to the consideration of normal schools for white students controlled by the State and supported wholly or in great part by the State. It was considered unadvisable to take up the history of normal schools for colored people in the same connection, because the two classes are so different that they afford no grounds for comparison. They arose under different circumstances, were carried on by different agencies, and were actuated by different purposes. The former sprung out of a growing conviction of the necessity of better teachers for the common schools; the latter from the want of any teachers. The one had a single purpose in view—the elevation of the common schools by the agency of qualified teachers; the other had for its purpose the elevation of a race by the creation of suitable schools. The progress of the one has been largely professional and intellectual, with occasional deviations in the direction of higher education, the industries, and æsthetics; the progress of the other has been in a small degree purely professional; in still larger measure academic, moral, religious, and industrial, with occasional flights into the region of classical and scientific learning and considerable dalliance with music. There are few institutions of the latter class known by title as "normal schools." There are "normal universities," "normal colleges," "normal and collegiate institutions," "normal seminaries," and many universities and colleges with "normal departments."

[1] Catalogues of the Arizona Territorial Normal School, 1890–91.

The establishment and maintenance of the State normal schools hitherto considered have been due either to the State solely, or to the State aided by local communities, and occasionally to local communities aided by the State. The origin of colored normal schools (the phrase is used for brevity and not by preference) was due to one or more of the following instrumentalities:

1. The National Government.
2. Religious or philanthropic associations.
3. Individual generosity.
4. State governments.

It is obviously impracticable, within the limits necessarily prescribed to this essay, to notice all the normal institutions or departments included in these classes. A selection of typical instances will be made, but the actual conditions and prospects of practical normal training will not be accurately represented without carefully weighing the report of the Hon. J. L. M. Curry to the trustees of the John F. Slater fund, from which the following extracts are made:

In some of the towns and cities there is possibly an unwise multiplication of denominational or independent schools. Christian denominations are rivals in their establishment, in getting the largest number of pupils, and in making the most attractive exhibition. It seems to be a weakness and an error common to all to seek to catalogue as many names as possible. The aggregate names, not the habitual and average attendance, but all who for any time, one day or several months, have matriculated. This militates against the usefulness and popularity of the free schools. In so far as these institutions not under State control impair the efficiency of, or divert attendance from, the public schools, they are mischievous; for the great mass of children, white and black, must more in the future than at present depend almost exclusively upon the State schools for the common branches of education. These schools, permanent, not subject to caprice or varying seasons, incorporated into the body politic, must be the chief factor in the education of the people. * * * The schools aided by the Slater fund give instruction in the primary grades, and a preponderant percentage of the pupils never get beyond what should be taught in a good public school. *The normal work is generally superficial, and is appended to the curriculum more as a future expectancy than as a present realization.* [The italics are the editor's.] These schools have unquestionably improved the negro teachers in the South. Teaching always derives benefit from the discipline, the knowledge, the culture of those who teach, and it would be unjust and unkind to withhold proper acknowledgment of the improvement of the teachers and of the cause of it. Nevertheless it is indisputable that the normal training is lacking in system, thoroughness, and the application of educational psychology. Persons are called and commissioned as teachers because they have passed creditably through the literary course of these schools. Such preparation for their work is excellent, essential, because professional skill must rest on scholarship, but it does not come up to modern requirements and possibilities. The normal work, as aided by us, should be more professional and more systematically and concentratively adapted to the preparation of teachers for school work. The higher literary instruction should be supplemented by a course suited to training teachers to teach. Improved teaching is the prime need of our school; and the surest and cheapest method of advancing general education and of meeting our obligations as a board is to aid in providing qualified teachers.

In all the schools some industries are taught, rather for the purpose of preparing the pupils for making a living by a trade, and of aiding in the maintenance of the schools by the sale of products, than for the development of the powers of the mind, and gaining a truer and ampler knowledge of the world "and of things as they exist in nature and are used in the industrial arts." These industries, thus pursued, do good to the individual negro, but they are an infinitesimal factor in working out the problem of "uplifting the lately emancipated population of the Southern States." Physical labor has been found advantageous in restraining appetites and preventing vicious indulgences, in dignifying and elevating manual labor as proper in itself, in economic production, in the manufacture of products, the sale or consumption of which helps in the difficult and ever recurring problem of how the school shall live from year to year; but the rationale of the use of tools and of construction, with examples of the application of science to art, may often be the best function of the manual-training school. Even where skillful and intelligent superintendents were found by us, the foremen were often merely mechanics, without general education, performing their work without understanding the principles involved. A blacksmith heats and

hammers and welds iron and puts it into shape, but he does nothing more. It is a wrong to the men, to the schools, to the race, to allow such superficiality, such weary apprenticeship. The first need in a shop, as in a school, is a competent instructor. . . . I venture to recommend strongly larger appropriations for strictly normal work, and that what is given for that end be applied to the salaries of teachers of whose competency the educational committee is satisfied.

The Miner School, Washington, D. C.

The first attempt at the education of colored girls as teachers was made in Washington, D. C., about the beginning of the year 1852.

Miss Myrtilla Miner, a lady of Northern birth and an experienced teacher, had been for some years previous to this time a governess in a Southern family. There she became impressed with the conviction that colored children had need of education, that they were capable of education, and that, under the conditions then prevailing, they could be educated only by teachers of their own race. So she came, alone and unknown, to Washington on the 3d of December, 1851, to carry her convictions into practical operation. She began on a small scale. She rented a small house, and gathered some 25 girls into it, and by rigid economy made the enterprise nearly self-sustaining. Contributions from personal friends in the North supplied what was lacking.

So the school went on for four years amid many discouragements, but gradually gaining strength, when, by Miss Miner's influence, a society was formed styled "The Washington Association for the Education of Free Colored Youth." The trustees were Samuel M. Janney, Loudoun County Va.; Johns Hopkins, Baltimore; Samuel Rhoads and Thomas Williams, Philadelphia; G. Bailey, M. D., and L. D. Gale, M. D., Washington; W. W. Bellows, D. D., New York; A. E. Stowe, D. D., Andover, and Henry Ward Beecher, Brooklyn. The association issued a circular in 1856 making a strong appeal for "funds to build an edifice for a normal school for the education of colored female teachers already established in the city of Washington." Their design was "to receive the more intelligent daughters of this [colored] people, educate and return them to their homes, to extend as parents and teachers the blessings of knowledge and religion." "They would open an asylum where they may be brought, emancipated, educated, taught housewifery as well as science, and thus be prepared to become teachers." An eligible site of 3 acres within the city limits had already been purchased, and the association asked for $20,000 to erect a suitable building. The enterprise was retarded for some years by the ill health of Miss Miner. Work and worry had undermined a constitution naturally delicate, and in 1861 she went to California hoping to regain her lost vigor. But an injury caused by being thrown from a carriage robbed her of her little remaining strength, and she returned to Washington in July, 1864, to die. The Miner School is her only monument, and a few words will complete its history to date (1892).[1]

In 1863 Congress passed an act to incorporate the institution for the education of colored youth in the District of Columbia. This was the original Miner School.

In 1877 an agreement was entered into between the trustees of the Miner School fund and the trustees of the public schools by which the former undertook to build a suitable schoolhouse between Fourth and Seventeenth streets west and R and P streets north, upon plans prepared by a joint committee of the two bodies, and the latter to take entire charge of the building. The trustees of the Miner School reserved the right to appoint teachers.

Dual managements are rarely successful. The contract was terminated in 1887. The Miner School has now no connection with the public schools, and as a normal school has ceased to exist.[2]

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[1] Circular—Normal School for Colored Girls, Washington, D. C., 1856.

[2] Report of the Public Schools of the District of Columbia, 1887–88.

HOWARD UNIVERSITY NORMAL AND PREPARATORY DEPARTMENT, WASHINGTON, D. C.

The Thirty-ninth Congress conferred upon the Howard University a charter with the most liberal provisions, specifying the following departments: Normal, collegiate, theological, law, medicine, and agriculture. The normal department was opened in May, 1867, in a building leased by the Freedmen's Bureau for that purpose, on Seventh street, near the northern limits of the city. A farm of 150 acres, situated on the heights on Seventh street north, and overlooking the city and the surrounding country, was afterwards purchased and the university buildings were erected thereon.

The report of Howard University for the year 1874 states that the normal department is conducted under a joint committee of the university and the institution for the education of colored youth. The aggregate attendance for the year was over 300, the average for each term being 107, and the number of graduates for the year 7. In 1886 the number of normal students was 31, arranged in three classes, junior, middle, and senior. In 1887 there were 43 names in the normal department. In 1888 there were 53 names. The last catalogue, 1891, has 150 students in the "normal and industrial department," but it is impossible to say how many are "normal" and how many are "industrial." The normal students proper can not, however, exceed 34, being the number in the junior, middle, senior, and post-graduate classes. The normal department has a principal and 5 instructors in the following chairs: English grammar, arithmetic and civics; mathematics and history; English composition, French and German; geography, and United States history. The industrial department has a superintendent, a matron and preceptress and 7 instructors, 1 in sewing, 2 in mechanical drawing, 1 in printing, 1 in bookbinding, 1 in carpentering, and 1 in tin work.

There is nothing in the normal course in the junior and middle years to distinguish it from an ordinary high-school course. In the senior year students may take, in the second term, "theory and art of teaching or chemistry;" and in the third term, "methods of teaching or natural philosophy." History of education is the only prescribed pedagogical study in this normal school. Even the post-graduate course has no pedagogical element.[1]

MARYLAND.

The Baltimore Colored Normal School is a survival of the "Baltimore association for the moral and educational improvement of the colored people." On the 28th of November, 1864, 26 philanthropic citizens of Baltimore met in a private house, pursuant to an invitation by printed circular, "to consider the best means by organized effort, in view of the present condition of the colored people of the State, to promote their moral, religious, and educational improvement." At this meeting a permanent organization was formed under the title given above, a constitution adopted, officers appointed, and a "special finance committee of ten to proceed at once to raise money." A special executive committee was also appointed and instructed "to start a school for the colored people, to rent rooms for the purpose, to procure teachers and furnish the school; also to rent and furnish rooms for the permanent occupancy of the board of managers, for which purposes they are authorized to draw upon the treasurer at their discretion."[2]

Immediately after the Christmas holidays, January 3, 1865, a school for colored children was opened under the auspices of the association in the rooms of one of the colored churches, and a few days later ground was broken in the counties by the opening of a colored school in Easton, Talbot County. At the end of the year there were 7 colored schools in the city—16 rooms crowded to their utmost capacity—and 18 schools in the counties. The total expenditure for the year was $17,556.95. This

[1] Catalogues of Howard University, Washington, D. C., 1867, 1874, 1886, 1887, 1888, 1890, 1891.

[2] Minutes of the Association for the Moral and Educational Improvement of the Colored People. MS.

amount was raised from several sources—collections by the finance committee, donations from Society of Friends in England, Pennsylvania Freedmen's Relief Association, appropriations from the city treasury, etc. A circular had been sent to 250 ministers in charge of congregations, Christian and Hebrew, asking for aid and sympathy, and specially requesting "whatever you may think or do, please acknowledge the receipt of this note." Twenty-three of the 250 did acknowledge it, but the only material aid from this source came from 2 rabbis—Rabbi Hockheimer and Rabbi Shold—each of whom sent a "contribution" with his reply to the circular.

Outside of collections by the finance committee and the annual appropriation of $10,000 from the city treasury, the main reliance of the association was on the New England Freedmen's Aid Association. "They have never failed us, nor have we ever called on them for assistance without receiving a cheerful and liberal response. Without their constant sympathy, encouragement, and generous aid our work would have amounted to but a small result, and very likely not have been continued."

One great difficulty with which the executive committee had to contend was the lack of competent teachers. White teachers met with no encouragement. Colored teachers were but poorly qualified. Both white and colored had to run the gauntlet.

Owing to the still existing prejudices of our people, many of these teachers who have left comfortable homes to devote themselves to this great missionary labor have, instead of sympathy and encouragement, met with much harsh treatment. We instance the stoning of the children and teacher at Easton; the rough handling and blacking of the teacher at Cambridge; the indignation meeting held at Church Creek, Dorchester County, when resolutions were passed to drive out the teacher at that place; and last, but not least, the burning of church and schoolhouse at Millington, Kent County. These, with such outrages as the burning of colored churches in Cecil, Queen Anne, and Somerset counties, to prevent schools being opened in them, and the impossibility to obtain board for a white lady teacher in Annapolis add no little to the troubles of your committee.[1]

A normal school for colored teachers was felt to be a necessity, and with the promptitude which characterized all the operations of the association and its officers a normal school was opened in the second year of the association schools. Its first shelter was in a rented building, but in December, 1867, it was removed to the permanent home which it still occupies—a Friends' meetinghouse, altered and specially adapted to its new uses. The secretary of the executive committee, Joseph M. Cushing, in the third and last annual report, says to the members of the association:

In presenting this third annual report of our association we welcome you to this normal-school building, just now ready for your occupancy. It seems eminently fitting that this old meetinghouse, which for so many years has witnessed the peaceful assembling of the Friends for spiritual communion, should hereafter be devoted to the dissemination of light and knowledge among those who have all their lives sat amid darkness and ignorance; that from this place the peaceful influences of education should issue to supplement and improve the results of war. This school is the legitimate result of our exertions for the past three years and is necessitated by our success in the work we have aimed to accomplish. We have now in operation in the counties of Maryland 73 schools, numbering nearly 5,000, and at the same time there are 50 new schoolhouses ready for occupancy and 39 others in course of erection, which will be finished during this year. * * *

To supply this immediate need of teachers in Maryland and also to answer the calls that will speedily come from the States farther South this normal school is open. Hence will go forth men and women thoroughly trained for the work of teaching, to carry to their own race the mental freedom from superstition and ignorance needed to perfect the freedom from bodily thraldom which emancipation has accomplished. This building will stand, a protest eloquent in its silence against all assertions that the African race will not learn and can not be taught.

The operations of the association in the city, the Colored Normal School excepted, were terminated in the fall of 1867 by the schools being incorporated into the public-school system of the city. There were remaining 73 schools in the counties which

[1] First Annual Report of the Baltimore Association for the Moral and Educational Improvement of the Colored People, November, 1865.

were running at an expense of about $50,000 a year. These also were taken off the hands of the association in 1868, and became part of the State system of public education. Nothing is now (1892) left in visible and tangible form of the work of the old association but the normal school and the schoolhouses scattered over the State, many of them still used for their original purposes. But the stirring memories of those early days, the enthusiasm which carried the actors beyond the limits of what sober-minded people deemed possible, the brotherly feeling that brought help from North and East and from beyond the Atlantic, the dangers and the glories of "Timbuctoo"[1] will never pass away.

"For freedom's battle once begun,
Bequeathed from bleeding sire to son,
Though baffled oft, is ever won."

The normal school is fortunate in having no sensational history. It lost two principals by resignation and one by death, but still continues on the even tenor of its way. The income is derived partly from a State appropriation and partly from tuition fees. The instruction given is principally academic; it has been found practically impossible to retain pupils long enough for them to benefit by purely professional studies. There are three grades, normal, grammar, and primary. Graduates from the normal department have no difficulty in obtaining places, and in general they make very acceptable teachers. The number of pupils in all grades has for many years averaged about 200.[2]

VIRGINIA.

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE.

The Hampton Normal and Agricultural Institute stands on the east shore of Hampton Creek, not far from Fort Monroe. The earliest English civilization on this continent was established at Hampton, and the first slaves brought to America were landed only a few miles off. The American Missionary Association purchased the site on which the institute now stands—an estate of 120 acres, then known as "Little Scotland"—fitted up the necessary buildings, and opened the school in April, 1868, with 20 scholars, on a manual-labor basis. Through liberal grants from the Freedmen's Bureau and donations from Northern friends a large schoolhouse was erected, in which 300 students could recite. The farm was supplied with buildings, stock, and tools. An industrial department for the manufacture of clothing was built up, and a printing office was established, in which the various branches of the printing trade were taught. In June, 1870, the institute received a charter from the general assembly of Virginia creating a corporation with power to choose their own successors and to hold property without taxation. In 1872 the general assembly passed an act giving to the institute one-third of the agricultural college land grant of Virginia. Its share was 100,000 acres, which was sold for $95,000. Nine-tenths of this money was invested in bonds bearing 6 per cent interest. The other tenth was expended in the purchase of additional land, increasing the size of the farm to 185 acres. The number of pupils at the close of the fifth annual session was 213, representing different sections of Virginia and North and South Carolina.

The normal course of study at this time included an academic course in the English language, elementary mathematics, natural science and history. Among the eight additional "miscellaneous" studies is one called "drill in teaching."

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[1] A pet name given to a select coterie of the executive committee, noted both in council and in the field, where, as vile propagandists, they were met with unsavory epithets and still more unsavory missiles—not to speak of threats of lynching, fortunately not executed.

[2] First, second, and third annual reports of the Baltimore Association for the Improvement of the Colored People.

The receipts of the institute from its organization to June 30, 1873, were as follows:

1. From American Missionary Association	$34,600.00
2. From societies and individuals, through A. M. A	21,378.16
3. From Bureau of Refugees, Freedmen, and Abandoned Lands	58,327.89
4. From interest of endowment fund	2,244.34
5. From interest of State Agriculture College land fund	7,480.50
6. From trustees of Peabody fund	3,400.00
7. From Hampton students (vocalists)	10,971.30
8. From other sources	89,623.86
9. From donations for endowment fund	43,941.22
	271,967.27

The following extracts from the first report of the principal, Gen. S. C. Armstrong, made to the trustees in 1870, will show the ideas which, being logically followed for over twenty years, have made this institute the greatest school of the kind in this country, or in any country, and the model of many other great schools of similar purpose:

What should be the character of an educational institution devoted to the poorer classes of the South? * * * Plainly a system is required which shall be at once constructive of mental and moral worth and destructive of the vices characteristic of the slave. What are these vices? They are improvidence, low ideas of honor and morality, and a general lack of directive energy, judgment, and foresight. * * * His deficiencies of character are, I believe, worse for him and the world than his ignorance. But with these deficiencies are a docility and enthusiasm for improvement and a perseverance in the pursuit of it which form a basis of great hope and justify any outlay and the ablest service in his behalf. At Hampton we are trying to solve the problem of an education best suited to the needs of the poorer classes of the South by sending out to them teachers of moral strength as well as mental culture. To this end the most promising youths are selected. The poverty of these pupils has required the introduction of manual labor.

The plan of combining mental and physical labor is a priori full of objections. It involves friction, constant embarrassment, and apparent disadvantage to educational advancement, as well as to the profits of various industries. But to the question, "Do your students have sufficient time to study all their lessons faithfully?" I should answer, "Not enough, judging from the common use of time, but under pressure they make good use of the hours they have; there is additional energy put forth, an increased rate of study which makes up for the time spent in manual labor, while the physical vigor gained affords abundant strength for severe mental labor." Nothing is of more benefit than this compulsory waking up of the faculties. * * * However the future may decide the question, our two years' experience of the manual-labor system has been satisfactory. Progress in study has been rapid and thorough—I venture to say not excelled in any school of the same grade; there have been a steadiness and solidity of character and a spirit of self-denial developed, an appreciation of the value of opportunities manifested, which would not be possible under other conditions. * * * There are two objective points before us, toward one or the other of which all our energies must soon be directed as the final work of this institute. One is the training of the intellect, storing it with the largest amount of knowledge, producing the brightest examples of culture; the other is the more difficult one of attempting to educate in the original and broadest sense of the word—to draw out a complete manhood. The former is a laborious but simple work; the latter is full of difficulty. It is not easy to surround the student with a perfectly balanced system of influences. The value of every good appliance is limited and ceases when not perfectly adjusted to the higher end. The needle, the broom and wash-tub, the awl, the plane, and the plow become the allies of the globe, the blackboard, and the text-book. * * * But what should be studied in a course like this? The end of mental training is a discipline and power not derived so much from knowledge as from the method and spirit of the student. I think too much stress is laid on the importance of choosing one of the great lines of study—the classic or the natural sciences—and too little upon the vital matter of insight into the life and spirit of that which is studied. Latin, as taught by one man, is an inspiration; by another, it is drudgery. * * * Our three years' course, with but little preliminary training, can

not be expected to furnish much. Our students can not become advanced enough in that time to be more than superficially acquainted with Latin and Greek; their knowledge would rather tend to cultivate their conceit than to fit them for faithful educators of their race. The great need of the negro is logic and the subjection of feeling to reason; yet in arranging his studies we must exercise his curiosity, his love of the marvelous, and his imagination as means of sustaining his enthusiasm.

An English course, embracing reading and elocution, geography, mathematics, history, the sciences, the study of the mother tongue and its literature, the leading principles of mental and moral science and political economy, would, I think, make up a curriculum that would exhaust the best powers of nineteen-twentieths of those who would, for years to come, enter the institute. * * * Of all our work that upon the heart is the most important; there can be no question as to the paramount necessity of teaching the vital precepts of the Christian faith and of striving to awaken a genuine enthusiasm for the higher life that shall be sustained and shall be the strong support of the young workers who may go out to be examples of their race. * * * I think we may reasonably hope to build up here, on historic grounds, an institution that will aid freedmen to escape from the difficulties that surround them by affording the best possible agency for their improvement in mind and heart, by sending out not pedagogues, but those whose culture shall be upon the whole circle of living, and who, with clear insight and strong purpose, will do a quiet work that shall make the land purer and better.

The trades taught are carpentry and woodworking, harness making, shoemaking, the trades of the wheelwright, blacksmith, and tinsmith, house painting, printing, tailoring, steam engineering and gas fitting, and the rudiments of the machinist's trade.

The normal department employs 19 teachers in the following subjects: Mathematics, English literature, reading and elocution, history, grammar and composition, writing, geography, civil government, political economy, natural philosophy, natural history, physiology, and methods of teaching. The senior class receives daily lessons in the art of teaching and members of the class visit the training school daily for observation and practice.

The estimated cost of tuition is $70 a year for each pupil. This does not include board, clothing, or books.

The total enrollment for the year ending July, 1890, was 692—443 men and 259 women. Of these, 85 men and 46 women were Indians.

NORMAL AND COLLEGIATE INSTITUTE, PETERSBURG.

The Virginia Normal and Collegiate Institute was established by an act of the general assembly of 1881 and 1882 for the higher education of the colored youth of the State and with special reference to the training of teachers. The act of incorporation appropriated $100,000 of the proceeds of the sale of the Atlantic, Mississippi and Ohio Railroad for the erection of suitable buildings and $20,000 annually for the support of the institute. The corner stone of the main building was laid July 4, 1883, and in October of the same year the institute was opened in the three departments—academic, normal, and preparatory. The extreme length of the building is 367 feet, and the width through the center building is 126 feet. It is four stories in height, including a mansard roof, which contains a lofty observatory. It is calculated to accommodate 750 pupils.

The act of 1881 was supplemented by another, which was approved May 20, 1887, which provided "that the school shall be known as the Virginia Normal and Collegiate Institute, and shall embrace a normal department and a collegiate department, and also such professional departments as may be deemed expedient and proper. In the normal department shall be taught such branches as are usually taught in well-organized normal schools, and in the collegiate department shall be taught such branches as are usually embraced in a college curriculum." The act makes the institute subject to the government and control of a board of visitors consisting of seven members, of whom the superintendent of public instruction is a member and ex officio chairman. The other six members are well-qualified colored men, appointed by the State board of education, subject to confirmation by the senate.

The president of the institute and all professors and teachers are required to be colored persons. The board of visitors are given ample powers for the management and control of the institute, and are required to act under the direction and supervision of the State board of education, by whom they may be removed for failure to perform their duties. The board of visitors has the power to appoint a number of State students (colored) equal to twice the number of members of the house of delegates, and apportioned in the same manner. Such students must be between 15 and 25 years of age, and are selected by the superintendents of schools of the respective counties and cities. They are required to enter into a written contract to engage in teaching school or other educational work.

Another act of the same assembly provides that the president, professors, and teachers of the Virginia Normal and Collegiate Institute shall be required during every year to conduct a summer normal school, without additional salary, for the benefit of the colored teachers of the public schools and those who expect to become teachers; said school to commence not later than the 1st of July and to continue for a term of five weeks. Students attending this summer normal school are allowed to occupy the institute buildings and to board in like manner as the regular students of the institute, the charge for board and lodging not exceeding $2 a week.

The number of students in the college department (catalogue of 1889) was 11—all men; in the college preparatory, 20—17 men and 3 women; in the normal, 295—138 men and 157 women. The number of "State students" was 145. The model school consists of pupils—about 40 in number—between 6 and 15 years of age, who are taught mainly by the graduating class of the normal department. The normal course is completed in three years, and embraces arithmetic, geography, English grammar, United States history, reading, drawing, writing, and physiology in the junior year. The additional studies for the middle year are physics, algebra, general history, English classics, civil government, botany, and bookkeeping. In addition to the studies already mentioned, students of the senior year learn chemistry, rhetoric, psychology, Latin grammar and reader, school management, methods of teaching, moral science, astronomy, and political economy.

West Virginia.

STORER COLLEGE, HARPERS FERRY.

The story of the founding of Storer College, as told by Miss Kate J. Anthony, of Providence, R. I., is full of instruction and as interesting as a romance. Only a brief sketch can be given here.

In February, 1867, President T. B. Cheney visited Mr. John Storer, of Sanford, Me., in behalf of Bates College. During the conversation he said to Dr. Cheney: "I have determined to give $10,000 to some society which will raise an equal amount toward the founding of a school in the South for the benefit of the colored people." Dr. Cheney pointed out the advantages of Harpers Ferry as a location for such an institution and pleaded for time to raise the necessary supplement of $10,000 among the friends of the colored people in the Free Baptist Church, of which he was a minister. Mr. Storer extended the time to the 1st of January, 1868. It was Mr. Storer's wish that the institution should eventually become a college, and be so chartered; with a proviso that it be operated as a normal school or seminary till the endowment fund should be adequate for college purposes, and that it be open to both sexes without distinction of race or color. The greater part of the necessary amount was raised during the year, and Harpers Ferry was settled on as the location most advantageous for the school. Dr. Cheney received hearty sympathy and encouragement and a promise of $6,000 from the Freedmen's Bureau. The Government had four large brick mansions on Camp Hill, and in one of these—the Lockwood House—the school was opened on the 2d of October, 1867. Finally, through the earnest support of Mr. Fessenden in the Senate and of General Garfield in the

House, the four buildings, with 7 acres of land, became the property of the institution. But for Government aid and the fostering care of the Freedmen's Bureau, the college could not have been maintained. Before the time had expired for the collection of the additional $10,000, Mr. Storer died, and Senator Fessenden, with whom Mr. Storer's bequest had been deposited, decided that he could not legally transfer it until the conditions were legally fulfilled. Double the necessary amount had been pledged, but pledges could not be received as equivalent to cash. On the last day of grace the executive committee was nearly $3,000 short, and this amount had to be raised before midnight. "There are emergencies," says Miss Anthony, "when men wrest success from seeming impossibility. We can not now enter into details, but the requirements were met and Storer College saved, though that day is often referred to as the black Wednesday."

The next important step was to obtain a college charter. After much opposition this legislation was secured from the legislature by a majority of 1.

The school grew rapidly. It began in October with 19 pupils; in January it numbered 36, and in March 75. Lockwood House proved inadequate for the increasing numbers, and one of the other buildings was fitted for chapel and school purposes, and opened in 1869. In 1882 a new school building was erected with money raised from church auxiliaries and young people's societies in the North.

It is unpleasant to remember, and yet it would be unwise to forget, the opposition which such schools met in the early postbellum days. Let Miss Anthony tell the story, "with considerable abridgment by the present editor:"

> We have mentioned opposition. Perhaps it is not well to dwell much upon this in these better days, but some reference is requisite to a true comprehension of what has been achieved. Shortly before the normal school was established a teacher in the vicinity wrote home: "It is unusual for me to go to the post-office without being hooted at, and twice I have been stoned on the streets at noonday."
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> It was considered necessary that our lady teachers have a military escort as they went from place to place. But when Storer College was set in their midst prejudice and opposition intensified to fever heat. * * * We can only hint at facts; the thrilling incidents and experiences of those early days would fill a volume. Naught but an unfaltering trust, an undaunted courage, and noble self-sacrifice could voluntarily endure and cope with these adverse elements, and such was the spirit that permeated and upheld our brave workers.
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> The change in public sentiment is indeed marked and wonderful. To-day the inhabitants of Harpers Ferry hold a true interest and even a pride in the college. Some of its old opponents are now numbered among its most devoted friends. And no person in the community is held in higher honor or warmer esteem than Mr. Brackett [principal], once of all men most hated and despised.[1]

The college is (1892) organized in three departments—academic, normal, and preparatory. By the last catalogue on hand there were 47 pupils in the academic, 180 in the normal, and 68 in the preparatory. The whole number of different pupils was 273. The normal course covers three years; it is mainly a grammar-school course, but instruction in the theory and art of teaching is given in the third year. The State of West Virginia provides annually for eighteen scholarships, including tuition and the use of books. The school gives eighteen scholarships.

The industrial department was commenced in 1887, originating in a donation of $2,000 from Mrs. Mary L. De Wolf, of Illinois, made in memory of her deceased husband, whose name it bears. There is also a sewing department for girls.[2]

North Carolina.

ST. AUGUSTINE'S NORMAL SCHOOL, RALEIGH.

The St. Augustine's Normal School and Collegiate Institute was incorporated in 1867 and opened at Raleigh in 1868. Its purpose was declared to be "the education

[1] Our Work at Harpers Ferry; Its History and Promise, by Miss Kate J. Anthony, of Providence, R. I.
[2] Biennial catalogues of Storer College.

of teachers for the colored people of the State of North Carolina and elsewhere in the United States." The first trustees, 11 in number, were the bishop, 5 clergymen and 5 laymen of the diocese of North Carolina. "The board, thus constituted, filling its own vacancies and perpetuating itself, the religious character of the school and its relation to the church as one of its institutions were amply secured." In 1869 the board received a bequest by the will of the Rev. Charles Avery, amounting to $25,000, upon condition that it should be securely invested and the interest used for promoting the education and elevation of the colored people of the United States. The Freedmen's Bureau gave to the school $6,248 to be expended in buildings. In 1870, and subsequently, the school received from the Barry fund gifts amounting to $26,716. The last available catalogue of the school states that its object is threefold: "To afford young men and women of the colored race superior advantages for obtaining a thorough academic education, to train and equip teachers for efficient service, and to prepare young men for the holy ministry."

There are four buildings belonging to the institution—the main school building, the boarding hall for the female students (called the Smith building after the founder of the school), and residences for the principal and the vice-principal. The main school building is of brick, four stories high, 85 feet front by 44 feet deep.

Candidates for admission to the lowest grade are required to be able to read and write and to perform the four fundamental operations of arithmetic in whole numbers. The normal course extends through four years. In the first year, in addition to the common-school studies, physical geography, natural philosophy, and bookkeeping are taught; in the second year, algebra, geometry, rhetoric, physiology, history of England, civil government, and the art and science of teaching; in the third year, geometry, astronomy, chemistry, psychology, general history, and the art and science of teaching; in the fourth year, trigonometry, geology, English literature, political economy, moral science, and the history of pedagogy. Vocal music and English composition are continued through the whole course. Instruction in dressmaking is given to all the girls in the boarding department, and there is a carpenter shop for boys. The number of students in the several departments, by the catalogue referred to, was as follows:

Theological department (candidates, 3; postulants, 9)	12
Collegiate department (males, 12; females, 5)	17
Normal department (males, 33; females, 23)	56
Primary department (males, 23; females, 22)	45
	130
Mentioned twice	11
Total	[1] 119

STATE NORMAL SCHOOL AT FAYETTEVILLE.

The general assembly of North Carolina passed an act, which was ratified on the 9th of March, 1877, for the establishment of normal schools. The first section provides for a normal school for white teachers in connection with the State university, and appropriates $2,000 a year for its support. The second section enacts "that it shall be lawful for the State board of education to establish a normal school, at any place they may deem most suitable, either in connection with some one of the colored schools of high grade in the State, or otherwise, for the teaching and training of young men of the colored race, from the age of 15 to 25 years, for teachers in the common schools in the State for the colored race; and to aid in the expense of carrying on such normal school the State board of education is authorized and instructed

[1] A Brief Statement of the History and Present Condition of St. Augustine's Normal School and Collegiate Institute. Raleigh, 1883. Catalogue of the same, 1890.

to draw upon the treasury for an amount not to exceed $2,000 annually for the years 1877 and 1878." An amendment was passed in 1879 authorizing the admission of females and the establishment of a preparatory department in connection with the normal school. The appropriations for the years 1877 and 1878 were by the same act directed to be paid annually until the general assembly should otherwise provide.

In accordance with this legislation the State board of education established at Fayetteville a normal school for the training of teachers for the colored schools of the State. The school was held in a large and commodious building provided by the colored people of the city. The attendance for the first term was 58; for the second term, 67; for the third term, 85. In 1890 the attendance had increased to 145, of whom 75 were in the normal department proper. The course of study includes the usual grammar-school branches in English and mathematics, with Latin and first lessons in Greek and Wickersham's "Methods of Teaching." All students are required to give a written pledge to engage in teaching in the public schools of the State for at least three years, but it has been found that this pledge was hard to keep; many of the students engaged in teaching during the vacation and many others were anxious to do so, but could get no employment.

STATE NORMAL SCHOOL, SALISBURY.

This is one of the four schools established by the legislature of North Carolina in 1881 for educating and training colored teachers in the arts and methods of imparting instruction in the several branches of study taught in the public free schools of the State. The course of instruction embraces four years of three terms each—preparatory, junior, middle, and senior. Methods of teaching and kindred subjects have no definite place in the printed curriculum, but "map drawing, object lessons, composition, and lectures on pedagogics" are given during the entire year. The subjects of the senior year are Latin, Greek, algebra, geometry, astronomy, chemistry, zoology, botany, history, rhetoric, and civil government. Boarding, lodging, fuel, and lights are given to young women at the institution boarding house at $6 per month. The number of students in the normal department is 21.[1]

STATE NORMAL SCHOOL, PLYMOUTH.

The State Normal School for colored teachers at Plymouth, N. C., was established in 1881 by an act of the general assembly appropriating a small sum for that purpose. Applicants are required to be at least 15 years of age and to possess a knowledge of addition, subtraction, multiplication, and division, and also to be able "to read pretty well in Holmes's Fourth Reader." Tuition is free to all students who are residents of the State. There is a three-years' course of study in addition to a preparatory year. The junior and middle years are confined principally to common-school studies, with algebra, moral science, botany, and civil government. The senior year adds English and American literature, general history, rhetoric, logic, geometry, bookkeeping, natural philosophy, political economy, Latin, and pedagogics.

The new building is a large and beautiful structure and will accommodate 250 students.

Boarding in private families costs from $5 to $8 a month.

The number of students enrolled in 1890, exclusive of the preparatory class, was 87, of whom 5 were seniors. The faculty consisted of the principal and two professors.[2]

STATE NORMAL SCHOOL, GOLDSBORO.

In accordance with an act of the general assembly of North Carolina the State board of education established a State normal school at Goldsboro in the fall of 1888 for

[1] Catalogue of State Normal School, Salisbury, N. C., 1890.

[2] Catalogues of State Normal School, Plymouth, N. C., 1889–1891.

the education of teachers for the colored race. It is hoped that this school will help to furnish teachers properly equipped for their work. In many of the eastern counties the proportion of the school fund assigned to the colored people had been allowed to lapse for the lack of competent colored teachers. Rooms were provided and comfortably furnished in the graded-school building belonging to the city, and in the fourth year the number of students in all the departments was 139. Only 15 of them, however, could be fairly reckoned as normalites. An industrial department has recently been added; the boys are taught carpentry and painting, and the girls needlework, laundering, and cooking.[1]

South Carolina.

AVERY NORMAL INSTITUTE, CHARLESTON.

The Avery Institute was opened on the 1st of October, 1865, in the State Normal School building in Charleston, which was offered for the purposes of the school by Gen. Rufus Saxton, assistant commissioner of the Freedmen's Bureau. The school commenced with a corps of 20 teachers and 1,000 pupils, who occupied all the available space in the building. The school was removed from the normal building in September, 1866, and transferred to the military hall in Wentworth street, which could only accommodate 800 pupils. In 1868 it was removed to a new building on Bull street and its name changed from the Saxton School to the Avery Institute, in honor of the philanthropist who had given a large part of his fortune for the benefit of the colored race. The Rev. F. L. Cardozo, the first principal of the school, was aided the first year by a corps of 20 teachers, 10 Northern whites and 10 Southern colored teachers. The third school year, there being but 400 scholars and the school assuming the position and condition of a normal school, there were but eight teachers besides the principal, and all from the North.

The building to which the school was transferred in 1868 was erected at a cost of $25,000 by the American Missionary Association, by which the property is owned and the school supported.

The total enrollment of pupils for the year ending June, 1891, was 395, 156 being in the normal department. The normal course of study is academic for the first and third years. The second and fourth years include school economy and methods and science of education. The college preparatory course adds Latin and Greek to the full normal course.

The design of the school is stated to be "mainly professional; that is, to prepare in the best possible manner the pupils for the work of organizing and teaching public schools." It consists of five subnormal grades and four normal department classes. Parallel with the normal course is the college preparatory course, which covers four years. There is no boarding department, and the patronage, therefore, is mostly local.[2]

SCHOFIELD NORMAL AND INDUSTRIAL INSTITUTE.

This school was established in 1868 by Martha Schofield, under the Germantown branch of the Freedmen's Union Commission. The object of the school is not only to impart book learning to the boys and girls, but to teach them the everyday duties of life, so as to fit them for filling honorable and useful positions in the home, in the church, in the schoolroom, and in the community. The course of study may be completed in four years. In the first three years the ordinary grammar school studies are pursued; in the fourth or senior year geometry, natural and moral philosophy, civil government, rhetoric, methods of teaching, and school economy. The principal industries are printing, carpentry, cobbling, sewing, and painting. The

[1] Catalogues of the school for the years 1889-90 and 1890-91.

[2] Catalogues of the Avery Normal Institute, 1876-1891.

expenses of the school are about $5,000 a year, of which $500 come from the John F. Slater fund and two-thirds of the remainder from voluntary contributions.

In 1890 there were 360 pupils, of whom 40 were in the normal department. The teaching corps consisted of the principal and seven assistants—four in the literary and three in the industrial department.

The Rev. A. D. Mayo visited this school in 1886, and writes: "I regard it in some respects the best of its kind I have seen in the South. Unlike the majority of this class of institutions, the Schofield School has not come up by the backing of a religious denomination, but has been established by the devoted and energetic services of its founder, Miss Martha Schofield, and her associate, William T. Rodenbach, continued through seventeen years."[1]

GEORGIA.

ATLANTA UNIVERSITY.

The beginning of the Atlanta University was made by the American Missionary Association, aided by the Freedmen's Bureau. The original design was to establish one central institution for higher education, beginning with normal and preparatory departments, which were to grow into a college and finally into a university. A charter was obtained in 1867, and the first building was completed in 1869—a substantial four-story brick building with boarding accommodations for 40 women. The number of students the first year was 89. The legislature of 1870 voted an annual appropriation of $8,000, a part of which was used in erecting a new building similar to the first. In 1871 a wing was added which accommodated 40 additional pupils. The legislature of 1872 refused to grant any aid, and the school became dependent upon the American Missionary Association and private benevolence. The legislature of 1873 passed almost unanimously an act making an annual appropriation of $8,000 to this institution. The appropriation was made on condition that the money should not be paid till a commission consisting of certain members of the faculty of the University of Georgia had approved the plan of the trustees for its expenditure, and the further condition that there should be educated, free of tuition, one pupil for every member of the house of representatives, to be nominated by the members. In 1871 one young man graduated from the preparatory department and entered Oberlin College, where he was graduated in 1875. In 1872 another left the freshmen class and entered West Point. In 1873, 1874, and 1875 a class of four was graduated each year from the higher normal department. In 1876 the whole number of students was 240, of whom 68 were in the higher normal department. In 1879 the university received an official visit from a committee of the State board of examiners. The following extracts from their report may be interesting:

Your committee were impressed with the fact that the colored race, whether of pure or mixed blood, are capable of receiving the education usually given at such institutions. Whether they will be able to build, and build usefully, upon the foundation thus laid remains to be seen. * * * Referring to the very able report of your committee of last year, your present committee desire to express their gratification that it has apparently been heeded by those in immediate control of the university. The objectionable sectional books have disappeared from the library, and your committee are assured not only that "those Northern teachers do not try to alienate their pupils from old masters and homes and from their native State," but that every effort is used to counteract any tendency toward such alienation. * * * Your committee recommend that the State commissioners of the university be instructed to examine the text-books used with power to reject such as may prove objectionable; and it is believed that the faculty will heartily approve such a plan, as your committee feel satisfied that such books (if there be such now in use) have been adopted with a perfect unconsciousness of any objectionable feature. Your committee so think because free and candid conversations with the president and various members of the faculty have convinced them that the faculty are animated by a sincere desire

[1] Catalogues and Reports of the Schofield Normal and Industrial School, 1884, 1886, 1887, 1889, 1890.

to elevate the colored race upon its own merits, are free from any leveling tendencies, and recognize the fact that their pupils' true interests are to live in harmony and accord with their late owners, now, as in the past, their best friends.

The report of the State board of examiners for the following year states "that they were much gratified to learn that the future of the institution is very flattering. It is your committee's opinion that the State has acted wisely in her appropriation to the Atlanta University, and that a continuance of it is to her best interests."

The State appropriation of $8,000 a year was continued until January, 1888. The following extract from the report of the board of visitors in 1887 will show the probable reason why the appropriation was discontinued:

We find in attendance at the Atlanta University a number of white students of various ages and both sexes, most of them having more or less connection with the members of the faculty or other officers, and one at least entirely unconnected with the officials. We mention these relations of the white students, not with the intention of suggesting that there is any real difference between allowing the attendance of children of the faculty and children of those other than the faculty, but in order that all the facts may be known. We have ascertained by conference with members of the faculty that it is their avowed intention to receive all white children who apply for admission into the school; and we interpret this, in connection with certain publications of theirs, as a desire to break down the existing barriers against the coeducation of the two races. We desire to say that we regard this practice as not only intrinsically wrong, but as being in this case an improper use of the money appropriated by the State to this institution. In every enactment which the legislature has made upon this subject since and including the year of 1874, as well as in the constitutional delegation of authority to make it, the appropriation has been made for the benefit of the colored race alone. Indeed, the act of 1874 in terms devotes the sum of $8,000 per annum solely to that people, and that act is in the nature of a contract by which they receive that sum in lieu of other moneys. It occurs to us that the admission of white children to a participation in the benefits of this appropriation, aside from any violation of the general policy of the State, is in this case a misuse of public moneys.

The catalogue from which this extract is taken (1887–88) contains the following note:

Three facts may be properly cited as illuminating this passage in the report of the board of visitors:

First. Only one-fourth of the money for the current expenses of the school came from the State, the remainder being largely furnished by the gifts of benevolent friends of education.

Second. Only 7 children, to whom the objections of the committee would apply, were in attendance out of more than 400, of whom 1 was the child of a missionary of the American Missionary Association residing in the city, and 6 were children of teachers in the school, some of whom were reciting to their own parents.

Third. The class of children to which objection was made was in attendance when the law under which the committee acted was passed thirteen years before; and, to a very limited extent, has been in attendance ever since, with the full knowledge of all parties and with no objection or criticism.

The whole number of pupils in attendance in 1891 was 596, representing sixty-two counties in Georgia. There were in the—

College course	20
Preparatory course	51
Mechanical course	6
Normal course	82
Grammar-school course	354
Model school	85

The normal school includes, besides the usual high-school branches in English and science, "School economy and primary methods" in the junior class and pedagogics with practice teaching in the senior class.

The mechanical course covers three years, two of wood working and one of metal working; it is required of all boys above the third grade, in addition to their regular studies in other courses. Seven and a half hours each week are given to this work.

Boys are also taught some of the principles of farming and gardening, and attention is given to the raising and care of stock. The girls are taught various branches of household science, such as plain sewing, dressmaking, cooking, and laundry work, under experienced teachers. There is a large and well-appointed printing office in the principal University building, in which instruction is given to optional classes, both of boys and girls, without extra charge.[1]

Florida.

STATE NORMAL COLLEGE FOR COLORED STUDENTS, TALLAHASSEE.

The constitution of the State of Florida, adopted in 1885, requires, Article XII, section 14, that the legislature at its first session shall provide for the establishment, maintenance, and management of such normal schools, not to exceed two, as the interests of the public education may demand, In accordance with this constitutional requirement, the legislature of 1887 passed an act establishing a normal school for white teachers at De Funiak Springs and a normal school for colored teachers at Tallahassee, similar in all respects to the normal school for white teachers and subject to the same supervision and direction by the State board of education. The same annual amount ($4,000) was appropriated to meet the current expenses of each school.

The school was opened in 1887 in a building erected for the purpose, a comfortable and well-arranged structure, furnished with the most improved furniture and apparatus. It is organized in two departments—preparatory and normal. The normal course covers a period of two years. Graduates receive the degree of licentiate of instruction and a teacher's certificate of the first grade, good for life. The normal course for the junior year includes algebra, geometry, Latin, general history, physics, and English composition; and in the senior year, astronomy, moral and mental philosophy, science of government, theory and practice of teaching, and a continuation of Latin and history. Candidates for admission are required to be 16 years of age or more, to be thoroughly grounded in all the common-school branches of study, to have a rudimentary knowledge of Latin, algebra, and general history, and to possess the requisite moral and physical qualifications.

A joint committee of the legislature visited the school officially in May, 1889, and made a very favorable report, from which the following extracts are taken:

> Though less than two years have passed since this institution was established, yet even now the wisdom of such an undertaking is demonstrated by the results. Much of the work at present is of necessity academic in its nature, for the reason that many of the students have not had the opportunity to acquire that thorough and intelligent knowledge of the branches to be taught which is absolutely essential to the successful teacher. * * * The preparatory department is devoted principally to a review of the common English branches, conducted in the improved methods of normal instruction. It thus serves the double purpose of a training school and an academic course. The normal department is occupied with the higher branches of education and pedagogics. * * * The needs of the school we find to be: First, dormitories, where students from outside the town can be accommodated, protected, and controlled; and, second, an industrial department, where a knowledge of tool craft can be given to the teachers, who in turn can give to the youth of the common schools such manual training as will enable them to become intelligent and skillful producers of wealth.

The number of students enrolled the first year was 52, and the second year 55.[2]

Kentucky.

STATE NORMAL SCHOOL, FRANKFORT.

This school was opened in 1887. Its object, as stated in the act of assembly by which it was established, is the "preparation of teachers for teaching in the colored public schools of Kentucky." Candidates for admission are required to be at least

[1] Catalogues of the Atlanta University, 1869–1891, inclusive.

[2] Annual catalogues of the Florida State Normal School for colored teachers, 1880, 1890.

16 years of age, to be of good health, to give satisfactory evidence of good moral character, and to sign a pledge to teach in the colored common schools of Kentucky a period equal to twice the time spent as a pupil in the normal school. In addition to these requirements, every applicant for admission must hold a teachers' certificate or a certificate of graduation from a common school or pass an examination by the faculty on the subjects of instruction prescribed for common schools and attain an average of not less than 65 per cent, but on no subject less than 50 per cent. The school numbered 58 students in 1890, under the care of a principal and three assistants. Tuition is free to all colored residents of Kentucky who fulfill the required conditions; to nonresidents the tuition fee is $2 per month.[1]

TENNESSEE.

FISK UNIVERSITY.

The American Missionary Association opened a school among the escaping fugitives that took shelter under the guns of Fortress Monroe only five months after the war began. This was the first freedmen's school in the United States, but missionaries and teachers followed up the march of the Army and schools quickly took the place of encampments. The first freedmen's school in Nashville was established by the Rev. J. G. McKee, of the United Presbyterian Church, in October, 1863, but his school was abandoned when city schools were opened to colored children. The Fisk School was opened in January, 1866, and took its name from General Fisk, who was chief of the Freedmen's Bureau for Tennessee and the adjoining States. The school was then and is still supported by the American Missionary Association of New York. In August, 1867, a charter was obtained for Fisk University, with the expectation that it would grow with the growing wants of the colored people, and the expectation was not disappointed. In 1871 the old hospital buildings, which the school had used for five years, were so sadly out of repair as to be incapable of further service. At this crisis George L. White, a music teacher in the institution, conceived the idea of training a company of colored singers and carrying them through the Northern States on a concert tour. For some months he made scarcely money enough to meet current expenses, but at length the tide turned, his troupe became famous, and at the end of their first concert season they had netted $20,000. Another season brought in $20,000 more. The troupe then made a tour through Great Britain and returned with $50,000. Thus Jubilee Hall was sung into existence, and was dedicated on the 1st of January, 1876.

The building is situated about 1 mile northwest of Nashville, and the surrounding grounds, belonging to the University, cover 25 acres. The greater part of the work of construction was done by colored men connected with the University.

At the dedication service Gen. Clinton B. Fisk made a very interesting address, from which room can be found only for a few sentences:

It is a decade since many of us, who share in this day's joys, participated in the inauguration of Fisk School, established in yonder vacated army barracks, under the auspices of the American Missionary Association by two of its most faithful, sagacious representatives, Rev. E. M. Cravath and Rev. E. P. Smith, who, after a survey of many inviting fields, decided that here, in this central city of the South, they would plant a university for the higher education of the freed people. It was the day of small things; and to an observer who did not with prophetic soul scan the future, the idea that a university should be the outgrowth of the beginning of ten years ago was absurd. Let us not despise the day of small things. When a young clergyman, centuries ago, landed from the Old World on the shores of New England in search of health, and failing to obtain it exchanged both the Old and the New World for Heaven, and in dying bequeathed £400 sterling for the founding of a college, he little knew how well he was building, and that Harvard would become a household word the wide world over. And when a few poor ministers of the gospel in Connecticut brought together each a few books and said, "We give these for the founding

[1] Second Annual Catalogue of State Normal School for Colored Persons, Frankfort, Ky.

of a college," they had no conception that their act was the first step in the creation of Yale. * * * The history of the rise and progress, successes, disappointments, and triumphs of Fisk University would reveal a story replete with illustrations of heroic Christian faith and a sublime courage which knows no such word as fail. The demand from every section of the country inhabited by the freed people for educational facilities exceeded the ability of the American Missionary Association and kindred organizations to supply. * * * Year by year, after the undertaking of ten years since, grew upon us the perplexing problem of obtaining the means to purchase a new site and erect the permanent initial building of Fisk University. When, through decay of the old buildings and the urgent demands for increased facilities, the solution of the problem became imperative, there was found one man equal to the emergency.

The son of a village blacksmith who, from limited advantages of culture, had risen to the position of a successful country school teacher, a brave and gallant soldier of the army of the Union, and a most faithful staff officer in my own military family, became the man of all work in the hour of our greatest need; and to no human agency nor to all other human agencies combined are the triumphs of this glad hour so much indebted as to George L. White. He conceived the idea of coining the slave melodies of the old plantation and the camp meeting into gold and silver wherewith to purchase this commanding site and upon it erect Jubilee Hall. How well do I remember when this good brother wrote me at my home in St. Louis and asked me to loan him $300 to take his singers north of the Ohio River. I wrote him not to think of such a thing; that he would bring disgrace upon us all, and told him to stay at home and do his work. He wrote back that he trusted in God and not in General Fisk. Next we see him marching onward with his little band. Reaching the city of Cincinnati destitute, he went down to our old friend Halstead of the Commercial, and said to him, "You are a friend of General Fisk; I have some students of his who are going to sing Sunday morning at such a church. I have no money to pay for the advertisement, so you will please say in your paper that they are here." This was on Friday, and they were to sing on Sunday. Saturday morning's paper announced that General Fisk's Negro Minstrels from Tennessee were in the city and would sing at such a church next morning at 10.30 o'clock, and advised everybody to go. Everybody did go, as it was something really wonderful to witness a negro minstrel performance in a church on Sunday. The story of the Jubilee Singers fills a volume. In America they conquered social prejudices, and by their modest, Christian demeanor, which they have so happily retained, commanded the respect and generous patronage of the best and highest in the land. Beyond the sea, they have twice received hearty welcome and God-speed from the noblest and best of England, Scotland, and Ireland.[1]

The first class was graduated from the college department in May, 1875, ten years after the founding of the Fisk School, 2 young men and 2 young women receiving the degree of B. A. The same year 3 were graduated from the normal department. The normal faculty is composed of the president, Rev. E. M. Cravath, and 7 instructors. The number of students in this department in 1890 was 67. The total attendance in all departments was 523, representing nearly all the States of the South and Ohio, Illinois, Indiana, Nebraska, and Minnesota. The normal curriculum is in two divisions, elementary and advanced, each occupying two years: First year, Latin, algebra, English history, and physical geography; second year, in addition to the above, arithmetic, English literature, bookkeeping, physiology, school economy, and primary methods; third year, ancient history, rhetoric, plane and solid geometry, practice teaching; fourth year, review of arithmetic, grammar, geography and history, mental science, moral philosophy, astronomy, geology, physics, practice teaching.

Industrial training is not made a prominent feature, but all students who board in the University are required to devote one hour every day to such forms of labor as may be required of them. By a special appropriation from the John F. Slater fund, a printing office has been properly furnished, and the art of printing is taught to 15 young men every year.

Systematic instruction in woodworking, according to the most approved modern methods, is given to young men, the course lasting for three years. Nursing, cook-

[1] History and Services of Dedication of Fisk University at Nashville, Tenn., January, 1876.

ing, plain sewing, and dressmaking are taught to the girls. A department of physical training for both men and women has also been lately opened.[1]

CENTRAL TENNESSEE COLLEGE, NASHVILLE.

At the close of the war, in 1865, the condition of the emancipated slaves attracted the attention of patriots, philanthropists, and Christians, North and South. All the leading religious denominations of the North entered this field of missionary work. The Missionary Society of the M. E. Church appropriated $10,000 to establish a school for freedmen in the South, and placed the money under the direction of Bishop D. W. Clark, who purchased a church building in Nashville and opened a school under Rev. O. O. Knight as principal and three colored women as assistants. The school was composed of scholars of all ages and sizes—grandparents and grandchildren were in the same class. They were poorly clad, and mostly homeless wanderers from the plantation. They found shelter in the army barracks, in abandoned houses, in cellars or garrets, in stables or other outhouses. Yet, in the midst of this destitution, they were hungry for education. Local preachers were taught some Biblical truths while they were studying the primer and the spelling book. This was the beginning of the theological department.

This school was chartered in May, 1866, by the legislature as the Central Tennessee College. The charter contains a provision that "not less than two-thirds of the members of the board of trustees shall at all times be members in regular standing in the Methodist Episcopal Church in the United States of America." The trustees are authorized to confer such literary, professional, and scientific degrees and diplomas as are usual in such institutions, with the proviso that "they shall at all times maintain a biblical department for the education of young men who have been properly approved as candidates for the Christian ministry." Medical, law, and other departments were also organized subsequently.

It is said that in 1866 over 800 pupils were enrolled, but in September, 1867, the school opened with a small attendance, as a fee of $1 per month was charged, and the public free schools for colored children were opened for the first time in Nashville. But with the smaller attendance the character of the students began to change for the better, and the demand for teachers being very great, the normal department was organized in harmony with the main object of the school, which was to educate teachers and preachers. The first catalogue was issued for the year of 1869–70. It reports an enrollment of 241, 9 in the preparatory, 17 in the theological, 76 in the academic, and the remainder in the intermediate course. In 1872 the buildings would no longer accommodate the students. To meet this emergency a band of students of the college, known as the Tennesseeans, sung through the North so successfully that $18,000 were raised, and a new building erected, which was occupied at the opening of the school year of 1875. During this year the medical department was opened in the basement of the new building. The dental department was opened in 1886, and the department of pharmacy in 1889. The John F. Slater industrial department was opened in 1884 for the practice of carpentry and printing. A blacksmith and wagon-making shop was opened in 1888, and a tin shop in 1889. In October, 1890, the mechanic-art shop was dedicated to the training of young men for useful work in wood, iron, brass, and steel, in the manufacure of steam engines and scientific and philosophical apparatus. This was the first shop of the kind opened to colored youth in this country.

Since the opening of the free schools in Nashville, the number in attendance has increased with great regularity every year from 150 in 1869 to 613 in 1891. The whole number of students, reckoning from the beginning of the school in 1865, is about 6,000. The number of graduates in the different departments is, junior nor-

[1] Catalogues of Fisk University, 1881-1890.

mal, 39; senior normal, 11; academic, 13; scientific, 3; college, 18; theological, 14; pharmacy, 4; dentistry, 13; medical, 119.[1]

LE MOYNE NORMAL INSTITUTE, MEMPHIS.

In 1870 Dr. F. Julius Le Moyne, of Washington, Pa., gave $20,000 to the American Missionary Association for the purpose of founding an English school for colored youth at Memphis, Tenn. From this fund the necessary buildings were erected, leaving about $11,000 as an endowment fund. The school was opened in September, 1871, and has since been sustained by the association and this endowment fund. For the first two years the school was under the immediate care of Prof. J. H. Barnum, formerly of Oberlin. In October, 1873, Mr. Barnum was succeeded by D. E. Cottle, of Connecticut. Soon after Mr. Cottle assumed the duties of principal, yellow fever began its ravages in the city. The teachers remained at their work, although directed by the association to leave the city if they thought best. They were unwilling to desert their work in the hour of danger, but early in November Mrs. Cottle was attacked and died. Mr. Cottle survived her only a week, and the school was closed till January, 1874.

The school has had several names. It started as "The Le Moyne Normal and Commercial School." It was afterwards "The Le Moyne Normal School," and it is now known as "The Le Moyne Normal Institute." The school was designed to accommodate 250 pupils, but it became necessary to enlarge it from time to time, until now over 500 pupils are in regular attendance, It is declared to be the purpose and plan of the school to give a thoroughly practical English education, with special normal training for those who intend to engage in teaching. The normal course is in two divisions, elementary and advanced. The advanced course includes plane geometry, astronomy, physics, geology, history (sacred and profane), mental and moral philosophy, pedagogics, and practice teaching. In addition to these studies there is a special professional or teachers' course, of which the following is an outline:

1. (*a*) A knowledge of the human mind and its application to the work of education. (*b*) The order and conditions of the development and growth of mental faculties. (*c*) General principles of education. (*d*) Methods of school government and organization.
2. Object and aims of education.
3. Motives to mental activity.
4. Laws that govern attention, and the conditions of its proper training.

Each student-teacher receives thirty-two weeks of practice teaching under the direction of a critic teacher.

Manual training or industrial education has an important place in the course of study, both in the normal and in the lower grades. The girls have a systematic course of lessons in plain needlework of all kinds and some fancy work. In the eighth school year they have daily recitations in the theory of household economy and in cooking. Girls of the ninth year do practical work in the experimental kitchen. In addition to daily lessons of forty minutes, the class has actual practice in cooking certain days of the week, when the class time is extended to two hours. On each practice day four dishes are usually prepared by the girls under the supervision of the regular instructor.

Provision has been made to give the boys some practice in the use of woodworking tools and in typesetting and printing. For the woodworking classes fourteen benches and as many sets of carpenters' tools are provided. The shop is also furnished with a number of lathes and other foot-power machinery. The main object of this work is to train the eye and the hand of the pupils, and to make them perfectly familiar with the construction, care, and use of the tools. The entire time

[1] Twenty-fifth Annual Catalogue of the Central Tennessee College, Nashville, 1891.

of a special instructor is required in this department, as is also the case in the printing office and in the girls' department of industrial instruction.

The total number of students for the year in the normal department, including two preparatory classes, is 158. In the grammar and primary grades there are 450 pupils.

The faculty consists of the principal, A. J. Steele, with 16 instructors and assistants.[1]

NORMAL DEPARTMENT OF ROGER WILLIAMS UNIVERSITY.

On the 13th of February, 1883, the Nashville Normal and Theological Institute was incorporated under the laws of the State of Tennessee as The Roger Williams University, and trustees were chosen under the direction of the board of the American Baptist Home Mission Society, by which the university is chiefly sustained. Candidates for admission are required to be able to read in the fourth reader. Young men and women, whose abilities and characters give promise of special usefulness, and whose circumstances render it necessary, are furnished with help sufficient to enable them to remain in school. In order to receive this assistance a student must commend himself to the faculty by diligence and progress in his studies, by freedom from bad habits, and by the manifestation of a good conscience and a worthy Christian character. The State of Tennessee has established for "children of Tennessee of African descent" fifty normal scholarships worth $50 each, and the Roger Williams University is one of the schools which students may attend and enjoy this bounty. A State scholarship gives a student in this university his board and tuition for six months. State normal pupils "must be at least 17 years of age, of irreproachable moral character, of gentlemanly or lady-like habits, presumed good health, declared intention to make teaching a profession, and intention to teach at least two years in the public schools." Applicants for scholarships are examined in spelling, reading, penmanship, English grammar, rhetoric, geography, arithmetic, algebra, bookkeeping, physiology, United States history, elements of geology, and elements of agriculture, with the understanding, however, that, if no applicants are able to satisfy all these requirements, those who come nearest to the standard will be appointed.

In 1891 there were in the theological department 21 students; in the college department, 17; in the college preparatory, 25; in the normal department, 39. The total number of registered students was 226—101 men and 125 women—coming from 12 different States, but a majority from Tennessee. The normal course provides for the teaching of "pedagogics" in the senior year only, where it takes its place with 10 other studies.

FREEDMEN'S NORMAL INSTITUTE, MARYVILLE.

This school is under the management of the Religious Society of Friends. It was opened in 1876. In 1877 it had an enrollment of 125 students. It is claimed that "those who go out from this institution to teach have been so thoroughly trained by actual class and school work done by themselves, under the supervision of the principal, that their own schools will compare favorably with those taught by our best modern teachers."

Three courses of instruction are provided—a teacher's elementary course of two years, a teacher's advanced course of one year, and a classical course of three years. In the last available catalogue there were 68 students registered in the first year of the elementary course, three in the second year, two in the advanced course, and three in the classical course. A great majority of the pupils are in the preparatory and primary departments. The institute is conducted by the principal with 10 assistants. The theory and practice of teaching finds a place in the elementary but not in the advanced course.

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[1] Catalogues of Le Moyne Normal Institute, Memphis, Tenn., 1872–1891.

George Sturge, an English Friend, gave to the Yearly Meeting of Friends for New England a fund, the income of which enables the committee having charge of the Freedmen's Normal Institute to reduce the expenses of students. Forty students for the fall term and 60 for the spring term are admitted to the normal class and receive 75 cents per week toward their expenses. Such students are expected to remain until they are qualified to teach in the common schools, and to teach in such schools for as many weeks as they were in the normal class receiving the benefit of the Sturge fund.[1]

ALABAMA.

STATE NORMAL AND INDUSTRIAL SCHOOL, HUNTSVILLE.

The State Normal and Industrial School at Huntsville, Ala., was organized in May, 1875. It had then only two teachers, an income of $1,000 from the State, and no property. The State appropriation was raised in 1878 to $2,000. For the first two years the school occupied a little church and some small rented houses. By the practice of the strictest economy a sum sufficient to purchase property was saved. A beautiful location was selected and a fair prospect of permanence was secured. Although the school received help from the Peabody education fund and the John F. Slater fund, and from friends North and East, the aim was, from the beginning, to draw its support mainly from the State, and all expenditures are estimated upon the basis of State funds. The legislature of 1885 raised the annual appropriation to $4,000. The school grounds comprise about 4 acres fronting on one of the prettiest thoroughfares in the city. Palmer Hall, the principal building, is one of the best school edifices in the State. The chapel has a seating capacity of 500. The general assembly of Alabama of 1890-91 made this school the beneficiary of that part of the Congressional grant given under the act approved August 30, 1890, "to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanical arts." The institution is thus a normal, mechanical, and agricultural school for the colored people of Alabama. The new era of the school was inaugurated by the purchase of 182 acres of land 3 miles north of Huntsville on which the necessary buildings have been erected. The president's report for the session ending August 31, 1891, records the following departments:

I. Department of mechanic arts.—Section 1, carpentry; section 2, printing; section 3, mattress making; section 4, shoemaking.

II. Department of Agriculture.—Section 1, farming and horticulture; section 2, dairy and live stock.

III. Department of English language and literature.

IV. Department of mathematical science.

V. Department of physical science.

VI. Department of natural science.

VII. Department of economic science.—Section 1, laundering; section 2, cooking; section 3, sewing.

Among these "departments" the "normal" is conspicuous by its absence, but among the "courses of study" will be found a normal course of three years, the first year giving "practice in training school;" the second year, theory and practice of teaching, and the third year, theory and the practice of teaching with "school law." Comparing the title, "State normal and industrial school," with the printed programme, one is reminded of Falstaff's poor "half-pennyworth of bread."

In order to be admitted into the normal and industrial departments of the institution, a pupil must be 14 years of age, of good moral character, and able to read and write and understand arithmetic to fractions. Tuition is free, and boarding expenses are $8 a month, of which $7 are paid in cash and $1 in work. "The aim of instruc-

[1] Catalogues of the Freedmen's Normal Institute, Maryville, Tenn., 1876, 1879–1889.

tion," says the president in his last report, "is to turn out practical men and women. Our plan is a combination of the constructive and instructive methods. The student sees his efforts constantly producing useful articles for home use or for the market. In the construction of an ordinary table there are all the steps from the first lesson of the apprentice to the finishing touches of the skilled cabinetmaker, and so on through all the departments of industry. Hence, the various industries soon return something to the institution and offer opportunities for students to help themselves through school."

Schedule of daily exercises.—Rising, dressing, and arranging rooms, 5 to 5.30 a. m.; study hour, 5.30 to 6.45; devotion, 6.45 to 7; breakfast, 7 to 7.50; school, 8 a. m. to 1 p. m.; dinner, 1 to 2; general work, 2 to 4; recreation, 4 to 6; tea, 6 to 7; devotion, 7 to 7.15; study, 7.15 to 9; retiring taps, 9.

The school employs 16 teachers, and the last catalogue registered 326 pupils, of whom 96 were in the normal department proper. The teachers are assigned as follows: To mechanic arts, 4; to agriculture, 2; to English language, 4; to mathematical science, 1; to physical science, 1; to natural science, 1; to economic science, 3.[1]

TUSKEGEE NORMAL AND INDUSTRIAL INSTITUTE.

The Tuskegee Normal School was established by an act of the legislature of Alabama, passed in 1880, and was opened in a church July 4, 1881, with 30 students and 1 teacher. The school has now (1891), including the night school and the training school, 730 pupils, of whom 212 are in the normal department. The normal course includes reading, spelling, arithmetic, geography, grammar, history, physiology, rhetoric, literature, algebra, geometry, physics, botany, bookkeeping, school laws of Alabama, theory and practice of teaching, music, drawing, civil government and political economy, mental and moral philosophy. The theory and practice of teaching is one of the eight subjects pursued by the senior class. The industrial department has advanced to a high state of efficiency; it is subdivided into the following branches:

1. *Agriculture.*—The farm of 1,480 acres not only furnishes valuable employment for students, but supplies largely the demands of the school.

2. *Brickmaking.*—On the farm have been found beds of clay suitable for making brick. From these beds the students have made bricks enough (and have laid them themselves) to build four substantial buildings for school use.

3. *Carpentry.*—The shop is furnished with several sets of tools, and the students are taught to make fences, build cottages, make and repair furniture, etc.

4. *Printing.*—The office is well furnished and is under the management of a first-class printer. The students do much job work for the school and the surrounding country.

5. *Blacksmithing.*—At present the blacksmith and wheelwright shops are combined. This department does all the work for the school and farm, and much for the town and country.

6. *Tinsmithing, shoemaking, harness making.*—All the roofing is done by students from the tin shop, and a large quantity of tinware is furnished the boarding department.

7. *Sewing.*—Much of the dressmaking for the girls and all the plain sewing of the school are done in this department. In connection with it is a sales room, in which the products of the sewing room are offered for sale to the students.

8. *Laundry.*—Here the girls are taught the art of washing and ironing after the most improved methods. Very little machinery has been introduced.

9. *Sawmill.*—A large portion of the farm is covered with pine forest, which supplies the mill with timber. A planing mill is attached which dresses the lumber for

[1] Annual catalogues of the State Normal and Industrial School, Huntsville, Ala., 1883, 1884, 1885, 1886, 1890. President's Report, 1891.

use. Without the sawmill, the brickyard, and the carpenter's shop it would have been impossible, with restricted means, to put up the buildings required by the institute.

Tuition is free. The price of board, including washing, lights, fuel, etc., is $8 per month. Students are given an opportunity to work out $2 or $3 per month, so that with a good outfit of clothing $50 is sufficient to carry an industrious student through the school year of nine months.

The appropriation of $2,000 annually made by the State legislature at first was increased in 1883 to $3,000 annually. The whole State appropriation is used to pay tuition, for all other expenses the school looks to its friends, North and South. The school property is (1892) valued at $125,000, and is entirely free of debt.[1]

EMERSON INSTITUTE, MOBILE.

The Emerson Institute is one of a large number of schools organized soon after the war by the American Missionary Association for the benefit of the freedmen in the South, and kept up after the special need for such aid ceased to be severely felt. The building known as the "Blue College," on Government street, was at first occupied as a primary school, and afterwards (1873), by the liberality of Mr. Emerson, of Rockford, Ill., it developed into a normal and academic institute. In the same year the building was destroyed by fire, but the school was maintained under great disadvantages until 1878, when it was removed to a new building in Holley's Garden. Four years later this house also was burned, and the school work was carried on in church buildings. In the summer of 1882 another and larger building was erected, and in 1889 an industrial building was added, in which the boys are taught wood-working and the girls to sew and cook. The "normal course" includes geometry, physics, general history, English literature, mental science, geology, astronomy, and the "science of education." The whole number of registered students (1891) is 322, of whom 28 are in the normal department.[2]

MISSISSIPPI.

TOUGALOO UNIVERSITY.

In 1869 the American Missionary Association purchased 500 acres of land, with a fine mansion upon it, at Tougaloo, 7 miles north of the State capital, and proceeded to open a school for the education of colored persons. There is a little romance connected with the early history of the place. Prior to the war a wealthy bachelor owned a valuable plantation of over 2,000 acres in the very heart of the State of Mississippi. A charming young lady, to whom he was paying his addresses, promised to become his wife if he would build her the finest house in the State. The condition was accepted, and the house soon began to show its grand proportions; but while the ardent lover was preparing a $25,000 cage for his bird a rival carried off the bird. The cage remained stationary, and was used as a storehouse for cotton, until the officers of the American Missionary Association had their attention called to it as a favorable location for their projected school.

Two other buildings were soon after erected, and when the school was chartered by the State in 1871, there were comfortable accommodations for 60 boarding students. In the early history of the school it was adopted by the State as one of its normal schools, but, on account of the difficulty created by having two boards of trustees to run the same institution, the State withdrew its support in 1877. Two years later a board of visitors was appointed to visit the school annually and report

[1] Catalogues of the Tuskegee State Normal School, 1882, 1890. Report of the principal to the State commissioners, 1890.

[2] Catalogues of Emerson Institute, 1876–1890.

directly to the legislature. Since that time the State has appropriated from $2,000 to $3,000 annually for the support of the school. The foundation of a new hall, to replace Washington Hall, which had been destroyed by fire, was laid in 1882. It was called Strieby Hall, in honor of the oldest living secretary of the American Missionary Association. In the fall of the same year a blacksmith's shop was built, and in the next two years carpenter and tin shops were added, making a good beginning of an industrial department, which has since been liberally aided from the "Slater fund." In 1888 a small building was fitted up as a "Girls' Industrial Cottage," which served to make a beginning in that line of work. During 1886–87, through the generosity of Mr. Stephen Ballard, of New York City, a two-story building was put up on the old site of Washington Hall, and was called "Ballard Hall." This building furnishes ample accommodations for the schoolroom work in all the grades below the normal department. The "Ballard shops" were also completed during the year, furnishing ample room for all the shops under one roof. These two buildings were completed with the $5,000 given by Mr. Ballard. They are substantial, commodious, and cheap. All of the work upon them was done by students trained in the industrial department.[1]

The school is arranged in four grades—primary, intermediate, grammar, and normal. The normal course also embraces four grades of one year each. The subjects in the first grade are composition, algebra, physiology, and physical geography; in the second grade, algebra, rhetoric and literature, natural philosophy, and bookkeeping; in the third grade, geometry, geology, general history, and botany; in the fourth grade, political economy, mental science, moral science, pedagogics, Scripture history, review of common branches, and composition.

The number of students in June, 1890, was, in the normal grade, 33; grammar, 90; intermediate, 160; primary, 100; total, 383.

The course of training in the industrial department is, first year, carpentry; second year, blacksmithing and wheelwrighting; third year, painting, turning, and tinning. All the young women are taught to sew and mend. Dressmaking is taught to a limited number. Class instruction and practical lessons in cooking are given every day. Four girls each month have the privilege of keeping house in the "Cottage," and while learning to cook and plan for themselves, they also lighten their expenses.

STATE NORMAL SCHOOL, HOLLY SPRINGS.

The State Normal School at Holly Springs was opened in 1870 for the purpose of training teachers (colored) for the public schools of the State. Only such persons as intended to become teachers were admitted to full membership. The enabling act of the legislature provided that "each representative in the State shall be entitled to send one pupil each term of twenty weeks of said school, said pupil to be recommended by the representatives to the board of trustees. The person thus admitted shall be free of tuition: Provided, The applicant shall be of good moral character and shall sustain a satisfactory examination and sign a declaration of intention to follow the business of teaching common schools in this State for at least the term of three years."

The last catalogue (1891) gives the number of registered students as 170—young men, 93; young women, 77. There are reported as studying geometry, 8; algebra, 24; Latin, 6; theory and practice of teaching, 9; pedagogy, 4; psychology, 8; English grammar, 108; reading, writing, and spelling, 120.

The course of study as published in the first catalogue of the institution is worthy of preservation. It is in some respects a model.

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[1] Catalogues of the Tougaloo University, 1872–1890.

Course of study, tabular view, 1870.

	First year.		Second year.		Third year.		Fourth year.		No. of weeks for each study.
	1.	2.	1.	2.	1.	2.	1.	2.	
Metaphysics	.....	.....	.....	*	.....	.....	.....	.....	20
History and methods of education	.....	.....	.....	.....	.....	*	.....	.....	20
Constitutions of United States and Mississippi	.....	.....	.....	.....	.....	.....	*	.....	20
School laws of Mississippi	.....	.....	.....	.....	.....	.....	.....	*	20
Teaching	.....	.....	.....	.....	.....	.....	.....	.....	80
Reading	*	*	*	.....	.....	.....	.....	.....	60
Spelling	*	*	*	.....	.....	.....	.....	.....	60
Grammar	.....	*	*	.....	.....	.....	.....	.....	40
Rhetoric	.....	.....	.....	*	.....	.....	.....	.....	20
Criticism	.....	.....	.....	.....	.....	*	.....	.....	20
English literature	.....	.....	.....	.....	.....	.....	*	.....	20
Arithmetic	*	*	*	.....	.....	.....	.....	.....	60
Algebra	.....	.....	.....	*	.....	.....	.....	.....	20
Geometry	.....	.....	.....	.....	*	.....	.....	.....	20
Trigonometry	.....	.....	.....	.....	.....	*	.....	.....	20
Natural philosophy	.....	.....	.....	.....	.....	.....	*	.....	20
Astronomy	.....	.....	.....	.....	.....	.....	.....	*	20
Bookkeeping	.....	.....	.....	.....	.....	.....	.....	*	20
Drawing	.....	.....	.....	.....	*	.....	.....	.....	20
Writing	.....	.....	.....	.....	.....	.....	.....	.....	40
Geography	*	*	*	.....	.....	.....	.....	.....	60
History	.....	.....	.....	.....	*	.....	.....	.....	20
Chemistry	.....	.....	.....	.....	.....	.....	.....	.....	.....
Botany	.....	.....	.....	.....	.....	*	.....	.....	20
Physiology	.....	.....	.....	.....	.....	.....	*	.....	20
Music	.....	.....	.....	.....	.....	.....	.....	.....	20

Optional studies: Latin, Greek, algebra (advanced), trigonometry (advanced), analytical geometry, calculus, zoology.

JACKSON COLLEGE.

This institution was at first known as the Natchez Seminary. It is one of the 17 institutions founded and sustained for the education of preachers and teachers for the colored people of the South. It was opened in 1877, but no catalogue was issued until 1880, when the seminary had on its roll 31 students preparing for the ministry, 46 preparing to teach, and 40 general students. The design of the seminary was declared to be "to aid those men who have a divine vocation to the sacred ministry to obtain a better understanding of the Holy Scriptures; to aid them to take a connected view of the Christian doctrines; to learn the best methods of teaching the way of salvation; to study the composition of persons; to become practically acquainted with the usages of the Church of Christ, etc."

Another design of the school was "to afford a good opportunity for study and instruction to young men and women who wished to be prepared to teach the public schools." The courses of study extended through five years, embracing the ordinary grammar school and high school branches of study, with mental and moral philosophy, biblical interpretation, sermon-making, preaching, church polity, and systematic theology. The expenses were very low—tuition, $1 a month; room rent, $1 a month; washing, $1 a month, and board $5 a month. Among the 23 rules for the seminary and family, the first deserves special notice: "There are no penalties for misconduct; none remain who fail to regard our simple rules."

In 1882 the "art of teaching" was added to the normal course, but it has no place in the printed curriculum of 1884. In 1885 the seminary took possession of its new building in Jackson, Miss., a fine brick structure three stories high, with a basement, erected by the Home Mission Society. It was then called Jackson College.

Though the name of a "normal department" has been kept in the catalogues to the present time, there is no evidence of any distinctive normal instruction being given. The following are the subjects assigned to the several instructors: Theology,

natural sciences, history, mathematics and music, and English studies. The normal department, so called, is really preparatory to the academic department, for "the academic course comprises all the studies of the normal course and two years of study in addition."

The John F. Slater fund provides for the industrial department. Students of both sexes are taught such branches of useful and practical knowledge as will enable them to earn their living by the labor of their hands. The young women have a sewing room and the young men have shops in which work is done in carpentry, lathe work, tin work, and brick laying.[1]

The following summary is from the catalogue of 1890:

Preparing for the ministry	23
Preparing to teach	42
In industrial department	213
Converted to Christ	19
Males	114
Females	149
Total	263

Louisiana.

STRAIGHT UNIVERSITY, NEW ORLEANS.

In the spring of 1869 a few gentlemen conceived the idea of planting this university to meet an acknowledged want of the colored population. The Freedmen's Bureau and the American Missionary Association at once pledged their cooperation. A site was selected on one of the most beautiful streets in the city. The American Missionary Association purchased the grounds, and the Government assured the erection of buildings to the value of $20,000. An act of incorporation was secured "with the power to confer all such degrees and honors as are conferred by universities in the United States of America." While the buildings were in process of construction a normal department was opened in one of the churches, and 60 students were registered. The institution bears the name of one of its most liberal benefactors, Seymour Straight. From the first there was contemplated the organization of a law department, a medical department, a collegiate department, a normal department, an academic department, and an elementary department. Time has not quite fulfilled all the expectations of its founders. The theological department is still in existence, with 6 students; the college with 9, including 2 preparatory classes, and the normal with 64. The academic and lower grades number 483. The faculty of the college department is the same as the faculty of the normal department, and the printed curriculum of the normal course indicates no strictly professional training, with the exception of psychology and science of education, in the fourth year, which divide the attention of the student with civil government, astronomy, geology, and English literature.[2]

NEW ORLEANS UNIVERSITY.

The New Orleans University was chartered by the legislature in 1873, but a regular normal department was not opened until 1883, when there were 25 normal students on the roll, the course of study being "a review of the studies of the grammar department with lectures on managing schools and teaching, together with practical exercises in the same." In 1885 the department was arranged in two divisions, the normal scientific and the normal language divisions. The difference is sufficiently indicated by the titles. The whole number of students in the normal department was 14. In 1888 the number registered was 9. In 1889 the number of normal students was 27,

[1] Catalogues of Natchez Seminary and Jackson College from 1880 to 1891.

[2] Catalogues of Straight University, New Orleans, La., 1870, 1877, 1886, 1890, 1891.

and the course was extended from two years to three, "methods of instruction and practice teaching" forming part of the curriculum in each term of every year. The number of normal students in the next two years was 38 and 39, respectively. The aggregate number of students attending the University was 562.[1]

ARKANSAS.

BRANCH NORMAL COLLEGE OF THE INDUSTRIAL UNIVERSITY, PINE BLUFF.

The Branch Normal College is a department of the Arkansas Industrial University, established pursuant to an act of the general assembly approved April, 1873. It has been in operation since September, 1875. The enabling act requires the branch college to be governed by the same rules and regulations as the principal college, and makes it the duty of the board of trustees "to furnish the branch college with professors and teachers and other necessary employees, equal in numbers, attainments, and other desirable qualifications to those furnished and employed in said principal normal college;" "to prescribe the same books and the same course of study," and "to confer upon graduates thereof like honors, commendations, and degrees to those had or given in said principal normal college." The appointment of students to this branch college, like appointments to the parent university at Fayetteville, is vested in the county courts. All students thus appointed are entitled to four years' free tuition upon the payment of $5 matriculation fee at the time of entering the school. The number of possible beneficiaries is about 400, and the average number of actual beneficiaries about 200, of whom one-third are in the normal department proper and two-thirds in the preparatory. The course of study has two divisions—the normal, leading to the degree of licentiate of instruction, and the classical, to the degree of bachelor of arts, the former occupying four years and the latter six. Pedagogics has a place in the second year of the normal course, history of education and school management in the third, and science of education in the fourth. The optional studies are reading and spelling, elementary chemistry, elementary botany, zoology, surveying, and ethics. Latin, geometry, plane trigonometry, algebra, physics, general chemistry, and psychology are obligatory.

The "normal course of study," according to the last announcement, "is not what goes by that name in many of our institutions—that is, a mere preparation for teaching the common-school branches—but differs from the usual college curriculum merely in the omission of one or two branches of higher mathematics, and having less in Greek. The institution is strictly confined to the higher branches, and children who are not somewhat advanced in the common-school branches are not admitted."[2]

It is interesting to compare the course of study outlined above with the printed programme for the year 1879–80, when the "real work of the normal" commenced.

First year.—Latin, algebra, plane geometry and trigonometry, physical geography, history, English diction, and elocution.

Second year.—Latin, plane and spherical trigonometry, descriptive geometry, inorganic chemistry, chemical physics, zoology, rhetoric, botany, and analytical geometry.

Third year.—Latin, solid geometry, differential calculus, integral calculus, mineralogy, geology, organic chemistry, English literature, and logic.

Fourth year.—Latin, natural philosophy, mental philosophy, moral philosophy, political economy, history of civilization, civil polity, evidences of Christianity, Constitution of the United States, international law, philology, and history of inductive sciences.[3]

Must we sometimes apply the definition of *faith* to school catalogues—"the substance of things hoped for, the evidence of things not seen?"

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[1] Catalogues of the New Orleans University, 1881, 1884, 1885, 1888, 1889, 1890, 1891.

[2] Catalogue and circular of the Branch Normal College of the Arkansas Industrial University, 1890.

[3] Catalogue and circular of the Branch Normal College of the Arkansas Industrial University, 1879.

SOUTHLAND COLLEGE AND NORMAL INSTITUTE.

This institute was established by the Indiana Yearly Meeting of the Religious Society of Friends in 1864. The normal grade was instituted in 1869. The college department was organized in 1872.

For admission to the preparatory or normal course the student must have completed McGuffey's Fourth Reader, Swinton's Language Lessons, Eclectic Primary Geography, and Ray's Practical Arithmetic to decimal fractions. The course of study in the "preparatory and normal department" can be completed in three years. The first year is devoted to arithmetic, geography, and grammar; the second, after completing arithmetic and grammar, to history of the United States and bookkeeping; the third year to algebra, physics, physical geography, physiology, and civil government. Pedagogy is added for those who desire the diploma of the normal course. There are 5 students in the college department and 89 in the "preparatory and normal." The number of students in the normal department (1890) is 89.[1]

TEXAS.

TILLOTSON COLLEGIATE AND NORMAL INSTITUTE, AUSTIN.

This school was founded by the American Missionary Association and is conducted under its auspices. It takes its name from the Rev. George J. Tillotson, of Weathersfield, Conn., who contributed largely in money and personal efforts to the erection of the main building. It was opened on the 17th of January, 1881, and at the end of the second year had an enrollment of 283 students, of whom 50 were pursuing the normal course.

The object of the institute is to furnish to the colored people an opportunity to acquire a thoroughly practical common-school education; to prepare those who propose to take a more extended course for entrance to the highest educational institutions of the land; to train teachers for all positions in the public schools.

There are two normal courses, "elementary and higher," each occupying two years. The studies of the first year are arithmetic, algebra, physical geography, reading, rhetorical exercises, history of Texas, vocal music, carpentry, sewing, cooking. Second year: Algebra and arithmetic completed, rhetoric, rhetorical exercises, physiology, botany, school economy, primary methods, carpentry, dressmaking, cooking. Third year: Plane geometry, physics, English and American literature, general history, elocution, rhetorical exercises, carpentry (optional). Fourth year: Astronomy, zoology, mental philosophy, civil government, rhetorical exercises, methods of teaching, practice teaching.

The number of students in the elementary course (1891) was 24; in the higher, 3.[2]

STATE NORMAL SCHOOL, PRAIRIE VIEW.

This school owes its origin to an act of the legislature of Texas approved April 19, 1879, which authorized the establishment at Prairie View (formerly called Alta Vista) of a normal school for the preparation and training of colored teachers. The act requires the board of directors of the Agricultural and Mechanical College of Texas to organize such a school as soon as practicable, so as to admit one student from each senatorial district, and at least three students from the State at large, to be taken from the colored population of the State, and to be not less than 16 years of age at the time of their admission. All students admitted are required to sign a written obligation binding each student "to teach in the public free schools for the colored children of their respective districts at least one year next after their discharge from the normal school and as much longer than one year as the time of their

[1] Catalogue of Southland College and Normal Institute, Helena, Ark., 1890.

[2] Catalogues of Tillotson Normal and Collegiate Institute, Austin, Tex., 1882-1891.

connection with the normal school shall exceed one year," and for the same rate of compensation as other teachers of such schools receive. The directors are also required to make rules by which students can obtain certificates of qualification as teachers, which will entitle them to teach without further examination. The sum of $6,000 a year was appropriated for the support of the school. This sum was afterwards increased, the appropriation for 1889–90 being $10,000 for the normal and $5,000 for the industrial department.

Candidates for admission must sustain a satisfactory examination, conducted by a board of examiners appointed by the senators of the several districts of the State, in arithmetic as far as decimal fractions, orthography, English grammar and composition, history of Texas, and history of the United States. The course of study embraces three years. In the first year reading and spelling, grammar and geography, inventional geometry, drawing, writing, vocal music, and calisthenics. In the second year the same studies are continued, with algebra, physiology, and lectures on professional work and school management. In the third year there is a general review of common branches, with special reference to teaching them, and, in addition, natural philosophy, plane geometry, bookkeeping, rhetoric, English literature, general history, psychology, and civil government.

The industrial department is made subordinate to the normal features of the school. No attempt is made to equip students thoroughly in any particular line of the industries, but liberal provision has been made and shops have been furnished for the instruction and practice of young men in the principal operations of wood and iron working.

Girls have a special teacher who instructs them in the different kinds of sewing, both by hand and on machines, in cutting and fitting, in cooking, laundering, and general housework.

There are 225 acres of land belonging to the school. About 100 acres are cultivated in farm and garden. Lectures are delivered to the students on soil, fertilizers, cultivation of different crops, the care of orchards, stock raising, and care of cattle. A branch of the United States experimental station has been placed in charge of the agricultural department of this school.

The number of students enrolled in June, 1890, was 129. One student from each senatorial district and 15 from the State at large were admitted free of charge for board and tuition, and those who show a decided ability for teaching may be returned for a second year. The number of graduates from 1885 to 1889, inclusive, was 78, of whom all but 7 were reported in 1890 as "teaching" and 6 as "having taught."[1]

Missouri.

LINCOLN INSTITUTE, JEFFERSON CITY.

Lincoln Institute had its origin in a fund of $6,379 contributed by the Sixty-second and Sixty-fifth regiments of United States Colored Infantry when discharged from service in January, 1866. The school was opened in September of that year and was taught in rented buildings. In June, 1871, the present Lincoln Institute building was completed. It is a substantial brick structure, 60 by 70 feet, conveniently arranged and eligibly located upon a prominent hill just outside the limits of Jefferson City. The grounds contain 20 acres. The legislature of 1879 appropriated $15,000 for the support of the institute; but this appropriation was found to be unconstitutional, being a grant of public money to a corporation. At the suggestion of Governor Phelps the board of trustees met and unanimously voted to transfer the institute to the State. The bill was then immediately approved, and the legislature

[1]Annual Catalogue of the Prairie View State Normal School, Hempstead, Tex., 1890.

in succeeding years made liberal appropriations for its current expenses and also for repairs, buildings, library, and apparatus.

There are four departments—the college, the preparatory, the normal, and the elementary. The object of the normal department is to prepare teachers for the colored schools of the State. It has two courses of study; the first covers two years and the second four. Students who complete the two years' course receive graded certificates, entitling them to teach the branches named therein for two years from the date of graduation. Graduates from the four years' course receive diplomas which authorize them to teach in any county in the State without examination. Pedagogics has no definite place in the printed course of study, but "principles and methods of teaching, class management, and school government receive attention throughout the course, also spelling, elocution, and composition;" and normal students are required to participate in the teachers' institute, which is held biweekly.

By an act of the thirty-sixth general assembly an industrial department was established in connection with the institute. The object of this department, which was opened in October, 1891, is "to give the students an opportunity to learn trades and to study those branches of knowledge pertaining to agriculture."

The faculty consists of the president, 4 professors, and 2 assistants. The superintendent of the industrial department is a graduate of the manual training school of St. Louis.

The number of pupils enrolled in the normal department (catalogue of 1891) is 42; in the elementary, 151; in the preparatory, 11; in the college, 1; total, 205.[1]

VIII.

CITY NORMAL AND TRAINING SCHOOLS.

The city training school, call it by what name we may, would seem to be the simplest of all normal school problems. Given a city of a certain population, increasing at a certain probable rate, a definite school system, a printed course of instruction, a number of principals selected by merit or by personal or political favoritism, it should not be difficult to train a sufficient number of assistants every year to aid these principals in the instruction and government of the schools. But the evolution of the training school has not been accomplished on purely professional lines. The need of good assistant teachers is the ostensible cause and furnishes the public with a sufficient motive; but other ends have also to be served. The school government is a close corporation; the school-teachers must be selected from among qualified residents of the city; the outside world must be kept out that home labor may be protected. But this very protection adds to the embarrassment of the school authorities in the selection of teachers, for there are three home applicants for every vacancy. The training school weeds out some of the incompetents, and the choice becomes more restricted and less embarrassing. The work of the training school, however comprehensive in theory, is practically restricted to the graduating of young teachers who will satisfy the demands of the principals and the superintendents in numbers not too large for the needs of the schools and yet not so small as to give the school directors no opportunity for choice. The school curriculum must not be too modern, for that would offend the old-fashioned principals; neither must it be antiquated, for that would not suit the progressive superintendents.

As if the problem were not already sufficiently complicated, the public steps in and demands that young people who are not to become teachers should have equal opportunities of higher education with those who are to receive professional instruction, hence the title "high and normal school," with which nearly all such institutions have been ushered into the world, and which has connected them as closely as were the Siamese twins. But the general, if not the universal experience, has

[1] Catalogues of Lincoln Institute, Jefferson City, Mo., 1879, 1880, 1881, 1882, 1884, 1886, 1887, 1891.

been that a school, like a locomotive, can not run on two lines, however slightly divergent, at the same time. It will be switched off either to the high school track or to the normal track. In the end the trains are divided, to the great advantage of both.

It has not been thought advisable to give many samples of the city training school. One might almost say, ab uno disce omnes. The Report of the United States Commissioner of Education for 1889 gives a list of 58 city training schools and classes, attended by 538 students. Most, if not all of these, are connected with city high schools and have no independent history. The experiences of the cities of Philadelphia, Boston, New York, and Chicago contain valuable lessons, and the history of the New York College for the Training of Teachers is exceedingly interesting.

GIRLS' NORMAL SCHOOL, PHILADELPHIA.

The act of the legislature of Pennsylvania, passed in 1818, providing "for the education of children at public expense within the city and county of Philadelphia," gave to the controllers of public schools the power "to establish a model school in order to qualify teachers for the sectional schools and for schools in other parts of the State." At that time the Lancasterian system was in the prime of its popularity, and the "model school" allowed by the act was organized by Joseph Lancaster himself in a building still standing on Chester street above Race. This model school was used as a school of practice to train teachers and monitors, and to serve as a pattern to other schools of the same class. [One of the earliest recollections of the writer is of a visit made when he was a boy to a great Lancasterian school in a manufacturing city. The master stood on a high platform brandishing his rod of office in full view of some 300 pupils. Six small galleries, seated with benches raised in three or four ascending tiers, gave accommodation to from 12 to 20 small urchins in each gallery, over which presided 12 monitors. The children conned their lessons under monitorial supervision and the noise was like the distant roar of the much vexed ocean. The presiding genius on the platform touched a little bell and called, "Sand class, come up!" The sand class came up, and gathered around a shallow trough, 3 by 4 feet and 4 inches deep, filled with molding sand of the best quality, on which the master proceeded to illustrate the mysteries of the alphabet. Years passed on, and the galleries became recitation rooms, about 12 feet square, arranged around a central hall, and the boy monitors were supplanted by ladies. For many years the school buildings of Philadelphia continued to attest their Lancasterian origin, but finally the pendulum swung around to the opposite side, and a schoolhouse became a series of rooms, each in many cases as independent of the others as if they belonged to different countries. This independence extended largely to the schools of the system, if system it can be called which had been compared, before the revolution of 1883, to a "fortuitous aggregate of educational atoms." So much "obiter dictum" may help to a better understanding of the history of the Philadelphia Normal School for Girls.]

About the year 1836, the model school, having lost its distinctive character as a school of practice, became in effect one of the grammar schools of the city, though it still retained its name. Twelve years later the controllers of the public schools converted the so-called model school into a normal school for the purpose of qualifying young ladies to become teachers. It is claimed that this is the first normal school not under State control established in any city in the United States. The school was opened on the 1st of February, 1848, under Dr. A. T. W. Wright as principal, with 6 assistant teachers and 106 pupils. The course of study required two years for its completion. The school was popular from the beginning and soon outgrew its accommodations; a new building was erected for its use and the normal school was transferred to it in 1854 along with the model school, which still kept up its connection with the normal. This model school was discontinued as such soon after, and in lieu thereof a school of practice was organized. In 1857 Mr. Philip A.

Cregar was elected principal, and in 1859 the "Girls' Normal School" became the "Girls' High School." In 1861 the name was again changed to "Girls' High and Normal School," and the course of instruction was so modified as to give professional training solely in the last year of the course. These changes indicate the gradual growth of public sentiment in respect to the higher education of girls and the fitting of them for teachers.

In 1865 Prof. Geo. W. Fetter, the present (1892) principal, was elected, and under his wise and efficient management the school has done a great work for popular education in Philadelphia. The school building, which was new in 1854, became antiquated before a score of years had passed, and in 1876 the school was transferred to a new home, one of the largest and best arranged schoolhouses at that time in existence. It was dedicated on the 30th of October, amid congratulations on past success and prophecies of future prosperity. The Hon. Simon Gratz gave voice to the sentiments and wishes of the people when he said in his opening address:[1]

And now, with a building which, in point of elegance and fitness, will rival any in the land, a corps of teachers who would do honor to any institution of learning, an enlarged and comprehensive course of study which will cultivate and sharpen the reasoning faculties, stimulate thought, and store the minds of the pupils with an ample stock of useful knowledge, and last, but of the first importance, that indispensable adjunct, a thoroughly organized school of practice in which constant opportunity may be had for testing the ability of the pupil to make practical application of her theoretical knowledge of methods of teaching and of discipline, may we not reasonably expect to achieve such results as will make the school worthy of the pride of our citizens?

The following is the course of study adopted in 1876, from which it will be seen that the word "High" need not have been removed from the official title, unless as a prophecy of good things to come:

Course of study in the Girls' Normal School of Philadelphia, 1876.

Class A, one year.	Class B, one year.	Class C, one year.	Class D, one year.
Mental science.	Algebra.	Algebra.	Algebra.
Literature.	Moral science.	Moral science.	Grammar.
Geology.	Physiology.	Grammar.	Drawing.
Logic.	Drawing.	Drawing.	Arithmetic.
Arithmetic.	Arithmetic.	Arithmetic.	Composition, rhetoric.
Composition, rhetoric	Composition, rhetoric.	Composition, rhetoric.	Reading.
Elocution.	Elocution.	Reading.	Orthography.
Natural philosophy.	Chemistry.	Orthography.	Geography.
Astronomy.	Botany.	Geography.	Etymology.
Synonyms.	Mythology.	Etymology.	Music.
Music.	Music.	Music.	American history.
Theory of teaching.	General history.	General history.	Geometry.
Trigonometry.	Geometry.	Geometry.	Physical exercises.
	Physical exercises.	Physical exercises.	Penmanship.
	Penmanship.	Penmanship.	
		Constitution of United States.	

The course of study has naturally changed during the many years of the existence of the school, both in its academic and its professional work, in order to keep pace with the advance of educational thought throughout the country. This school was among the first in the country to introduce a course of physical training, and for a number of years has had a complete and systematic course of instruction in this department. It was also one of the first institutions to introduce several forms of manual training suitable for girls. Sewing was introduced in 1881, and has been taught with success since that time. Cookery became one of the regular branches in 1887, and thus pioneered its introduction into the grammar schools of the city. Other changes are gradually made in the course of study to meet the demands of the time, until in 1887 the following quite complete course in academic and pedagogical training was adopted.

[1] Address delivered upon the occasion of the dedication of the Philadelphia Normal School for Girls, Philadelphia, 1876.

Course of study in the Girls' Normal School.

A, fourth year	History of education.	Mental and moral science in their relations to education.	Methods of teaching.	Philosophy and method of the kindergarten.	Drawing, with instruction in methods of teaching this study.	School organization and management.	Modeling in clay, instruction in the gifts and occupations of the kindergarten.		Music.
	English language and literature.		Mathematics.	Science.		History.	Drawing.	Sewing.	Music.
B, third year	Literature, theme writing, reading of English classics.	Elocution	Higher arithmetic (including mensuration, principles of accounts, and bookkeeping), geometry.	Chemistry, natural philosophy, astronomy, human physiology and hygiene.		.....	Drawing	Sewing	Music.
C, second year	Rhetoric, theme writing, history of the English language (including the study of the derivations, formation, etc., of words), English literature, reading of English classics.	.....do.....	General review of arithmetic, geometry, algebra.	Zoology, geology, natural philosophy.		General history	....do.....	Sewing, cooking.	Do.
D, first year	Grammar, composition, history of the English language (including the study of the derivation, formation, etc., of words), reading of English classics.	.....	Algebra, arithmetic....	Physical geography, botany.		History and civil government of the United States, general history.	....do.....	Sewing	Do.

1. Physical exercises throughout the first, second, and third years.
2. Laboratory work in chemistry when possible.
3. Laboratory work as far as possible in physics.
4. Drawing to include the treatment of geometric drawing, construction, decoration, representation, and object drawing.

The growth and work of the school will be indicated by the following facts: The school opened February 1, 1848, with 106 pupils and 7 teachers, including the principal. In 1865 it contained 270 pupils and 10 teachers. Since that time the most remarkable increase in numbers has been made that can be found in the history of any normal school in the country, with the possible exception of the one in New York. It now (December, 1892) contains 1,850 pupils, with 54 teachers. Since its establishment 5,772 pupils have graduated. Of that number 4,878 have been engaged in teaching in the public schools of the city. At the present time nearly 2,400 of the teachers in Philadelphia are graduates of the school, including a large majority of the women principals of the city.

The school has also done a great work for Philadelphia in addition to its training of the teachers of the public schools. One of the graduates has filled the pulpit, quite a number have distinguished themselves in literary work, several have studied medicine and are successful practitioners, many have adopted art work as their profession, and a few have gone as missionaries to foreign lands. Two of the 7 assistant superintendents of the public schools of the city are graduates of the institution. But perhaps the greatest work of the school is found in the many happy homes into which the mother educated in the school has carried the influence of its culture, sending out of refined home circles the future citizens and rulers of the city.

With the growth of population and the increased interest in education, it was seen some four or five years ago that the building was inadequate to meet the demands for the higher education of the young women of the city. It was then proposed to reorganize the school by making of the present school a girls' high school and erecting a new building for the girls' normal school. Superintendent MacAlister, in his report for 1889, says: "The necessity for some radical changes in the normal school is now realized I believe by a large proportion of the members of the board of public education." The idea of a division of the institution into two different schools—a high school and a normal school—soon became the prevailing one. Professor Fetter, in his report for 1890, says: "A new building and a division of the school are now imperatively demanded."

The reorganization contemplated by the friends of the school is being carried into effect by Superintendent Brooks. The high and the normal schools are to be separated, making of them two distinct schools under different supervision and control. The new building for the normal school, which will be ready for occupancy in September next, will be one of the finest edifices of the kind in the country. The present building will then be used for a new girls' high school, which, in accordance with the present plan, will probably embrace three distinct courses of study—one intended to prepare young women for admission into the normal school, a second to qualify them for a business or a commercial life, and a third to give a higher education to such as do not desire to become teachers or enter upon business pursuits.

The normal school will have a two years' course, including the science and the art of teaching. The following outline will indicate the proposed scope of the normal course:

A.—*The science of teaching.*

I. *Methods of culture.*—(*a*) Physical culture, (*b*) mental culture, (1) intellectual, (2) æsthetic, (3) moral.

II. *Methods of instruction.*—(*a*) Language, (*b*) mathematics, (*c*) physics, (*d*) history, (*e*) the arts.

III. *School economy.*—(*a*) School preparation, (*b*) school organization, (*c*) school employments, (*d*) school government, (*e*) school authorities, (*f*) school systems.

IV. *The philosophy of education.*

B.—*The art of teaching.*

(1) Observation of model teaching.
(2) Practice in model schools.
(3) Preparation of school apparatus.

Each of these topics will be subdivided into departments of instruction to be completed in the two years.[1]

BOSTON NORMAL SCHOOL.

Dr. Edwin P. Seaver, superintendent of schools in Boston, writes as follows in his report for 1891:

One chief function of superintendent and supervisors is to provide a supply of competent teachers for the schools. This is the function of the normal school, too; but the normal school furnishes only a portion of the supply, namely, that which comes from the city itself. There has always been and there always will be a portion of the supply coming from outside the city.

This latter portion is in some respects the more important of the two. It happens sometimes that the policy of taking teachers from outside the city is discouraged, such a policy being supposed to make against the interests of the normal school or of its graduates; at other times the same policy is favored because of the pressing need to appoint experienced teachers rather than beginners in the most difficult places. So practice fluctuates, but within limits; for the necessity of employing some teachers from outside the city never wholly disappears even in the primary and grammar schools. With the supply of male teachers for these schools and of all teachers for high schools the normal school has little or nothing to do.

A normal school was established in 1852 by the city council, on the recommendation of the school board, as a part of the public-school system of Boston. In 1854 the school board, with the view of adapting the school to the double purpose of giving to its pupils both high-school and normal instruction, introduced a few additional branches of study, made a slight alteration in the arrangement of the course, and called it the Girls' High and Normal School. Under this name the school was continued until 1872, when the school board, finding that the normal element had been gradually absorbed by the high school, and had almost lost its independent, distinctive, and professional character, returned the normal school to its original condition as a separate school. Since then, under the name of the Boston Normal School, its sole work has been the fitting of young women for the office of teaching.

The course of study in this school is all pursued with special reference to teaching, and is as follows: (1) Psychology and logic, (2) principles of education, (3) methods of instruction and discipline, (4) physiology and hygiene, (5) the studies of the primary and grammar schools, (6) observation and practice in the training school, (7) observation and practice in the other public schools, (8) science of language, (9) phonics, (10) gymnastics, (11) vocal music, (12) drawing and blackboard illustration, (13) special study of the theory and practice of the kindergarten for those members of the postgraduate class who desire to qualify themselves for teaching in that department.

There is a postgraduate course of one year in this school for the further study of the principles of education and methods of instruction, and for observation and practice in teaching; and pupils attending this course may be employed as substitutes or appointed as permanent teachers.

In 1876 the Rice district was constituted a training school, where the normal pupils have an opportunity of gaining by observation and practice a familiar acquaintance with the discipline and instruction of the Boston schools. The training school contains eleven grammar and seven primary classes, numbering about 1,000 pupils.

[1] Reports of the public schools of Philadelphia; personal observation and correspondence.

A certificate that a candidate has completed the fourth year of the high-school course is accepted as proof of qualification for admission. The course of study in the Boston high schools embraces the following subjects: Composition; rhetoric; English literature; ancient, mediæval, and modern history; civil government; botany; zoölogy; anatomy and physiology; chemistry; physics; astronomy; arithmetic, including the metric system; algebra; geometry; plane trigonometry; Latin, or French or German; vocal music, and drawing.

The board of supervisors do not admit to an examination for a situation as teacher any person who is not a graduate of the Boston Normal School, or of one of the State normal schools, unless such person has had at least one year's experience as a teacher.

The following table shows how the time of the students is occupied:

FIRST TERM.

Subjects.	Hours per week.	Number of weeks.
Psychology	5	20
Physiology and hygiene	4	16
Arithmetic	4	4
Language:		
Oral expression and composition	3	9
Penmanship	3	3
Grammar	3	8
Geography	4	20
Drawing	2	20
Vocal music	1	20
Gymnastics:		
Theory	1	20
Practice (12 minutes daily).		

SECOND TERM.

Principles of education	5	16
Language:		
Reading, including phonics	4	8
Spelling	4	2
Literature	4	4
Grammar	4	2
Arithmetic	4	16
Elementary science:		
Minerals	3	5
Plants	3	11
Drawing	2	12
Form	2	4
Vocal music	1	16
Gymnastics:		
Theory	1	16
Practice (12 minutes daily).		
Observation and practice in the public schools (all day, 4 weeks).		

THIRD TERM.

Principles of education	5	7
Logic	5	3
Language:		
Oral expression and composition	4	3
Science and language	4	4
History	4	3
Arithmetic	3	10
Elementary science:		
Plants	4	2
Animals	4	6
Color	4	2
Drawing	1	10
Kindergartening	2	10
Gymnastics:		
Theory	1	10
Practice (12 minutes daily.)		
Observation and practice in public schools (all day, 10 weeks.)		

POSTGRADUATE COURSE.

The work of the postgraduate class includes: (1) A further study of the principles of education, with special reference to their appplication in teaching the different subjects of the regular course, and in school discipline; (2) the history of education.

THE NORMAL COLLEGE OF NEW YORK CITY.

The statute empowering the board of education to establish the free academy (now the College of the City of New York) for boys also empowered it to establish one or more similar institutions for girls. The legislature of 1847 intended to extend to each sex equal educational advantages, but the board of education neglected to carry out the provisions of the statute as regards girls. More than twenty years after the passage of the law the board of education established an institution for girls, in some respects similar to that for boys and in some respects inferior. Twenty years later the legislature passed a bill making the Normal College for Girls a real college, with all the powers appertaining thereto, and thus carried out the intention of the men who governed the State forty years previously.

In the fall of 1888 the board of trustees established an academic course of study, and an academic class was formed from volunteers from the normal freshman class. It started with 83 students; in 1892 it numbered 51. The falling off was caused by removals from the city and by the return of a few to the normal department.

Of late years the college has been embarrassed by the difficulty of limiting the admissions to the number which the building could accommodate. The number enrolled in 1890 was 1,766, but the number which could be efficiently instructed and comfortably seated was only 1,500. The simplest remedy seemed to be to raise the scholastic requirements for admission, but this would have been resisted by the principals, and would have been very unpopular. The difficulty was evaded temporarily by changing the "plan of marking," and as this contains some valuable pedagogic suggestions, it is quoted in full from President Hunter's report of 1892:

The plan of marking.—The plan was as follows: 1,000 was made the maximum mark that could possibly be attained; and this number was divided into 250 for arithmetic, 250 for English grammar, 150 for geometry, 100 for English composition, 100 for drawing, 100 for spelling, 25 for geography, and 25 for history. The subjects requiring reason and judgment received a value equal to two-thirds of the whole, while the purely memoriter subjects received only one-twentieth. The power to draw and the ability to spell are not infrequently natural endowments, they are certainly not signs of intellectual development; and yet on account of their importance, especially to teachers, each received a value of one-tenth. English composition, being really a part of English grammar, received also a tenth, for the reason that to the latter a very high mark had already been assigned. The low value given to geography and history, even had they been regularly taught, was perfectly correct; for the instruction heretofore in these subjects was little more than memorizing, which a child of 12 could accomplish perhaps better than a student of 15. Many candidates, weak in arithmetic, which is the foundation of the mathematical studies, and in English grammar, which is the foundation of the study of the English language, crept into the college on the strength of their memories, and at the expiration of a few months were compelled to request a leave of absence on account of personal illness, which simply meant inability to cope with the college curriculum. It goes without saying that geography and history could be so taught as to develop the higher mental powers—reason, judgment, and imagination. But the fact remains that as a rule they are not so taught, and until they are it seems wise to give them a minimum value as factors for admission. The proof, however, lies in the result. The introductory class, formed from the admissions under this method of marking, is the best and strongest the college has ever had.

Detailed schedule of the course of study.

NORMAL COURSE.

Department.	Subject.	Topics.	Text-book.	Time.
		INTRODUCTORY.		
		First term—First year.		
English	History	Ancient empires, Greece, Rome		3
	Grammar	Analysis, errors in speech, synthesis	Bain	1
Ancient language	Latin	Easy Latin methods	Harkness	4
		Elementary grammar and exercises.	Harkness	
Modern language	French or German	Progressive and practical course, Part I. Regular verbs. Translation. Reading. Colloquial exercises.	Duffet, Sauveur, Aubert	4
		Elements of grammar. Exercises in reading and writing.	Schlegel	4
Mathematics	Algebra	Elementary course	Ray	5
	Geometry	Books III and IV	Hunter	
Physical science	Astronomy	Elementary course	Gillet & Rolfe	2
		Second term—First year.		
English	Composition	Exercises in prefixes, suffixes. Use of capitals. Letter-writing. Making abstracts and expansion.	Murison	4
Ancient language	Latin	Easy Latin methods	Harkness	4
		Grammar continued. Exercises	Harkness	
Modern language	French or German	Progressive and practical course, Part I. Regular verbs completed. Irregular verbs begun. Translation. Reading. Colloquial exercises.	Duffert, Sauveur, Aubert	4
		Elements of grammar continued. Conversational phrases.	Schlegel	4
Mathematics	Algebra	Elementary course continued	Ray	5
	Geometry	Book V. Geometrical proportion	Hunter	
Physical science	Astronomy	Elementary course continued	Gillet & Rolfe	2
		FRESHMAN.		
		First term—Second year.		
English	History	England and contemporaneous events in France. Outline of modern Europe.	Freeman	2
		History of United States and the Constitution of the United States. Mythology from dictation. Lectures.		
Ancient language	Latin	Sallust	Herberman	4
		Colloquial exercises	D'Ooge	
Modern language	French or German	Progressive and practical course, Part II. Irregular verbs continued. Translation. Reading. Colloquial exercises.	Duffet, Sauveur, Aubert	4
		Grammar. Translation. Reading. Conversation.	Schlegel	4
Mathematics	Algebra	Problems	Wentworth, Olney	1
	Geometry	Solids and conics	Wentworth	3
Natural science	Botany	Systematic and physiologic	Gray's Lessons	2
Physical science	Chemistry	Elmentary course. Lectures	Remsen	2
		Second term—Second year.		
English	History	England, France, and modern Europe completed.		2
		United States completed. Mythology from dictation. Lectures.		
Ancient language	Latin	Virgil, Books I and II; Prosody	Frieze	4
Modern language	French or German	Progressive and practical course, Part II. Verbs completed. Translation. Reading. Colloquial exercises.	Duffet, Sauveur, Aubert	4
		Grammar. Reading. Translation. Conversation on the geography of Germany.	Schlegel	4
Mathematics	Algebra	Problems continued	Wentworth, Olney	1
	Geometry	Conics and solids	Wentworth	3
Natural science	Botany	Systematic and physiologic continued.	Gray's Lessons, Wood's Class Book	2
		Use of the microscope		
Physical science	Chemistry	Elementry course continued. Lectures.	Remsen	2

Detailed schedule of the course of study—Continued.

NORMAL COURSE—Continued.

Department.	Subject.	Topics.	Text-book.	Time.
		SOPHOMORE.		
		First term—Third year.		
English	Composition		Bain, Vol. I	
	Rhetoric			
Ancient language	Latin	Virgil, Books V and VI	Frieze	3
Modern language	French or German	Grammar. Letter-writing. Translation. Dictation. Literature; seventeenth century.	Noël et Chapsal; Aubert	3
		Grammar reviewed. Reading. Translation. Conversation on history of Germany.	Schlegel	
Pedagogy	Psychology	Elements of, applied to primary teaching. Object lessons. Manual training.	Calkins; Fitch	2
Natural science	Physiology	Elementary course, including hygiene. Lectures.	Martin's Human Body.	3
Mathematics	Trigonometry[1]	Plane. Lectures	Wentworth	4
		Second term—Third year.		
English	Literature	Writers from Chaucer to Dryden. Poetic selections. Quotations. Composition.	Brooke; Ward	
Ancient language	Latin	Cicero; first oration against Catiline. Oration for Archias.	Harkness	3
Modern language	French or German	Grammar continued. Dictation. Translation. Reading. Conversation. Literature continued.	Noël et Chapsal; Aubert	3
		Grammar. Reading. Translation. Conversation. Literature.	Schlegel	3
Pedagogy	Psychology	Elements of, applied to teaching. Object teaching. Manual training.	Calkins; Fitch	2
Natural science	Physiology	Elementary course, including hygiene, continued. Lectures.	Martin's Human Body.	3
Physical science	Natural philosophy.[1]	Light and heat. Lectures	Gillet & Rolfe	4
	Foods	Composition and preparation of. Lectures.	Notes	
		SENIOR.		
		First term—Fourth year.		
English	Composition		Bain, Vol. II	
	Rhetoric	English writers, from Pope to Thackeray. American writers, from Franklin to Bryant. Roman literature. Lectures.	Brooke; Ward	2
	Literature			
Ancient language	Latin	Cicero's select letters	Jeans; Harkness	3
Modern language	French or German	Grammar continued. Dictation. Translation. Selections of pedagogy. Conversation. Reading. Literature of eighteenth century.	Noël et Chapsal; Aubert	3
		German literature. Translation. Selections on pedagogy. Conversation. Letter-writing.	Schlegel	3
Pedagogy	Methods	Special in (1) language. (2) Arithmetic. (3) Geography (including modeling in sand, etc.), and (4) history of United States.	Calkins; Fitch	3
	Practice	In the training department. Model lessons by critic teachers. Lessons by pupil teachers. Criticisms and discussions of lessons. Modeling and carving.		(2)
Natural science	Physical geography.	With especial view of teaching geography, geology, and zoology. Lectures.	Maury	3
Mental science	Psychology	The intellect. Elements applied to teaching. Lectures.	Janes; Sully	3
Physical science		Electricity. Lectures	Notes	2
		Second term—Fourth year.		
English	Rhetoric	Continued	Bain, Vol. II	
	Literature	English and American writers continued. Essay. Lectures.	Brooke; Ward	2
Ancient language	Latin	Horace; selections from Odes, Epistles, and Satires.	Wickham	3

[1] Mathematics the first term and physical science the second term.
[2] Every third week.

Detailed schedule of the course of study—Continued.

NORMAL COURSE—Continued.

Department.	Subject.	Topics.	Text-book.	Time.
		SENIOR—continued.		
		Second term—Fourth year—Cont'd.		
Modern language ...	French ..... or German	Grammar completed. Dictation. Translation. Selections on pedagogy. Conversation. Reading. Literature of nineteenth century.	Noël et Chapsal .. Aubert	3
		German literature. Translation. Composition. Letter-writing. Selections on pedagogy. Conversation.	Schlegel	3
Pedagogy	History	The educational reformers, Comenius, Pestalozzi, Froebel. Lectures.	.....	3
	Training ..... Practice	Moral and physical, of children ... Same as first term.	Fitch	
Natural science	Physical geography.	First term's course continued. Geology and zoology. Lectures...	Maury	3
Mental science	Psychology	Emotions and will. Applications to morals and school government. Lectures.	Janes ..... Sully	2
Physical science	.....	Electricity. Lectures	Netos	2

Drawing.—Instruction in drawing is given one hour a week in every class throughout the course. The lessons are of such a nature as to enable teachers to illustrate on the blackboard with ease and facility, and to cultivate the eye and hand with the view of preparing pupils for industrial pursuits. There is also instruction in modeling during the second and third years.

Music.—During the freshman, sophomore, and pedagogic years instruction is given in the science and art of music, including musical notation, relation of musical sounds, musical scales, musical intervals, elements of harmony, exercises in reading and writing music, and methods of teaching music.

Chorus singing in all the classes one and one-half hours a week.

All students are obliged to study Latin during the entire course. A choice is permitted of French, German, or Greek, so that, in addition to English, only two languages can be pursued. The total enrollment of the college in 1891 was 1,748 students, of whom 1,333 elected French, 574 German, and 41 Greek.

COOK COUNTY NORMAL SCHOOL, ILLINOIS.

"The Cook County Normal School has weathered many storms and has survived the test of nearly a quarter of a century," says the president of the board of education in a late report. Under the superintendence of Col. Francis W. Parker it has become, as was to be expected, a school sui generis. It will be difficult, therefore, to give a satisfactory account of it on conventional lines. Colonel Parker, as principal, occupies the chair of psychology and pedagogics. The vice-principal teaches mathematics, history of education, civics, and political economy. The other studies and exercises are provided for as follows: (*a*) History and literature; (*b*) the natural sciences; (*c*) elocution and the Delsarte system of expression; (*d*) drawing and methods in art; (*e*) physical culture; (*f*) painting, modeling, wood carving, illustrative drawing; (*g*) Sloyd and pasteboard work; (*h*) principles and methods of the kindergarten; (*i*) vocal music; (*j*) kindergarten; (*k*) geography; (*l*) curator of museum and assistant teacher of sciences; (*m*) assistant teacher of history and literature; (*n*) assistant teacher of mathematics; (*o*) assistant teacher of vocal music, penmanship, and primary methods; (*p*) librarian, secretary-treasurer, and assistant teacher of literature; (*q*) assistant teacher of language; (*r*) assistant teacher of science; (*s*) superintendent of home handwork; (*t*) assistant teacher of reading; (*u*) teacher

of taxidermy and collector for museum; (*v*) assistant teacher of elocution; (*w*) assistant teacher of elocution and reading; (*x*) manager of students' hall. The vice-principal is also principal of the practice school.

The central motive of the normal school is to prepare candidates for vacant positions as teachers in Cook County. The conditions of graduation are: "(1) Attendance for one year (forty weeks) on the professional training class; (2) satisfactory evidence of a high appreciation of the duties, responsibilities, and possibilities of the teacher's profession; (3) sufficient knowledge and skill to warrant the beginning of the work of teaching; (4) ability to control, govern, and teach a school fairly well; (5) a knowledge of the principles of education sufficient to guide the candidate to the discovery of right methods; (6) a love for children and a devotion to the work of teaching; (7) tact to adapt one's self to the circumstances and at the same time courage enough to cling to a growing ideal of the teacher's functions; (8) a close, earnest, indefatigable study of the science of education and of the subjects taught. A habit of preparing very carefully every lesson and all other work; (9) good health and an excellent character."

Graduates of a university, a college, or an accredited high school are admitted to the professional training class; also teachers of three years' successful experience holding first-grade certificates.

Ideally [says Colonel Parker] a pupil should enter the training class equipped with knowledge and skill sufficient to begin the work of learning how to teach. They should also have the mental power to study economically the laws of the mind and the principles of mental growth. Long experience has fully demonstrated that very few graduates, if any, of a four years' high-school course have this requisite knowledge, skill, or power. Four years' course in a good college should supplement the high-school course before a student enters upon professional training. It is far preferable to have a college course without professional training than to have only a high-school course with professional training. The true requirements should be a college course and professional training. But the standard of admission to a normal school is governed by circumstances which do not admit of an ideal standard. When a majority of candidates for positions as teachers attain their purpose by two years in a high school and an examination it is obvious that an ideal standard of admission to professional training would close the doors of every normal school.

The legitimate studies and work of a normal school, according to Colonel Parker, are the history of education, psychology, pedagogics or the science of education, pedagogy or the art of teaching, and practice teaching. "Theoretically it is much to be preferred that a good knowledge of the science of education should be gained before a candidate enters upon the functions of his office, but, when there is such short time for preparation and there is also a failure of mental power to grasp the principles of education, apparently the only feasible plan to pursue is to use the most efficient means to arouse a strong desire to know these principles. This is done by practice teaching."

Unprepared, desultory, fragmentary teaching in practice schools is considered to be worse than worthless to the pupils taught and profitless to the pupil teachers; consequently the school endeavors to make the practice work of great profit to the pupils taught, as well as the best possible means on the part of the pupil teachers of learning to teach. The practice school is a regular public school, belonging to and supported by the city of Chicago. It embraces the usual eight grades of a public school and is divided, for the practice teaching, into groups of pupils, from six to eight in each group. Two groups are made into a section, and two sections form a division. Each group, each section, and each division has a leader, chosen from the training class by the critic teachers. There is a regular line of promotion, measured entirely by skill in teaching, from the lowest assistant of a group to the highest assistant; from assistant to group leader, then to section leader, division leader, and lastly to special assistant in a room. The time of practice teaching is one hour each day. The primary grades have three lessons in the hour of twenty minutes each; the grammar grades have two lessons of thirty minutes each; thus when there are 40 groups, 100 different

pupil teachers can give lessons during the practice hour. The reasons given for this arrangement of groups are that the teaching of small classes is better adapted to the abilities of novices, that pupil teachers have more practice in teaching than by any other plan, and that pupils receive more individual attention.

Every third week the group leaders are moved up one group, and by this plan the successful members of the training class teach in all grades during the year. Each of the rooms of the practice school is under the direct charge of a critic teacher. The critic teachers are chosen for their knowledge and skill as teachers of their respective grades, and for their ability to teach and train pupil teachers. Each regular member of the faculty has the general supervision of the work done in the practice school in the subject which that member teaches.

The professional training class works in three divisions. The first division consists of pupils who require least help from their teachers. The third division requires the most help. Whenever a pupil of the second or third division is capable of doing the work of his division he is promoted. If a pupil of the first or second division fails hopelessly, he is demoted. When one gives evidence of incapability for the work of a teacher he is advised to withdraw.

The three divisions of this class are divided into eleven working committees each, with a chairman and vice-chairman, and to each committee is assigned by its chairman some special work, such as the preparation of maps or the construction of illustrative apparatus.[1]

NEW YORK COLLEGE FOR THE TRAINING OF TEACHERS.

The normal school in its latest and highest development may be most profitably studied in connection with the New York College for the Training of Teachers, which was chartered by the board of regents of the University of the State of New York in January, 1889. Unlike many so-called normal schools, normal colleges, and normal universities, its name strictly defines its purposes and fixes its rank. It does not propose a scheme of universal education, but simply to train for the profession of teaching those who have obtained elsewhere the elements of a liberal education. It is not a school. It is not a university. It is strictly a college; and a plan is now perfected by which it will become to all intents and purposes a department of Columbia College, under the control of Columbia College, under the control of the faculty of philosophy of that university. At the very outset the founders expressed their intention to establish a purely professional school (not a normal school "in the usual sense of that term"), in which the elements of a secondary education were not to be taught, but to be required of candidates for admission. A similar requirement is the condition of admission, at least on paper, to most of the State normal schools, but is seldom strictly enforced. Indeed, to have insisted on this password would in bygone days have closed the doors against almost every applicant, and even at present such a preliminary would prevent a large majority of those who are most in need of normal training from crossing the threshold. But while excluding secondary education as such, the New York College offers a very wide range of professional instruction—the kindergarten, the primary school, the high school, manual training, physical training, music, domestic economy, form and construction, physical and natural science, language and literature, English and Latin, as well as psychology, philosophy, and history of education, and organization of schools. It seems to have taken its motto from Terence—the reader will excuse the hackneyed quotation—"humani nihil a me alienum puto."

The history of the development of this college is extremely interesting. An association of philanthropic ladies and gentlemen of New York City had been formed in

[1] Reports of the Cook County Board of Education and the Principal of Cook County Normal School for 1890.

1885 to promote industrial education. The work of this body grew rapidly, and in 1887 it found itself unable, through lack of means and trained teachers, to answer all the demands made upon it. At this juncture the association, known as the Industrial Education Association, invited Dr. Nicholas Murray Butler, then as now professor of philosophy and pedagogy in Columbia College, to become its president. He accepted the position and began at once to organize the work so as to carry out two plans that he had long cherished—one to put the steadily growing manual-training movement upon a strictly educational basis, the other to found an institution of high grade for the professional training of teachers. The New York College for the Training of Teachers was then founded by him, and his plans were accepted by the Industrial Education Association, which thereupon dissolved, some of its members becoming trustees of the new institution. At first its means were small and its quarters cramped, and it devoted itself largely to preparing competent teachers of the several manual-training subjects. The college rapidly won the confidence of the community and of the country, and large sums of money were raised for its support and development. In two years (January 12, 1889) it was able to meet the conditions imposed by the regents of the University of the State of New York, and obtained from them a formal charter. In 1890 Dr. Butler, having accomplished the task that he had set before himself, resigned the presidency of the college in order to devote himself exclusively to the work of his Columbia professorship.

The students cover a wide geographical range. The register for 1892 contains the names of students from eighteen States, from Canada and from South America.

The habitat of the college at present is No. 9 University place, New York, formerly the location of the Union Theological Seminary; but it has already outgrown its environment, and a new site has been obtained, the gift of Mr. George W. Vanderbilt, twenty-one city lots on block bounded by One hundred and twentieth street, One hundred and twenty-first street, Amsterdam avenue and the Boulevard, opposite the location chosen for the new buildings of Columbia College. One hundred and fifty thousand dollars are in hand for the promotion of this enterprise, $60,000 pledged, and New York is asked for $450,000 more, which will doubtless be forthcoming in good time.

The public-spirited men and women who have founded and sustained this college are planning to make it yet stronger and better. * * * In the art of large giving which men and women of wealth are coming more and more to exemplify, there has been no lack of diversified experiment, from which experiment two principles, among others, have clearly emerged: First, that no form of beneficence can outrank gifts for education, for education does much to abolish the opportunity for charity, while it increases the quantity and refines the quality of life; second, that it is well to give to some educational agency with initiative in it, something which by virtue of new excellence will be widely imitated, either in generous emulation or through simple competitive sagacity. The college for training teachers has already had an influence for good on the public education of this city, State, and country. Its influence will grow in direct proportion as its faculty is increased and strengthened.[1]

Candidates for admission must be at least 18 years of age, must present a certificate of good moral character, and pass an examination in the following subjects unless exempted from examination under rules given below.

ENTRANCE EXAMINATIONS.

English language and literature.—Grammar, analysis and the writing of a composition correct in spelling, punctuation, expression, and division by paragraphs. In 1892 the subjects for composition were taken from Shakespeare's As You Like It, Longfellow's Courtship of Miles Standish, Irving's Alhambra, Addison's Sir Roger de Coverley Papers.

[1] From the New York Evening Post, April, 1892.

Mathematics.—Arithmetic, including the metric system of weights and measures, plane geometry, five books of Davies' Legendre or Wentworth's Geometry, algebra as far as quadratic equations.

Geography.—Physical and political geography, especially that of the continents of North America and Europe.

History.—General history, so much as is contained in Swinton's Outlines; United States history, so much as is contained in Johnston's History of the United States.

Physiology and hygiene.—An elementary knowledge, such as is given by any of the school text-books ordinarily used.

Drawing is not insisted on, but it is considered desirable that candidates should be able to draw intelligently a group of models and possess a general knowledge of the principles of construction and design.

Graduates of colleges and scientific schools in good standing are admitted without examination; also graduates of high schools and academies in the curriculum of which all the subjects of the entrance examination are included; and candidates who hold a college entrance certificate given by the regents of the University of the State of New York.

Students of both sexes are received on equal footing.

Departments.—The following departments are now in operation (1892):

I. Department of the history and institutes of education.
II. Department of the science and art of teaching.
III. Department of natural science.
IV. Department of mechanic arts.
V. Department of vocal music.
VI. Department of form study and drawing.
VII. Department of physical culture.
VIII. Department of domestic economy.
IX. School of observation and practice.

I. The department of the history and institutes of education offers six courses, of which the first and third are required of all students.

Course 1.—Elements of psychology, two periods each week. James's Briefer Course is used as a text-book; but the class is led to base conclusions upon the Baconian system of observation and experiment rather than upon the use of books.

Course 2.—Devoted to advanced psychology and pedagogy, two periods each week. The aim of this course is to enable students to deal with children as individuals, by the application of psychologic principles, and by simple experiments in attention, association, imagination, and discrimination.

Course 3.—Two periods each week for half a year. Studies the principles of education in the light of their development. The text-book is Quick's Educational Reformers, but references are made to works on the history of education, systematic pedagogy, general history, and periodical literature.

Course 4.—One period each week. Takes up the principles of education on the basis of Rosenkranz's Philosophy of Education and Rosmini's Method in Education, with discussions of special topics in pedagogy and psychology.

Course 5.—Two periods each week. Is occupied with the history of educational institutions, theories, methods, and individual educational leaders, with critical reading of educational classics.

Course 6.—Gives a briefer course of elements of psychology. This is a Saturday class, and gives an opportunity to teachers who are engaged in the active duties of their profession during the week to renew and extend their theoretical studies in educational psychology. In this connection opportunity is afforded to advanced students to meet for one hour each week the professors of the department, members of the faculty, instructors and resident alumni for reviews of current literature and discussion of educational topics. The subjects discussed during the year 1891–92 related to the moral development and training of children.

II. In the department of the science and art of teaching there are eight courses, which, however, are not mutually exclusive. The first and third are required of all students; the second and fourth of all who are candidates for a diploma. The work of this department is closely related to that of the preceding, inasmuch as it makes a practical application of the philosophical principles therein formulated, and shows the connection between theory and practice. Observation and practice at every step in the work of the college accompany theoretical instruction. School organization, gradation and classification, courses of school study, and the preparation of programmes belong to this department.

Course 1.—Two periods each week. Methods of teaching language, number, and geography; elementary course.

Course 2.—Two periods each week. Methods of teaching literature, geometry, and history; advanced course.

Course 3.—One period each week. Principles of teaching with special reference to the application of the psychology of the feelings and the will to school organization and discipline.

Course 4.—Five periods each week. Practice teaching.

Course 5.—A Saturday class. Methods of teaching; briefer course.

Course 6.—A Saturday class, for half the school year. Methods of teaching literature in secondary schools; study of typical authors, with discussions of methods, devices, and values.

Course 7.—A Saturday class, for half a year. Methods of teaching history in secondary schools; discussion of civil government, practical economics, and the concrete study of social problems in their relation to the work of the schools.

Course 8.—A Saturday class. Methods of teaching Latin; critical reading of typical passages from Latin authors; the essentials of etymology and syntax; prose composition and Latin rhetoric; methods in elementary work.

III. In the department of natural science the major course aims to prepare students to become—

(1) Teachers of science in State and city normal schools.

(2) Teachers of science in high schools and academies.

(3) Supervisors of elementary science instruction in all grades of public schools. Candidates for admission must show an ability to comprehend, without instruction from the college, the elements of chemistry, physics, physiology, zoology, botany, and geology, so far as they can properly be taught in the common schools. Mere text-book knowledge is not sufficient. Some reputable laboratory work showing an ability to acquire knowledge at first hand is necessary to admission.

Some of the practical problems on which students labor in this department are these: How shall science be taught in public schools where the appropriation for equipment is insufficient; how to manage where there is no laboratory and everything has to be done in the ordinary class room; how pupils in large city schools may be brought into contact with nature; how to manage the details of a laboratory; how to make experiments educative and not simply a diversion; how to reconcile an inflexible prescribed course of study with gratuitous information and illustrative experiments.

The head of the deparment and his assistants give the entire instruction in science in the school of observation and practice in the presence of the college students. Major students in this department observe this teaching at least nine periods a week during the year, making a selection, after consultation with the head of the department, from the following programme:

Chemistry, twice a week, each lesson eighty minutes.

Physics, twice a week, each lesson eighty-five minutes.

Zoology and physiology, twice a week, each lesson eighty-five minutes.

Botany and geology, twice a week, each lesson eighty-five minutes.

Nature lessons, in lower grades, once a week, each lesson thirty-five minutes.

A lecture on methods of teaching science is given once a week. Special instruction in the art of experimenting and in the construction of home-made apparatus is given once a week, and two periods a week in individual laboratory practice are required from every student in this course. A major course in science thus includes fourteen periods a week for one year, and a few weeks of practice teaching in the second year.

A minor course in science is arranged for students who desire a side light for courses in other departments of the college, or who seek preparation to teach some one science or to give object lessons in connection with the work of elementary schools. It consists of selections from the work offered in the major course.

On Saturdays, from October to Easter, a lecture on methods of teaching natural science is given to teachers of New York City and the vicinity.

IV. The department of mechanic arts offers seven courses:

Course 1.—Four periods a week of eighty-five minutes each. A course in mechanical drawing designed for students who desire a practical knowledge of drawing and for those who intend to teach drawing in grammar and high schools.

Course 2.—Two periods a week. Mechanical drawing; in advanced courses.

Course 3.—Four to ten periods a week. In woodworking; (*a*) a course in mechanical drawing and woodworking for elementary schools which can be performed in the ordinary schoolroom at any school desk; and (*b*) a course of joinery and elementary wood carving suitable for grammar and high schools.

Course 4.—Four to eight periods a week. An advanced course involving joinery, carving, turning, and pattern making.

Course 5.—A Saturday class for teachers who can not attend the regular classes; an abridgment of course 3.

Course 6.—Two periods a week. Given to the construction of simple apparatus for scientific experiments.

Course 7.—Four periods a week. Wood carving; a study in wood of some typical ancient and modern relief designs.

A conference of instructors and students in this department is held once a week to discuss important questions relating to drawing and manual training.

V. In the department of vocal music the tonic sol-fa system is employed as a means of training and developing the musical powers of the student, and also as the best medium for leading to an intelligent understanding of the staff notation. Two periods a week for one year are devoted to this study.

VI. The department of form study and drawing comprises a systematic course of study in the models and type forms given to children in the three years of the primary school, modeling in clay, elementary decoration in the arrangement of simple geometric figures, cutting these figures from colored paper and pasting them, studies belonging to the kindergarten and primary schools especially, but useful as a foundation for more advanced teaching. Students who desire to become special teachers of form should be able on entering the college to pass an examination in free-hand drawing and light and shade.

The advanced course in this department embraces constructive drawing, patterns of typical solids, decorative drawing, conventional plant forms, drawing in charcoal, examples of ornaments in water colors, study of the schools of historic ornament, and principles of design. Throughout the course it is steadily kept in view that the purpose is not to make artists, but to train students to become teachers of drawing. The time devoted to this work is four periods a week for one year.

VIII. The department of domestic economy is maintained as a part of the manual-training system of the college. The major course covers two years, the first year being devoted to psychology and methods of teaching (six periods a week), and chemistry and physiology with laboratory work (twelve periods a week). The second year gives four periods a week to physics and household hygiene, and fifteen periods a week to cooking, sewing, and practice teaching.

It will be noticed that the same professional training is given in this department as in other departments of the college. After attending lectures on psychology and methods of teaching, the student in the second year teaches classes in the model school, under the supervision of the professor of science and art of teaching, before teaching classes in cooking and sewing. By the study of physics and chemistry in connection with domestic economy the student acquires habits of close observation and careful experimenting and learns how to apply scientific methods to kitchen work. The course of six periods a week for one year includes practice in all branches of cookery; but more attention is given to economical and wholesome cooking than to the preparation of elaborate dishes. Students learn to operate with coal, gasoline, and kerosene, as well as with gas. In all the processes the aim is to study the conditions and learn to control them until uniform results are obtained.

Two periods a week are given to sewing—instructions in plain hand sewing, making patterns, study of textile fabrics and their manufacture, observation of sewing lessons given by an expert teacher, and practice teaching.

An elementary course in cooking or sewing may be elected by regular students who desire to equip themselves as broadly as possible for general school work.

IX. The Horace Mann School is related to the New York College for the Training of Teachers as its school of observation and practice. In this department every stage in the school life of a child, from the kindergarten through the high school, is represented, and the complete curriculum may be studied as one organic whole. The proper adaptation and adjustment of the school of theory to the school of practice has long been felt to be the crucial task in the arrangement of the normal-school curriculum. So difficult has been this problem that some schools have never attempted the solution; some have made the attempt and have abandoned it; some have accomplished the feat—on paper; some have established a school of practice without observation, and some a school of observation without practice; while some are still conscientiously strugggling with the experiment, and realizing that the "school of observation and practice" is like a loose tooth, more noticed for the pain it creates than for the service it renders. The New York College seems to have succeeded in solving the difficult problem. It has reversed the usual conditions, and in place of instruction with incidental training, it gives training with incidental instruction. In many normal schools, though the number is growing smaller, the students consider every hour not given to class recitations as so much time lost; but in schools like the New York College the time given to observation and practical teaching is felt to be all gain.

Students receive their practical training in the several grades of the Horace Mann School—the kindergarten, the intermediate school, the grammar school, and the high school. None are admitted to the kindergarten except such as present a high-school certificate, or its equivalent, or pass the entrance examination to the college. The course covers two years, and includes the theory of Froebel's system, psychology, kindergarten gifts and occupations, songs and games, vocal music by the tonic sol-fa method, form study and drawing, clay modeling and color, physical culture, and practice teaching.

Degrees.—It was formerly intended that the full course of the college should lead up to the degree of bachelor of pedagogy, but this degree has never been given by the college, and, under the conditions on which Columbia takes charge of it, probably never will be. The college diploma is conferred upon such students as have completed a course of study covering two years, as follows:

Required:	Periods.
Department of history and institutes of education	8
Department of science and art of teaching	11
Department of kindergarten, Course I	2
Department of form study and drawing, Course I	1
Department of physical training	4

Elective:

A major course or minor courses.

The college certificate is conferred upon such qualified candidates as have completed a course of study covering one year, as follows:

Required:	Periods.
Department of history and institutes of education	4
Department of science and art of teaching	2
Department of physical culture	2
Elective:	
In any department a major course together with such minor courses as will suffice to make up the required amount of work	14
Total	22

In the session of 1891–92 there were in attendance 119 regular students and 96 special, with 264 pupils in the school of observation and practice. For their instruction and government there were 11 professors, 2 lecturers, and 21 instructors and other officers.[1]

The New York College for the Training of Teachers (says the New York Evening Post, in April, 1892) is not to be considered as an individual institution whose chief influence is confined to its own students and to the schools that these students enter as teachers, although it has already drawn its students from 18 States, and numbers among them both experienced teachers and graduates of colleges. This college is to be regarded as a type, an object lesson, and an experiment station. There are not lacking evidences that by its aggressive work it has helped to elevate standards in many quarters and to stimulate and guide the progress of educational reform.

Applying the principle of extension, the college has organized classes for the study of the kindergarten system in New York and in neighboring cities and towns and has sent specialists in manual training to numerous schools in the vicinity, so that more than 2,000 pupils are now under this instruction in 17 places within 50 miles of this city. By this means and through correspondence and independent investigation, the principles and methods of the college are being diffused over the country. The interest and approbation with which its development is watched by eminent educators are signified by the strongest testimony from the highest sources.[2]

IX.

PRIVATE NORMAL SCHOOLS.

The Report of the Commissioner of Education for the year 1888–89, page 961, contains the statistics of 46 private normal schools, distributed as follows:

Arkansas, California, Kansas, Louisiana, Michigan, Missouri, Pennsylvania, Tennessee, Texas, Washington, West Virginia, each 1	11
Alabama, Georgia, Kentucky, Nebraska, North Carolina, Wisconsin, each 2	12
Mississippi, South Carolina, each 3	6
Illinois, Indiana, Ohio, each 4	12
Iowa	5
Total	46

Several of these have already been noticed in these pages under the caption of "Colored Normal Schools."

The number of normal students, "pupils in the science and art of teaching," is given in the report as 4,487, and it is to be noted that about half of these are found in two schools, one in Indiana and the other in Iowa.

Of the 46 schools, 20 report no graduates for the year 1888–89; the remaining 26 report 315 graduates. The number of graduates for that year is, therefore, 7 per

[1] New York College for the Training of Teachers, Circular of Information, 1892–93. Personal observation.

[2] New York Tribune, April 17, 1892.

cent of the whole number of students in attendance, or, rather, the whole number enrolled.

One of these schools was opened in 1833; 5 between 1865 and 1869 (both inclusive); 16 between 1870 and 1879, and 24 between 1880 and 1888.

The most prominent must be regarded simply as business enterprises, and not as normal schools properly so called. They propose to fill a known want; they are conducted on business principles, and should be judged by business standards. They receive all who apply for admission, and base their claims to public patronage on the ground that they give good value for the money received. A fair idea of their business methods may be obtained from a perusal of their catalogues and circulars. A few specimens are given, the names being withheld for obvious reasons:

A. "Our courses of study are the best arranged and best carried out of any private normal in this country." "They are especially adapted to the preparation of men and women for entering the study of law, medicine, the ministry, and editorial life." "No more desirable location for a school can be found anywhere." "There are many cultivated people who are prejudiced against private normals. This is very natural when we consider the number and character of many schools of this kind." "In making your decision examine courses of study and decide at once against any school that promises to do thirty weeks' work in ten weeks." "The men who have been in the institution since the present management took hold of it are teachers thoroughly prepared for their work in point of scholarship. In no sense were they place hunters. All were successful teachers." "The school is unexcelled in its mathematical, language, philosophical, chemical, and pedagogical departments, as compared with similar institutions. Our students who have attended elsewhere are foremost in their praise of this institution." "If you complete our course you will be well fitted for any position in life." "We have better buildings, better laboratory, and better location than our competitors. Our courses are more thoroughly carried out. We advertise nothing extravagantly. We claim that no normal school in the United States has a stronger course than ours, and that no school can offer as good advantages at so low a price. Students are allowed to enter any of the courses at any place, with the understanding that they are liable to be put back if the faculty decides they are not qualified to go on. We say come, and if, after you have given us a trial, you don't like the school, you shall have your money."

This school has 13 teachers in addition to the president, and advertises a preparatory course, a teachers' course, one year; a scientific course, two years; a classical course, three years; with a musical department, a commercial department, a fine-art department, and a phonographic department. The number of students is between 400 and 500.

B. "The location is one of the best in the United States." "No place could be found anywhere better suited for being the seat of a flourishing school than 'B.'" "It is noted for its remarkably healthy climate. During all the history of the school there have been but two deaths among the students. Many who come here weak and sickly go away strong and well." "The building is not surpassed by any normal school in the West." "An education can be secured here in three years which will better fit a student for success in life than is generally received from colleges in six years." "The teachers' course as presented in this school is one of the most complete courses of study offered by any school." "Not only does this course prepare teachers for their great work, but it gives all who take it such thorough and practical training in the various branches, such honesty, genuineness, and individuality in his [*sic*] work, such strength and force of character, and such mental discipline as will enable him to take up any line and pursue it successfully." "Those completing this course in a satisfactory manner will be awarded a handsome diploma." "The faculty are all specially qualified for their distinctive lines of work. They are known to be ladies and gentlemen of the highest moral character." "Pupils are

admitted to the school without examination and take any classes that they feel able to take." "Its name and influence is always a great aid to its students for securing good paying positions."

This school offers a preparatory course, a teachers' course, a scientific course, a classical course, a business course, and a shorthand and typewriting course. There are 9 teachers, with an enrollment of about 250 students. The school has changed proprietors five times in ten years.

C is a stupendous institution and counts its annual enrollment by the thousand. "It is practical and meets the demands of the times." "It is the best established, most widely known independent normal school in the West." "Its reputation is sufficient to secure ready employment for its graduates, and more students of 'C' are filling responsible positions than from any other." "The expenses at this school are less than at most schools." "We do as good work in every way as schools that charge twice and thrice as much, and incomparably more than most schools whose expenses are about the same." "Our graduates have made from $4,000 to $12,000 in the length of time that would have elapsed after they had completed the work here and before they had completed the same work in other colleges that do their work more slowly, but not more thoroughly than ours."

"No examinations are required for admission to any course or department in the college." "You can come at any time and find just such classes as you desire."

"We have the following well-equipped departments with an excellent faculty for each department: Classical, scientific, normal, common school, teachers' professional, review, elocutionary, civil engineering, business, pen art, phonographic, telegraphic, musical (piano, voice, organ, including pipe organ, guitar, violin, band, and orchestra), art, physical training. The members of the faculty are specialists in their respective departments."

"You can make no mistake by attending 'C.' If not as represented in this announcement, money will be refunded." "Don't pay extravagant school bills, but come to the cheapest, best school in the country." "Our students almost invariably leave school in better health than when they enter."

D. "'D' is the best place to obtain an education. Every year it grows better. Its methods are the best; its instructors are experienced, cultured, and successful; its expenses are as low as is consistent with proper living and instruction." "Now is the accepted time. The 'D' school offers a rare chance to obtain an excellent education. The time and money will be well spent, and we guarantee that you can not find elsewhere better inducements." "Only teachers of ability and successful experience are employed. We confidently assert that no similar institution can furnish instruction superior to that afforded by 'D.' We know that our methods are the best, the most conformable to the fundamental laws of education, and hence the most successful that can be employed."

"*We advertise nothing that we do not have.*" [The italics are in the original.]

"'D' invites all classes of pupils. Teachers, pupils from the common schools, young men and women preparing for business pursuits, or wishing to acquire a musical education, high-school graduates—all classes attend the normal at 'D,' and find work suited to their needs. No young man or woman, however backward in his studies, need feel any hesitation in enrolling among its pupils, as it adapts its work in the common branches largely to that class of students."

"No examinations are required to enter 'D.' Students upon entering will be assigned rank in the course they wish to pursue, according to previous preparation. Our work is so arranged that those entering in the middle of a term can find just such classes as they desire."

'D' has five teachers besides the principal. In the "literary department" it presents three courses—preparatory, teachers' advanced, and scientific. The following is the curriculum of the teachers' advanced course :

First term.—Natural philosophy, algebra, didactics, zoology, rhetoric, elocution.

Second term.—Natural philosophy, algebra, history of education, general history, elocution, rhetoric, and composition.

Third term.—General history, algebra, mental philosophy, plane geometry, vocal music.

Fourth term.—Botany, algebra, English and American literature, didactics, oration.

Ten weeks constitute a term.

E. "Our facilities are the very best, and our rates defy competition." "In any case where pupils hesitate about coming to us on the ground that they are not sufficiently well advanced, we would like to say that such persons will be more highly benefited than others. The majority of our young people are of moderate scholarship. All pupils of whatever grade can be accommodated." "The school employs only the best men and women as teachers in every department." "The classes are so arranged that students who may not be able to complete a full course in any department may enter at any time, study what is most desirable, and get full credit for what they accomplish." "Pupils can enter at any time with the assurance of finding classes suited to their needs."

"The managers of teachers' agencies tell us repeatedly that they can locate our graduates and undergraduates with much less difficulty than pupils from other sections." "Our graduates and undergraduates have passed the severest tests and always with the highest credit. They have met in closest competition the representatives of the best schools for positions in all walks of life, and have invariably sustained themselves. So true is this that the fact has become widely known, and the demand upon us for trained teachers is much greater than we can meet. Our best pupils are everywhere commanding higher salaries than others for the same grade of work."

"The young people trained in 'E' secure their positions more readily and give much better satisfaction than those trained in other sections."

"*Teachers' course.*—Ten weeks, arithmetic, geography, English grammar, theory and practice, spelling; ten weeks, physiology, mental science, history, theory and practice, penmanship."

The number of students registered in this course (catalogue of 1887) is 152.

The other courses and departments advertised are preparatory, engineering, commercial, music, scientific, elocution, and classic. The number of teachers is 12.

F is a "County normal school;" that is, an educational enterprise on business principles, having close relations with the school administration of the county. It was opened in 1870, and in 1892 had 318 pupils, of whom 248 were "normal," 56 in the high school, and 14 preparatory. The normal course extends through two years. The high school covers four. The normal studies of the first year are arithmetic, grammar, geography, history, reading, spelling, and physiology; art of school management, algebra, civil government, bookkeeping, Latin (elective), Shakespeare. The additional studies in the second year are geometry, literature, rhetoric, natural philosophy, botany, and mental philosophy.

"Before the establishment of this school many parents who wished to educate their children and who were not able to send them to college or State normal schools were compelled to keep them at home and confine their education to the narrow limits the district school then afforded. But this institution now offers them the same advantages as the State normal schools, with only half the expense. The teachers who have gone forth from this school have rendered universal satisfaction, and they have won for themselves and for the school at which they received their training a flattering reputation. Our teachers are in demand and are commanding the best positions and highest salaries paid in the county. The school boards in a number of townships have paid the school the high compliment of refusing to hire any teachers but those it has prepared. During the past year [1892] every township

was represented in the school, and more than three-fourths of the whole number of teachers in the county were in attendance. This class [class in theory and practice of teaching] is under the supervision of the county superintendent, who is careful to make his instruction so effectual that the number of failures in our common schools may be brought down to the lowest number possible. Connected with the normal school is a model school of 50 pupils. Students are required to teach and criticise in this department until they are perfectly familiar with the best methods of teaching primary schools."

F is one of the youngest of the "independent normals." It is a "normal university." It presents a full assortment of courses, schools, and colleges, some in præsenti, some in futuro—a preparatory school, a school of elocution, a school of fine arts, a school of music, a school of phonography and typewriting, a school of telegraphy, a college of teachers, a college of science, a college of literature or modern languages, a college of philosophy, a college of liberal arts, a college of business, a college of engineering and surveying, and colleges of law and medicine. The object of the college of teachers is to prepare young men and women thoroughly and speedily to teach a country school and all classes of a graded school up to the high school, and to pass the requisite county examinations for a certificate. The time required for this preparation is "two or three terms of eight weeks each." We learn from the catalogue (1890) that "F" "is authorized by law to issue diplomas and confer degrees usually conferred by educational institutions;" that it does not "depend on examinations, quarterly or annual, as giving any desirable or healthy stimulus to vigorous effort; that "here there is nothing to attract the attention from his work, and [he] has no less than twelve hours a day to devote to study," and that "all the teachers employed are of recognized ability."

The following gives the courses of study in probably the largest independent normal school in the United States. It will be noticed that the normal course proper occupies but one year of forty-eight weeks:

Courses of study.

Common-school course:					
First term, 10 weeks.	Arithmetic.	Geography and map drawing.	Grammar.	Reading and orthography.	Penmanship.
Second term, 10 weeks.	Arithmetic.	Physical geography.	Grammar and analysis.	Reading.	Penmanship.
Third term, 10 weeks.	Arithmetic.	Physiology.	Composition.	Vocal music.	Drawing.
Fourth term, 10 weeks.	Algebra.	Physiology.	Rhetoric.	United States history.	Didactics.
Fifth term, 8 weeks.	Algebra.	Review.	Rhetoric.	Civil government.	Didactics.
Normal course:					
First term, 10 weeks.	Arithmetic.	Geography.	Grammar and analysis.	Reading and orthography.	Penmanship.
Second term, 10 weeks.	Algebra.	Geology.	Rhetoric.	Reading.	Vocal music.
Third term, 10 weeks.	Algebra.	Anatomy and physiology.	Rhetoric.	Civil government and United States history.	Drawing.
Fourth term, 10 weeks.	Algebra.	Botany.	Latin grammar or German.	English literature.	Didactics.
Fifth term, 8 weeks.	Review.	Philosophy.	Latin reader or German.	American literature.	Didactics.
Scientific course:					
First term, 10 weeks.	Geometry.	Geology.	Cæsar or German.	English history.	Penmanship.
Second term, 10 weeks.	Trigonometry.	Chemistry.	Cæsar or German.	English literature.	Vocal music.
Third term, 10 weeks.	Analytical Geometry.	Physics.	Virgil or Mary Stuart.	English literature.	Drawing.
Fourth term, 10 weeks.	Astronomy.	Botany.	Virgil or Wilhelm Tell.	American literature.	Didactics.
Fifth term, 8 weeks.	Surveying.	Zoology.	Cicero or Wilhelm Tell.	Political economy.	Didactics.
Classic course:					
First term, 10 weeks.	Psychology.	Sallust.	Greek grammar.	Chaucer.	Public lectures at the close of each term.
Second term, 10 weeks.	Logic.	Cicero.	Homer.	Spencer.	
Third term, 10 weeks.	Ethics and æsthetics.	Horace.	Sophocles.	Milton.	
Fourth term, 10 weeks.	Political economy.	Tacitus.	Æschylus.	Shakespeare.	
Fifth term, 8 weeks.	Literary criticism.	Juvenal.	Demosthenes.	Shakespeare.	
Business course:					
First term, 10 weeks.	Bookkeeping.	Arithmetic.	English.	Letter writing.	Penmanship.
Second term, 10 weeks.	Actual business.	Commercial arithmetic.	Penmanship.	Reading and orthography.	Penmanship.
Third term, 10 weeks.	Actual business.	Commercial law.	Rapid addition, etc.	Penmanship.	Debating.
Civil engineering course:					
First term.	Higher algebra.	Geometry.	Geology.	Grammar.	Geometrical drawing.
Second term.	Trigonometry.	Land surveying.	Theoretical chemistry.	English literature.	Perspective.
Third term.	Analytics.	Material and bridges.	Physics.	English literature.	Projection drawing.
Fourth term.	Calculus.	Railroad engineering.	Botany.	American literature.	Penmanship.
Fifth term.	Review.	Leveling and city engineering.		Rhetoric.	Lettering.

CATHOLIC NORMAL SCHOOL OF THE HOLY FAMILY AND PIO NONO COLLEGE.

This school is located at St. Francis, 2 miles south of the city limits of Milwaukee, near Lake Michigan. It was founded in 1870 by Dr. Joseph Satzmann. The aim of the instruction given in the normal school, as stated in the catalogue of 1890, is (1) to ground the student in the knowledge and practice of Catholic faith; (2) to provide means of acquiring useful general knowledge; (3) to give such specific training as will best fit for work in the schoolroom. Students who complete the normal course of four years and otherwise show fitness to be intrusted with the instruction of children receive a diploma.

The following is the course of study:

First year.—Christian doctrine; Bible history; English; German; arithmetic; geography; penmanship; drawing; music.

Second year.—Christian doctrine; Bible history; English; German; arithmetic; United States history and civil government; physiology; drawing; music.

Third year.—Christian doctrine; Bible history; English; German; general history; natural science; algebra; elocution; pedagogy; music.

Fourth year.—Liturgy; general and ecclesiastical history; literature; English; German; natural science; geometry; pedagogy; music.

The aim of the work in pedagogy is to familiarize the student with the best educational methods of the present day. A course in psychology and science of education forms the basis of the work. The organization, classification, and management of numbers, the requirements in a course of study adapted to the capacity and wants of children in the parish schools, the relation of the teacher to the pastor and to the congregation, and his duties and responsibilities as a citizen are discussed in lectures, supplemented by a text-book.

This is one of the few normal schools in the United States open to young men exclusively. The register for 1889–90 contains the names of thirty-two normal students.[1]

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[1] Catalogue of the Catholic Normal School of the Holy Family and Pio Nono College, St. Francis, Milwaukee County, Wis., 1889–90.

CHAPTER XLIX.

NECROLOGY FOR 1898.

AMERICAN.

Abbot, Levi, in Hollis, N. H., Mar. 11; b. in Wilton, N. H., May 28, 1818; graduated at Yale University in 1840; taught in Alexandria, Va., 1843–49; studied law at Harvard Law School, and was admitted to New Hampshire bar. Preferring teaching, in 1854 he went to Newark, N. J., first as teacher of classics in the Wesleyan Institute, later in an English and classical school of his own. In 1862 he removed to Hollis, where he was superintendent of schools until his death.

Andrews, Israel W., in Danvers, Mass., Nov. 24; b. there July 1, 1820; left penniless by his father's death, he gained his education by hard work, studying at the Danvers public school, Mr. Alanson Valentine's private school, North Hampton (N. H.) Academy, Topsfield (Mass.) Academy, and later took a course at the classical school in Danvers. He was always prominent in the affairs of his town, and for nearly forty years was on its school board.

Andrews, Rev. Mark S., D. D., in Mobile, Ala., May 18; b. in Oglethorpe, Ga., Feb. 23, 1826; graduated at Emory College; taught several years, read law, but entered the ministry. In 1855, as agent, he raised the money to build the Tuscaloosa Female College, and filled a chair in that institution the following year. The remainder of his life was spent in the ministry.

Apple, Rev. Dr. Thomas, at Lancaster, Pa., in Sept., aged 68 years; professor of church history and New Testament exegesis in the Reformed Theological Seminary, at Lancaster, Pa.

Archer, James, in Jefferson County, Miss., Dec. 30; b. in Harford County, Md., Dec. 23, 1811; graduated at Yale University in 1830; was a planter up to the civil war and afterwards a teacher.

Austin, Edward, of Boston, Mass. He bequeathed $500,000 to Harvard University, $400,000 to Massachusetts Institute of Technology, $30,000 to Radcliffe College, $30,000 to Roanoke College—in each instance the interest to be used to aid needy and meritorious students and teachers—$10,000 to the Harvard Bacteriological Laboratory.

Ayer, Josephine Mellin Southwick, in Paris, France, Jan. 3; b. in Medway, Mass., Dec. 15, 1855; came in possession of great wealth at the death of her husband, John C. Ayer, the chemist; aided a great number of struggling American artists and singers. She gave $50,000 for a clinical laboratory in Pennsylvania Hospital in Philadelphia, and $100,000 to the founding of a women's and children's home in Lowell, Mass.

Bailey, Chancellor, in Milldale, Va., May 11, aged 65 years; a native of Culpeper County, Va.; in business in Philadelphia; served in the Confederate army; a member of the Virginia legislature; for twelve years superintendent of Spottsylvania County, Va., schools.

Barclay, Thomas Dougall, in Kent, Conn., July 30; b. in York, N. Y., June 5, 1846; graduated at Monmouth College in 1867; was principal of academy, Walton, N. Y., taught in Kent, Conn., and was principal of academy, Gilbertsville, N. Y. The rest of his life was occupied in the ministry.

Bartlett, Rev. Samuel Colcord, D. D., LL. D., in Hanover, N. H., Nov. 16; b. in Salisbury, N. H., Nov. 25, 1817; fitted for college at Pinkerton Academy; graduated at Dartmouth College in 1836, and at the Andover Theological Seminary in 1842; principal Caledonia Grammar School, Peacham, Vt., 1836–38; tutor at Dartmouth College, 1838–39; pastor at Monson, Mass., 1843–46; professor intellectual philosophy and rhetoric at Western Reserve College, 1846–52; pastor Manchester, N. H., 1852–57, and at New England Church, Chicago, 1857–59; professor of Biblical literature, Chicago Theological Seminary, 1858–77; president Dartmouth College, 1877–92; and lecturer on the relation of the Bible to science and history and instructor in natural theology and evidences of Christianity, 1892–98. Dr. Bartlett was a large contributor to literature, both in periodicals and books. His work for Dartmouth College and Chicago Theological Seminary can not be overestimated. He was a Biblical scholar of eminence.

Beidler, Jacob, in Chicago, Ill., Mar. 15; b. in Bedminster, Pa., Dec. 20, 1815; acquired a district-school education; learned the carpentry and cabinetmaking trades; attained great financial success. Among the most important of his numerous public benefactions, always very quietly bestowed, were large endowments to Lake Forest University.

Bennett, Edmund Hatch, LL. D., in Boston, Mass., Jan. 2; b. in Manchester, Vt., Apr. 6, 1824; graduate of the University of Vermont in 1843; was admitted to the bar in 1847. He practiced his profession in Taunton, Mass., for a number of years, being mayor of that city 1865–67; judge of probate and insolvency of Bristol County, 1858–83. From 1865–71 he lectured at the Harvard Law School, and from the latter date was professor and dean of the Boston University Law School. He edited a large number of important law works.

Bennett, Joseph M., in Philadelphia, Pa., Sept. 29; b. in Juliustown, N. J., Aug. 16, 1816. He was engaged in the clothing business for a number of years in Philadelphia. Among his large benefactions was one of $500,000 to the college for girls in the University of Pennsylvania and another sum to the deaf and dumb institute.

Betts, George Frederic, in New York City, Jan. 18; b. in Newburgh, N. Y., June 14, 1824; graduated at Williams College in 1844; studied law, but failing health compelled him to forego its active practice, and he was clerk of the United States district court for nearly twenty years. He was actively connected with many philanthropic and charitable enterprises, being trustee for many years of the New York Institution for the Blind and the Five Points House of Industry.

Bissel, Wm. Church, in Humboldt, Nebr., Apr. 11; b. in Aurora, Ohio, June 8, 1810; graduated at Yale Divinity School, he turned to teaching as a profession. He taught near Lexington, Ky., 1837–41; in a young ladies' seminary at Ripley, Ohio, 1841–51; in eastern Illinois, 1851–68, and later at Humboldt, Nebr.

Blackmar, Edwin, in Newark, N. Y., Feb. 21; b. in Freehold, N. Y., Nov. 14, 1823; graduated at Union College in 1845; taught a number of years and then engaged in business.

Booth, Henry, in Minden, Nebr., Apr. 29; b. in Roxbury, Conn., Aug. 19, 1818; graduated at Yale University in 1840; taught for a year in Wellsboro, Pa.; graduated at Yale Law School in 1844; practiced that profession in Towanda, Pa., and Poughkeepsie, N. Y., and for two years had charge of the law department of the State and National Law School; assisted in organizing and had principal charge until 1870 of the law department of University of Chicago; was a judge of circuit court of Cook County, 1870–79, but still continued dean of the law school.

Bowker, Mrs. Sarah Lamson, in Newton, Mass., July 27; well known as a philanthropist. She gave to education two buildings bearing her name—one in Bombay, India, to the American Mission School, and the other to the American School for Girls, in Constantinople.

Brice, Calvin Stewart, in New York, Dec. 15; b. in Denmark, Ohio, Sept. 17, 1845; graduated at Miami University; served in the Army during the civil war; studied law at Ann Arbor; became prominent in railroad and financial circles, in association with Gen. Samuel Thomas; was United States Senator one term. He began his career teaching school. A scholarship in Marietta College is among his benefactions, the most of which were made to his alma mater.

Briggs, William Allen, in Providence, R. I., Jan. 12; b. in Pittsfield, Mass., July 12, 1834; graduated at Williams College in 1860; studied theology at Madison University; was engaged in ministerial work a large share of his life; was at one time superintendent of schools at Cranston, and was three times elected to the school board.

Bristow, George F., in New York City, Dec. 13; b. in 1824; for nearly fifty years was teacher of music in New York public schools; author of several musical compositions and member of a number of musical societies.

Brooks, Nathan Cavington, M. A., in Philadelphia, Pa., Oct. 3; b. in Cecil County, Md., Aug. 12, 1809; was educated at West Nottingham Academy and at St. John's College, Annapolis, Md.; was principal of Franklin Academy in 1831–34; next of the Brookville Academy; was editor of the American Museum; was elected principal, in 1839, of the Baltimore High School; attempted to organize, in 1848, the Baltimore Female College, and published a series of books of the classics and a history of the Mexican war.

Brooks, Wm. M., A. B., in Lincoln College, North Carolina, Dec. 15; b. Dec. 23, 1833; graduated at University of North Carolina in 1860; taught in North Carolina, South Carolina, and Mississippi.

Brown, Leroy D., in San Luis Obispo, Cal., Jan. 13; was commissioner of common schools for the State of Ohio for one term, president of University of Nevada, and superintendent of public schools at Los Angeles, Cal.

Bruce, Blanch K., in Washington, D. C., Mar. 17; b. a slave in Prince Edward County, Va., Mar. 1, 1841; removed to Mississippi with his master shortly before the civil war, and at its outbreak went to Hannibal, Mo., where he organized and conducted the first school in that region exclusively for negroes; acquiring a little money, he pursued his studies at Oberlin, but was unable to graduate; returned to Mississippi and became a planter, and at the same time entered politics. He filled the offices of sergeant-at-arms of the State senate; assessor, collector, sheriff, and superintendent of education for his county, and commissioner for the second levee district; was United States Senator 1875–1881, and was register of deeds during the Garfield-Arthur term, and President McKinley appointed him, in 1897, Register of the Treasury.

Brunot, Felix R., in Allegheny, Pa., May 10; b. in Newport, Ky., Feb. 7, 1820; graduated at Jefferson College at Canonsburg, Pa., and became a civil engineer; was engaged at Rock Island and Camden, Ill.; came to Pittsburg and engaged in steel manufacturing; performed an inestimable amount of relief work during the civil war; was president of the Indian Commission and of the National Reform Association, and at his death gave to philanthropy $237,000, of which Western Pennsylvania University received $30,000, Divinity School of the Protestant Episcopal Church $30,000, and the Evangelical Education Society of the Protestant Episcopal Church $10,000.

Buckingham, Rev. Samuel Giles, D. D., in Springfield, Mass., July; b. in Lebanon, Conn., Nov. 18, 1812; fitted for college at Plainfield Academy; graduated at Yale University in 1833, and at Yale Theological Seminary in 1836; pastor Millbury, Conn., 1836–46; Springfield, Mass., 1847–98; trustee of Williston Seminary forty years; member of Springfield school committee many years.

BURNHAM, BENJAMIN FRANKLIN, in Boston, Mass., May 21; b. in Groton, Vt., Nov. 30, 1830; graduated at Wesleyan University in 1852 and was admitted to the bar in Illinois in 1857; enlisting in 1864, he was detailed as assistant superintendent of education of freedmen in Louisiana. Subsequently he was detailed to the Freedmen's Bureau to establish schools among the negroes, and while thus engaged was mobbed in Monroe, La. He came to Boston in 1867, where he was an associate justice of the South Boston court. He prepared several digests and legal works and wrote several theological works; also treatises on chess.

BURT, HANNAH, gave to the Presbyterian board of aid for colleges and academies and Presbyterian boards of home and foreign missions the reversion of $15,000, in equal parts.

BUSH, Prof. GEORGE GARY, Ph. D., in Malden, Mass., Oct. 15; b. in Turin, N. Y., Mar. 19, 1843; fitted for college at Casenovia Seminary and graduated at Wesleyan University in 1866; was either principal or superintendent of schools for eight years; professor of Greek and Latin in the seminary at Montpelier, Vt.; studied abroad; filled the Latin chair at Middlebury for a time; was a frequent contributor to periodicals.

BUSHNELL, GEORGE, D. D., in New Haven, Conn., Apr. 5; b. in Washington, Conn., Dec. 13, 1818; graduated at Yale University in 1842, and at the Yale Divinity School in 1846; occupied pastorates in Worcester, Mass., Waterbury, Conn., and Beloit, Wis. He taught immediately upon his graduation from college, and from 1888 was a trustee of Yale.

CAMPBELL, JAMES ROBINSON, in Woodstock, Md., May 16; b. in Seharunpoor, North India, Feb. 18, 1840; graduated at Williams College in 1862; studied theology at Princeton, N. J.; was instructor in the New York City Institution for the Deaf and Dumb; was principal of Freehold Institute in Monmouth County, N. J. The larger part of his life was spent in the ministry.

CARPENTER, Gov. CYRUS C., in Fort Dodge, Iowa, May 29; b. in Susquehanna County, Pa., in 1829; was left a penniless orphan at 10 years of age; picked up a district school education; apprenticed himself to a tailor; removed to Iowa in 1854; engaged in surveying Government lands; taught the first school in Fort Dodge; was elected to the legislature; served through the civil war, and was governor of Iowa 1872–76.

CARTLAND, JOSEPH, in Newburyport, Mass., June 1; b. in Lee, N. H., in 1810; for many years was superintendent of Haverford Friends' College, Pennsylvania, and with his wife was joint principal of the Friends' school at Providence, R. I.

CATTELL, WILLIAM CASSIDY, D. D., LL. D., in Philadelphia, Pa., Feb. 11; b. in Salem, N. J., Aug. 30, 1827; graduated at College of New Jersey, Princeton, in 1848 and at Princeton Theological Seminary in 1852; took a post-graduate course there; was assistant principal of Edgehill Academy at Princeton, 1853–55; occupied the chair of Latin and Greek in Lafayette College, Easton, Pa., 1855–60; was pastor of Pine Street Church in Harrisburg, Pa., 1860–63; and was president of Lafayette College, 1863–83. Through his efforts over $1,000,000 was contributed to the institution, and the grounds, buildings, and equipment largely increased. During his incumbency of the corresponding secretaryship of the Presbyterian board of relief for disabled ministers and the widows and orphans of deceased ministers of the Presbyterian Church, his efforts increased its endowment by $1,000,000 and the annual income from $105,000 to $237,000.

CHASE, Dr. A. F., at Kents Hill, Me., Oct. 22; b. in Woodstock, Me., Oct. 26, 1842; graduated at Wesleyan University in 1869 with the highest honors; taught in Wilbraham, Mass., Academy, 1869–71; occupied the chair of mathematics and English literature in the Maine Wesleyan Seminary and Female College at Kents Hill, 1871–83; was principal of the high school, Millbury, Mass., 1883–84; president of the East Maine Conference Seminary, 1884–96; and from the last date until his death occupied the same position in the seminary and college at Kents Hill.

CHRISTIE, WILLIAM M., in Ottawa, Canada, Feb. 13; b. in Edinburgh, Scotland, July 23, 1820; graduated at Union College in 1845; studied theology under the Flamboro U. P. Presbytery, Canada; he preached in Chippewa, 1849–64, and in Beachburg until 1874, when he went to Ottawa and did missionary work until his death. He was superintendent of schools at Willoughby and Ottawa for fourteen years.

CLARK, WILLIS GAYLORD, in Roanoke, Va., Sept. 10; b. in New York State, Oct. 27, 1827; was educated at Quincy, Ill.; as the editor of the Advertiser he planned a system of common schools which was adopted by Mobile; in 1865 was elected trustee of University of Alabama, and at one time was president pro tempore.

CLARKE, GEORGE ELLERY, in Falmouth, Mass., Dec. 12; b. in Needham, Mass., Oct. 30, 1821; fitted for college at Phillips Andover Academy; graduated at Williams College in 1851; was a teacher in Lawrence Academy at Falmouth, Mass., for eleven years, and was a member of the Falmouth school board three terms (nine years), and did much toward shaping the system. He followed other occupations the remainder of his life.

CLARKE, NOAH T.; received a common-school education; taught in the Canandaigua Academy forty-one years and was principal for twenty-nine years.

COLE, HERBERT ERASTUS, in Taylor Falls, Minn., Apr. 13; b. in Ohio in 1855; fitted for college at Oberlin, Ohio; graduated at Dartmouth College in 1881; taught in Oberlin, Ohio, Cresco and Limesprings, Iowa; Taylors Falls, Perham, Ashby, and Willow River, Minn.

CONCILIO, JANNARIUS DE, in Jersey City, N. J., Mar. 23; b. in Naples, Italy, Jan. 7, 1835; was educated at Brignoli Sali College, Rome, and ordained a priest; was at one time a professor of theology in Seton Hall College.

CONRAD, FREDERICK WILLIAM, D. D., LL. D., in Philadelphia, Pa., Apr. 10; b. in Pine Grove, Pa., Jan. 3, 1816; studied at Mount Airy College, Germantown, Pa., and at the Gettysburg Theological Seminary; was at various times professor of modern languages and of homiletics and church history in Wittenberg College, Springfield, Ohio. He occupied pastorates at a number of places, and was editor from 1866 of the Lutheran Observer.

COOLEY, Judge THOMAS MCINTYRE, in Ann Arbor, Mich., Sept. 12; b. near Attica, N. Y., Jan. 6, 1824; studied law and practiced for a time at Tecumseh and Adrian, Mich.; was supreme court reporter; justice of the supreme court; professor of law in University of Michigan and dean of that school for a number of years; commissioner of inter-State commerce under President Cleveland; professor of American history and lecturer on Constitutional law, University of Michigan. He was a frequent contributor to periodicals and the author of a large number of works on law.

CORBY, Rev. WILLIAM, in South Bend, Ind.; b. in Detroit, Mich., in Oct. 1833; chaplain of the famous Irish Brigade during the civil war, president of the Notre Dame University for a number of years.

CRAMER, Rev. MICHAEL JOHN, D. D., LL.D., S. T. D., in Carlisle, Pa., Jan. 23; b. in Schaffhausen, Switzerland, Feb. 6, 1835; learned the printer's trade; graduated at Ohio Wesleyan University in 1860; was a chaplain during the civil war; consul at Leipzig, minister at Copenhagen and Bern; was professor of systematic theology at Boston University; professor of church history at Drew Theological Seminary and of philosophy at Dickinson College. He bequeathed his valuable library to the Ohio Wesleyan University.

CROFOOT, WILLIAM RICHMOND, in Le Roy, N. Y., Dec. 3; b. there Dec. 10, 1855; fitted for college at Le Roy Academy and under private tutorship; graduated at Amherst College in 1880; practiced law in his native town; was vice-president and trustee of Le Roy Academy at the time of his death.

CRUMMELL, ALEXANDER, D. D., in Point Pleasant, N. J., Sept. 9; b. in New York City in 1819; his father was a native of Africa and young Crummell encountered great opposition on account of his race in his efforts to secure an education, until he went to England in 1848, and finally graduated at Cambridge in 1853; was a missionary in Liberia twenty years, during which time he acted as principal of Alexandria High School and president of Liberia College; went to Washington, D. C., and founded and was rector of St. Luke's Church until 1895. He founded American Negro Academy of Sciences in 1897. He was the author of several publications.

CUMMINGS, JOHN, in Woburn, Mass., Dec. 11; b. there in 1811; was educated in the district school, Warren Academy, and a private school in Reading, Mass. He was connected with many large business enterprises; was president of the Shawmut National Bank of Boston for thirty years; was trustee of Massachusetts Horticultural Society, Perkins Institute for the Blind, and Massachusetts School for the Feeble Minded. He was one of the incorporators of the Massachusetts Institute of Technology, and its treasurer for seventeen years.

CURRIER, MOODY, LL. D., in Manchester, N. H., Aug. 23; b. in Boscawen, N. H., Apr. 22, 1806; fitted for college at Hopkinton (N. H.) Academy; graduated at Dartmouth College in 1834; was principal of the high school, Lowell, Mass., 1836–1841. He occupied many positions of honor and trust; was governor of New Hampshire. He gave $5,500 to the Manchester Public Library and $300,000 to the founding of a public art gallery.

CURTIS, JOHN HUBBARD, in Lexington, Mass., Jan. 13; b. June 9, 1865, in Hartford, Conn.; graduated at Yale University in 1887; remained for two years at the university as a graduate student in English literature and philosophy, teaching for one year in the Hopkins Grammar School. In 1890 he became instructor in English and German in the University School at Cleveland, Ohio.

DABNEY, ROBERT LEWIS, M. A., in Knoxville, Tenn., Jan. 4; b. in Louisa County, Va., Mar. 6, 1820; went to Hampden Sidney College; graduated at University of Virginia in 1842; entered Union Theological Seminary, Virginia, after teaching two years. In 1853 he became professor of ecclesiastical history in Union Seminary and in 1869 professor of theology; afterwards occupied the chair of moral philosophy in the University of Texas. He was the author of several publications.

DAHLGREN, Mrs. MADELINE VINTON, in Washington, D. C., May 28; b. in Gallipolis, Ohio, about 1835; married Rear-Admiral Dahlgren in 1865; established schools near her home at South Mountain, Md.; gave a great many young men college educations and taught music and languages to classes of girls. She wrote extensively and was an active opponent of woman suffrage.

DANA, MALCOLM MCGREGOR, D. D., in Brooklyn, N. Y., July 25, 1897; b. there June 4, 1838; fitted for college at Columbia Grammar School; graduated at Amherst College in 1859 and at Union Theological Seminary in 1862. He occupied pastorates in Winsted and Norwich, Conn., and St. Paul, Minn., and was a trustee of Carleton College a number of years, and its historian also.

DAVENPORT, JESSE REED, in Waban, Mass., Sept. 5; b. in Marshfield, Mass., Mar. 9, 1826; fitted for college at Phillips Andover Academy; graduated at Amherst College in 1851; taught in Woodstock, Conn., 1851–53; Amherst Academy, 1853–54; principal of Hopkins Academy, Hadley, Mass., 1854–67; taught in Oxford, Mass., and Woonsocket, R. I., 1867–72. He then entered commercial life.

DEMAREST, DAVID D., D. D., LL. D., in New Brunswick, N. J., June 21; b. in Oradell, Bergen County, N. J., July 30, 1819; graduated at Rutgers College in 1837, New Brunswick Theological Seminary in 1840; held pastorates at Catskill, Flatbush, New Brunswick, and Hudson, N. J.; became professor of pastoral theology and sacred rhetoric in the New Brunswick Seminary. He was trustee of Rutgers College, secretary of the seminary faculty for thirty-one years, and an active member of the New Jersey Historical Society; was the author of several publications.

Dimock, Samuel Robinson, in Denver, Apr. 19; b. in Mansfield, Conn., May 28, 1822; graduated at Yale College in 1847; afterwards taught school, principally in Manchester, Conn., and studied theology at the East Windsor Theological Institute. Later, he taught in the West, and the remainder of his life was spent in pastoral duties.

Douglas, Kietland, S. T. D., in St. Francesville, La., Dec. 19; b. May 29, 1829, in New Haven, Conn.; began the study of law, but finally devoted his life to the ministry of the Episcopal Church; accepted in 1860 the presidency of Jefferson College, near Natchez, Miss., and later became superintendent of schools there. In 1871, at Dry Grove, in Hinds County, he organized a school for candidates for the ministry.

Downs, Morse S., in Brooklyn, N. Y., June 12; b. in Haverhill, Mass., in 1830; was director of the Mozart Conservatory of Music at Memphis, Tenn., and gave the first musical festival ever held in the South.

Duncan, Samuel White, D. D., in Boston, Mass., Oct. 30; b. in Haverhill, Mass., Dec. 19, 1838; graduated at Brown University in 1860; served through the war; graduated Rochester Theological Seminary in 1866, and held pastorates at Rochester, Cleveland, and Cincinnati; was secretary of the American Baptist Missionary Union; and was a trustee of Rochester Theological Seminary and a fellow of Brown University.

Duryea, Joseph Tuthill, in Brooklyn, N. Y., May 17; b. in Jamaica, Long Island, N. Y., Dec. 9, 1832; graduated at Princeton in 1856 and at its theological seminary in1859; occupied pastorates in New York, Brooklyn, Boston, and Omaha; taught the senior class at Wellesley in philosophy during his ten years' pastorate in Boston.

Earle, Charles Selden, Oct. 4; b. in Kents Hill, Me., Mar. 26, 1866; fitted at Wesleyan Seminary, Kents Hill, Me., and entered Williams College; graduated at Dartmouth in 1890. He was principal of Haverhill Academy, N. H., 1891–92, and the high school at Tuscola, Ill., 1892–97; superintendent of schools Tuscola, 1897–98.

Eliot, Samuel, in Beverly, Mass., Sept. 14; b. in Boston, Mass., Dec. 22, ——; graduated at Harvard College in 1839; was professor of history and political science at Trinity College 1856–64, and president of that institution 1860–64; head master of the Girls' High School, Boston, Mass., 1872–76; superintendent of schools, Boston, 1878–80, and was later on the school committee. He wrote extensively.

Elmore, Alfred Frank, in New York City, June 14; b. in Canterbury, England, May 23, 1839; was educated under Randegger and Balfe; achieved a reputation as a barytone singer; was professor of singing in the University of South Carolina and professor in the New York Conservatory of Music.

Eno, Amos Richards, in New York City, Feb. 21; b. in Simsbury, Conn., Nov. 1, 1810; received a common-school education; was engaged in dry goods business and later in real estate; built the Fifth Avenue Hotel in New York City; gave $50,000 to Amherst College.

Evans, Joseph, in New York City, Apr. 23; b. there Oct. 29, 1857; was educated in art in the schools of the National Academy of Design and the Art Students' League in New York and at the Ecole des Beaux Arts in Paris; devoted himself to landscape; was president of the Art Students' League three years and secretary of the Society of American Artists for the same length of time. He took deep interest in public education and had served over a term as a school inspector.

Foster, George H., in Evanston, Ill., July 31; b. in England in 1827; was a trustee of Northwestern University 1881 till his death.

Fay, E. H., in Baton Rouge, La., Dec. 27; was a graduate of Yale University and a well-known educator, having been at one time superintendent of public education for Louisiana.

FERNALD, EBENEZER NICHOLS, at Milton Mills, N. H., Jan. 15; b. in Lebanon, Me., Mar. 10, 1833; fitted for college at North Hampton Literary and Biblical Institute, New Hampshire; graduated at Amherst College in 1862; taught Latin and Greek in the State Seminary at Lewiston, Me.; instructor in the English department Williston Seminary; principal of Rockford High School, Illinois; had charge of the educational work among the freedmen at Chattanooga, Tenn.; graduated at Andover Theological Seminary in 1869; was secretary and treasurer of the Free-Will Baptist Education Society; trustee of Storer College, Harpers Ferry, W. Va., treasurer and publisher of the Free Baptist printing establishment in Boston, Mass.

FREEMAN, GEORGE RUDOLPH, in Meadville, Pa., Apr. 10; b. in Gettysburg, Pa.; graduated at Pennsylvania College in 1876 and at the Yale Divinity School in 1885; was awarded the Hooker Fellowship and studied in New York and Berlin; was a fellow at Harvard. He was assistant professor of Hebrew, of the literature of the Old Testament and the history of religion in the Unitarian Theological Seminary at Meadville, and later full professor in these branches.

FRINK, HENRY ALLYN, in Amherst, Mass., Mar. 25; b. there May 23, 1844; graduated at Hamilton College in 1870; taught two years at Brooklyn Polytechnic Institute and was professor of English literature and oratory in Hamilton College, 1872–85; from that time until his death he occupied the chair of logic, rhetoric, and public speaking at Amherst College.

GERRISH, Mrs. HARRIET BLANCHARD, in Oberlin, Ohio, Nov. 11; b. in Temple, N. H., Nov. 3, 1820; graduated from the literary course in 1847; taught from 1847 to 1861.

GILE, JOSEPH, in Franklin, N. H., Aug. 4; b. in Pottsville, Pa., Oct. 14, 1836; fitted for college at New Hampshire Conference Seminary; graduated at Dartmouth in 1857; taught in Clarence and Warsaw, N. Y.; Huntington, L. I., and Brooklyn; became connected with public schools in New Haven, and for fifteen years had charge of a preparatory school for young men. He served for ten years on board of education.

GILMAN, Mrs. EMELINE AUGUSTA PARKER, in Chelsea, Mass., May 30; b. in Brighton, Mass., Oct. 19, 1824; taught in Salem and Chelsea, Mass., and was on the school committee in the latter place twenty-five years.

GOFF, CHARLES BRADFORD, in Providence, R. I., Dec. 1; b. in Rehoboth, R. I., Mar. 4, 1834; fitted for college at Middleboro Academy and graduated at Brown University in 1856; was principal of the preparatory department of Union College, 1856–57; took a post-graduate course at Brown; was principal of the high school at Fall River, Mass., 1858–64; was connected with the English and classical school which bears his name from the last date.

GRAY, MERCY MARCIA, in Oakland, Cal., May 20; b. in Mansfield, Mass., Dec. 26, 1818; from her first husband, J. A. Fay, she received a large fortune, of which she gave to the Pacific Baptist Theological Seminary $30,000 and California College $25,000.

GREGORY, JOHN MILTON, LL. D., in Washington, D. C., Oct. 19; b. in Sand Lake, N. Y., July 6, 1822; graduated at Union College in 1846; studied law two years, but finally became a minister of the Baptist Church; taught at Akron, Ohio; was principal of a classical school in Detroit, Mich.; was founder of the Michigan Journal of Education; filled the office of State superintendent of public instruction, 1858–63; became president of Kalamazoo College in 1863; a member of the State University's board of regents and first president of the University of Illinois. He organized the university squarely on the agricultural grant, giving full effect to the provision for technical and industrial education for men and women. Domestic science was made a distinct subject of instruction with a laboratory and full professorship, Miss Louisa Allen, afterwards Mrs.

Gregory, becoming first professor. He was president of the N. E. A. at Nashville and member or officer of numerous educational, scientific, historical, and philanthropic societies. He was an earnest advocate of rural mail delivery. His "Political economy" and "Seven laws of teaching" are widely used. He was well known as a writer for newspapers and magazines; a United States commissioner to the Vienna Exposition in 1873; a judge in the educational department of the Centennial Exposition at Philadelphia in 1876; Illinois commissioner to Paris Exposition in 1878; superintendent of American Baptist Home Mission Schools; United States Civil Service Commissioner 1882–85; president of the Civic Center of Washington, D. C., 1895–98. His remains were laid to rest in the grounds of his beloved university.

Gurney, John Hopkins, in Dover, S. Dak., Dec. 7; b. Dover, Me., Sept. 21, 1821; graduated at Oberlin College 1845; taught in New York for two years, in Andover Theological Seminary two years, and preached the remainder of his life. During thirteen years of his ministry at New Braintree, Mass., he was chairman of the school committee.

Hall, James, A. M., LL. D., in Echo Hill, N. H., Aug. 7; b. in Hingham, Mass., Sept. 12, 1811; graduated at the Rensselaer Polytechnic School in Troy, N. Y., in 1832; remained there as assistant professor of chemistry and natural science until 1854, when he was made professor of geology. He held this chair until 1876, when he was made emeritus professor. In 1837 he became State geologist of New York and held this position until his death. He was appointed director of the New York State Museum in 1866, and when there wrote many valuable papers on geology and paleontology. He was very prominent in all scientific movements in the State and nation.

Halsey, Harlan Page, in New York City, Dec. 16; b. there in 1837; was an author of detective stories; as a member of the New York City school board, 1885–95, he was particularly interested in night schools and drawing classes.

Hamilton, John B., M. D., in Elgin, Ill., Dec. 24; b. in Jersey County, Ill., in 1847; graduated from the Rush Medical College in 1869; was at one time Supervising Surgeon-General of the United States Marine-Hospital Service. He was professor of surgery in two colleges of Chicago and editor of the Journal of the American Medical Association.

Handy, Truman Parmelee, in Cleveland, Ohio, Mar. 25; b. in Paris, N. Y., Jan. 17, 1807; was in banking and other financial enterprises most of his life; a trustee of Western Reserve College and of Lane Theological Seminary; and for ten years as a member of the board of education did much toward shaping the school system of Cleveland.

Harris, Rev. Robert S., in Camden, N. J., Mar. 22; b. in Philadelphia, Pa., in 1816; was in the ministry of the Methodist Episcopal Church all of his active life. He was the founder of Children's Day, at which time contributions were made for the education of Sunday-school children, and thereby thousands of young people have received their education.

Hastings, Mary, in Pachuca, Mexico, Aug. 15; was educated at Wilbraham Academy, Mass.; taught at Tilton, N. H.; Appleton, Wis., and in the South. She taught in the mission schools at City of Mexico and Pachuca twenty-five years.

Haviland, Laura S., in Grand Rapids, Mich., Apr. 20; b. in Ontario, Canada, in 1811. She was an ardent abolitionist; established an academy in Adrian, Mich., which admitted negroes; led the movement which resulted in the establishment of the State public school at Coldwater for orphans and dependent children; was a famous nurse during the war.

HAZARD, ROWLAND, in Watkins, N. Y., Aug. 16; b. in Rhode Island in 1829; was interested in large manufacturing enterprises; was a trustee of Brown University, 1885–89, and a fellow in that university from 1889 until his death. He gave Brown University $100,000, and was specially influential in reforming the educational system of the State.

HARMANN, CHARLES WILHELM AUGUST, in New York City, June 20; b. in Silesia, Germany, July 3, 1801; took a full course at the University of Breslau; was professor of mineralogy in that institution several years. He was well known as a collector of mineral specimens.

HOAGLAND, CORNELIUS NEVIUS, M. D., in Brooklyn, N. Y., Apr. 24; b. in Neshanic, Somerset County, N. J., Nov. 23, 1828; graduated from medical department of Western Reserve University in 1852; was a surgeon during the war of the rebellion; engaged in business pursuits. He gave $150,000 for the founding of Hoagland Laboratory, and $24,000 later, and to the Brooklyn Free Kindergarten Society $20,000. One of the 16 kindergartens established by that society was named for him and wholly maintained by him.

HULL, AMOS G., in Brooklyn, May 7; b. in Paris, N. Y., Mar. 7, 1815; graduated at Union College in 1840; taught school in Fulton, N. Y., and became superintendent of the public schools there. He was vice-president of Rutgers Female College. By profession he was a lawyer. He contributed often to the press and was the author of a few publications.

HUNT, ALBERT SANFORD, in Brooklyn, N. Y., Sept. 11; b. in Amenia, N. Y., July 3, 1827; studied at Amenia Seminary and graduated at Wesleyan University in 1851; served there as tutor and adjunct professor of moral science till 1855. The remainder of his life was spent in the service of the Methodist Episcopal Church. He gave Wesleyan University $30,000.

HUNTER, H. G., in Birdsboro, Pa., Jan. 19. At one time he was principal of the Birdsboro High School, and throughout his life he showed the greatest interest in educational matters.

HURLBUTT, LEWIS RAYMOND, in Stamford, Conn., Feb. 14; b. in Wilton, Conn., Aug. 13, 1820; graduated at Yale in 1843; was principal of Bacon Academy in Colchester, Conn., for two years, and had charge of Hopkins Grammar School in Hartford; went back to Yale as tutor, and while there in 1850 received his degree of M. D. He was a leading physician of Stamford.

HURT, ASHLEY D., in New Orleans, La., Mar. 10; b. in Petersburg, Va., in 1834; graduated at the University of Virginia and at the University of Göttingen, Germany; was principal of the high school at Louisville, Ky.; taught at the Florida Agricultural College, at Lake City, and at Tulane High School, at New Orleans, and was professor of Greek in Tulane University.

IDE, JACOB, in Mansfield, Mass., Mar. 23; b. in West Medway, Mass., Aug. 7, 1823; fitted for college at Leicester Academy and graduated at Amherst College in 1848; taught in Lexington, Leicester, and Boston; studied theology at Andover Theological Seminary; was trustee of the Wheaton Seminary for a number of years.

JACKSON, GEORGE, in Boston, Mass., Sept. 28, 1897; b. in Cazenovia, N. Y., Sept. 6, 1821; graduated at Union College in 1845; taught at Cazenovia, in the Conference Seminary, till 1863; was principal of Bingham (N. Y.) Academy, 1863–72; superintendent of Broome County schools, 1872–74; principal of the county high school at Havre de Grace, Md., 1874–81.

JACKSON, Gen. HENRY ROOTES, in Savannah, Ga., May 23; b. in Athens, Ga., June 24, 1820; graduated at Yale University in 1839; studied law at the law school at Athens, Ga.; was United States district attorney at Savannah; served as colonel in the Mexican War; was judge of the superior court of Georgia; minister to Austria and Mexico; was elected chancellor of the University of Georgia, but did not accept; a major-general in the Confederate Army; a trustee of the Peabody fund, 1875–88.

JAMISON, BLAIN, in New Orleans, La., Nov. 2; b. there in 1859; studied at Marshall School in New Orleans and graduated at Yale University in 1880; was in business until 1890 and since that time was secretary of the board of education of his home city.

JOHNSON, CHARLES GREEN, in Monroe, Mich., Oct. 7; b. there June 15, 1822; graduated at Yale University in 1841; was engaged in the banking business at Monroe and acquired a large fortune in the milling business. He was very generous with his means; was for a number of years a trustee of the Michigan School for the Deaf and Dumb at Flint.

JOHNSON, JOHN CUTHBERT, in Weymouth, Mass., Mar. 31; b. in Boston, Mass., Aug. 24, 1874; fitted for college at the Quincy and English high schools and with a private teacher; graduated at Amherst College in 1897; was assistant teacher in the North High School in Weymouth.

JOHNSON, JOHN MACKIE, in Norwich, Conn., Oct. 24; b. there Dec. 6, 1859; fitted for college at Norwich Free Academy and graduated at Amherst in 1883; at his father's death he assumed large business responsibilities; became in 1888 a trustee and fellow of Norwich Free Academy and later secretary and treasurer of the board of trustees.

JOHNSON, JOHN WESLEY, in Eugene, Oreg., Sept. 14; b. near Kansas City, Mo., Mar. 22, 1836; attended Pacific University at Forest Grove and finally graduated from Yale in 1862. He taught in the Agricultural College in Corvallis, Oreg.; in 1864 he took charge of the McMinnville Baptist College and in 1868 resigned this position and became principal of the grammar schools in Portland, Oreg.; a high school was organized there and for over seven years he was in charge of it. In 1876 he became president of the University of Oregon and held that position until 1893, when he took the chair of Latin. This position he held till 1898.

JOHNSTON, RICHARD MALCOLM, in Baltimore, Md., Sept. 23; b. in Powelton, Ga., March 8, 1822; he graduated at Mercer University, Georgia, in 1841, and in two years was admitted to the bar, and twelve years later was offered the judgeship of the northern circuit of Georgia, but refused this offer; was professor of literature in the University of Georgia four years; resigned and opened a boys' boarding school, which was afterwards removed to Baltimore. In 1867 he began his literary work and contributed to several magazines. He was author of many publications, including Dukesborough Tales, Old Mark Langston, Georgia Sketches, etc.; was for a number of years employed in the United States Bureau of Education.

JONES, MRS. SUSAN GEORGE, in Rochester, N. Y., in Sept.; attended the Woman's College in Baltimore; preceptress of Lasalle Seminary, Auburndale, Mass.

JOY, JOHN D. W., in Boston, Mass., in 1828; educated in common schools, and was a business man. He was president of the board of trustees of Tufts College, and donated $20,000 to the library.

KING, NATHAN SHERWOOD, in Yonkers, N. Y., Dec. 11; b. in Fishkill, N. Y., Dec. 19, 1824; fitted for college at Lima Seminary, and graduated at Williams College in 1849; studied medicine at the Albany Medical College; was president of the board of education at Mott Haven nine years.

KINNE, WILLIAM, in Plainfield, Conn., Mar. 11; b. there Mar. 26, 1819; graduated at Yale University in 1848; was principal of Bacon Academy in Colchester, Conn., 1848–50; accepted a tutorship at Yale, which he held two years, and then resumed the charge of Bacon Academy; in 1856 took a position in the Boston Latin School; became principal of the Eaton School in New Haven in 1857; taught in public high school 1859–68. From New Haven he went to West Brattleboro, Vt., and became principal of Grenwood Ladies' Seminary; went to Ithaca, N. Y., and kept a preparatory school for Cornell University twelve years; was clerk for the trustees of the Academy of Plainfield 1893–98.

KNOPP, ARTHUR MASON, in Boston, Mass., Dec. 28; b. in St. Johnsbury, Vt., Aug. 3, 1839; graduated at Harvard in 1863; taught in Phillips Andover Academy, Boston Latin School, and Brooklyn High School; entered the service of the public library, Boston, in 1875, and was custodian of Bates Hall from 1878 until his death.

KOHLER, JOHN, in New Holland, Pa., Apr. 11; b. in Juniata County, Pa., May 27, 1820; graduated at Pennsylvania College, Gettysburg, in 1842; studied theology there and was ordained in 1844; was pastor at Williamsport, New Holland, Stroudsburg; was principal of the academic department of Muhlenberg College, Allentown, 1882–84; held pastorates at Mechanicsburg 1884–85, Seacock 1885–93; was director of the Theological Seminary at Philadelphia, and trustee of Muhlenberg College, Allentown.

LABBERTON, ROBERT VAN HINDERLOPER, in New York City, Oct. 12; b. in Marseilles, France, April 6, 1813; graduated at the University of Groningen, Holland; became a tutor in Philadelphia and prepared many youths for college; gave occasional lectures on historical and literary subjects throughout New England during that time; about 1850 became professor of Greek in the University of Pennsylvania, and for twenty years devoted his time to the university; was at one time offered the office of United States consul-general to Japan, but became a professor in the Columbia University instead. Among his publications is Labberton's Historical Atlas, which is a standard work of reference.

LARABEE, JOHN ALBERT, M. D., in Louisville, Ky., June 12; b. in Gorham, Me., May 17, 1810; studied at Gorham and at Gould's Academy, Bethel, Me., and graduated at the Medical School of Maine; served through the war of the rebellion as surgeon; became a member of the faculty of the medical department of the Central University of Kentucky; held in succession the chairs of materia medica and therapeutics, of diseases of women and children, and was for six years president of the joint faculties of medicine and dentistry in the same institution. He was prominent in many public movements.

LEE, HENRY, in Brookline, Mass., Nov. 25; b. in Boston, Mass., Sept. 2, 1817; studied in the Boston schools and graduated at Harvard University in 1836; was a member of a prominent banking house. He was an overseer of Harvard College 1867–79 and from 1880.

LEWIS, FRED., in Lake Massabesic, Sept. 9; was for many years pianoforte instructor at the New England Conservatory of Music; was principal of Woburn (Mass.) Conservatory of Music.

LIBBY, ABIAL, M. D., in Richmond, Me., Jan. 3; b. in Gardiner, Me., Oct. 1, 1822; attended the public schools and Lyceum of Gardiner and Monmouth Academy and graduated at the Medical School of Maine. He took an active interest in the educational affairs of his town and was a member of the school board.

LINCOLN, FREDERICK WALKER, A. M., in Boston, Mass., Sept. 13; b. there Feb. 17, 1817; was educated in the public schools; served in the legislature of Massachusetts several terms; was a banker and a trustee of the Massachusetts Institute of Technology.

LINCOLN, NATHAN SMITH, M. D., LL. D., in Washington, D. C., Oct. 14; b. in Gardner, Mass., Apr. 3, 1828; graduated at Dartmouth College in 1850 and the University of Maryland in 1852; practiced the profession of medicine nearly all his life in Washington. He was at different times professor of chemistry, theory and practice of medicine, anatomy, physiology, and surgery in the Columbian University; very eminent in his profession; physician to Deaf-Mute College.

LOCKE, HARMON JOHN, Nov. 16; b. in Corinth, Vt., June 12, 1855; fitted for college at Bradford and Barre, Vt.; graduated at Dartmouth College in 1881; taught in Chelsea, Vt., Illinois, Wisconsin, Kansas City, Jaffrey, N. H., and Wells River.

LOOFBOURROW, MARY WRIGHT, in Grand Rapids, Mich., Nov. 12, 1897; b. in West Bergen, N. Y., Feb. 4, 1836; graduated at Oberlin College in 1865; taught in Liberty College, Indiana, 1865–88; Union City, Ind., 1868–69; Louisville, Kans., 1871–72; Westmoreland, 1872–75, and in California two years.

LORD, Prof. WILLIAM G., in Biddeford, Me., Aug. 29; b. in Hiram, Me., in 1828; attended Limerick and Norway academies and graduated at Colby University in 1851; was principal of Limerick Academy 1851–94.

MCCRAKEN, CLARK L., in Henderson, N. C., June 29; b. at Kortright, N. Y., Jan. 28, 1848; studied theology at the U. P. Seminary in Newburgh, N. Y., and at Princeton; taught classics at Stamford, N. Y., in 1872; became pastor at Thompsonville, Conn., and examiner of public schools in 1873; in 1884 was pastor at Rock Valley, Iowa; occupied the presidency of the Normal Institute at Henderson, N. C., from 1893 till his death.

MCDONALD, WILLIAM N., A. M., in Berryville, Va., Jan. 4; b. in 1834 in Romney, Va.; graduated at the University of Virginia; in 1857 he became professor of belles-lettres, Louisville, Ky.; in 1858 was made president of the university there; in 1865 he established the Coal Spring School in Clarke County, Va.; was principal of the Louisville Rugby School from 1872 to 1887; his contributions to literature were numerous and valuable. At the time of his death he was principal of the Shenandoah University School at Berryville.

MCKEAN, THOMAS, in Philadelphia, Mar. 16; b. there Nov. 28, 1842; graduated at the University of Pennsylvania in 1862; was trustee of that university and gave to education about $3,000,000.

MANSFIELD, EDWARD, in Wakefield, Mass., Nov. 16; b. in Lynnfield, Mass., in 1813; was educated in Wakefield and at Rockingham Academy, Hampton Falls, N. H.; taught in Lexington, Malden, South Lynnfield, and Barnstable, Mass.; later engaged in business; was a member of the Wakefield school board.

MANSON, FRANK GEORGE, M. D., Billerica, Mass., Oct. 19; b. in Limington, Me., Aug. 13, 1862; fitted for college at Limington High School, and graduated at Dartmouth College in 1887; was principal of the high school, Huntington, Pa., and Limerick, Me.; Anson Academy, North Anson, Me.; and of the high school in Greenville, Me.; graduated at Dartmouth Medical School, 1892, and later practiced his profession.

MARCOU, Prof. JULES, in Cambridge, Mass., April 19; b. in Salins, France, April 20, 1824; studied at the College of Besançon and in Paris; was a traveling geologist for the Jardin des Plates, and was sent to this country; worked on the geological map of the United States published in 1853; became professor of geology in polytechnic school of Zurich. He returned to the United States in 1861 and was connected with Professor Agassiz in the foundation of the Agassiz Museum at Harvard.

MAST, P. P., in Springfield, Ohio. He gave $375,000 to Ohio Wesleyan University and $105,000 to other institutions.

MEHARRY, Rev. SAMUEL, in Lafayette, Ind., Mar. 30; b. in Adams County, Ohio, Dec. 7, 1810; with his brothers he founded the Meharry Medical Institute at Nashville, Tenn., for negroes, which institution was also the recipient of an endowment.

MILLER, SIMEON, D. D., in Springfield, Mass., Mar. 29; b. in Ludlow, Mass., Mar. 20, 1815; fitted for the college at Hopkins Academy, Hadley, Mass.; graduated at Amherst College in 1840 and at Andover Theological Seminary in 1844. He was pastor in Holyoke, Mass., 1846–70, and at South Deerfield, Ludlow Mills, Mass., Andover, Conn., and Agawam, Mass., for shorter periods. He was a member of the school committee of Holyoke during his entire pastorate there, and for much of the time its chairman.

MITCHELL, JOSEPH SIDNEY, M. D., in Chicago, Ill., Nov. 4; b. in Nantucket, Mass., Dec. 9, 1839; was fitted for college in Boston Latin School, and graduated at Williams College in 1863; studied medicine at Bellevue Medical College; was lecturer on surgical and pathological anatomy in Hahnemann Medical College and in 1870 accepted the chair of the theory and practice of medicine in the same institution. In 1876 he was a prime mover in the reorganization of the Chicago Homœopathic Medical College and was elected president and also filled the chair of theory and practice of medicine until his death.

MITCHELL, Mrs. ZERVIAH GOULD, an Indian, in North Abington, Mass., Mar. 6; b. in Boston, Mass., in 1807; was educated in Abington and Boston. She taught a private school in Boston for many years.

MONROE, JAMES, A. M., LL. D., in Oberlin, Ohio, July 6; b. July 18, 1821; graduated at Oberlin College in 1846, and from the Theological Seminary in 1849; taught in Windham County, Conn., in 1839; was professor of belles-lettres at Oberlin; was in both houses of the Ohio legislature, four years in the house and three years in the senate—two years its president; was special promoter of the charities of that State; United States consul-general at Rio de Janeiro 1863–69, a part of the time chargé d'affaires; member of the National House of Representatives four Congresses, serving on the Committees on Library and on Banking, and was also chairman of that on Education and Labor, and was special friend of the Bureau of Education. He afterwards occupied the chair of political science and modern history in Oberlin, which was established and endowed by his special friends in 1883–96.

MORRILL, JUSTIN SMITH, A. M., LL. D., in Washington, D. C., Dec. 28; b. in Strafford, Vt., April 14, 1810; was educated in the public schools; was a merchant; was in Congress from 1855; was the author of the bill establishing agricultural colleges and the tariff of 1861, and was special promoter of improvements of the capital.

MORSE, ELIJAH ADAMS, in Kenton, Mass., June 5; b. in Southbent May 25, 1841; was educated in the public schools of Massachusetts and at Onondaga Academy, New York; was engaged in manufacturing; served in the Army during the war for the Union; was a member of both houses of the Massachusetts legislature. He was an earnest advocate of free schools and left bequests to several educational institutions.

MUNGER, ALBERT A., Mackinac, Mich., Aug. 27; b. in Chicago, Ill., in 1845; was a large manufacturer. He gave his art collections, valued at $3,000,000, to the Chicago Art Institute.

NASH, STEPHEN PAYN, in Bernardsville, N. J., June 4; b. in Albany, N. Y., Aug. 26, 1821; was educated at the Albany Academy and the French College at Chambly, Canada; studied law at Saratoga, N. Y.; practiced his profession from 1845 in New York City; was a trustee of Columbia University and of the General Theological Seminary of the Protestant Episcopal Church; a former president of the New York Law Institute and of the association of the bar of New York City.

NORCROSS, AMASA, A. M., in Paris, Apr. 1; b. in Rindge, N. H., Jan. 26, 1824; studied law and practiced in Fitchburg, Mass., the rest of his life; served in both houses of the Massachusetts legislature and in the National Congress, besides holding permanent positions in a number of commercial enterprises; was a trustee of Lawrence Academy thirty-four years, and of Cushing Academy a number of years.

NOYES, FRANK B., in Indianapolis, Ind., Jan. 19, aged 31 years; was a native of Boston, Mass.; was instructor in art at Cornell University several years, and the professor of art in the Indianapolis Training School at the time of his death.

NORTHROP, BIRDSEY GRANT, LL. D., in Clinton, Conn., Apr. 27; b. in Kent, Conn., July 18, 1817; graduated at Yale University in 1840, and at the Yale Divinity School in 1844; was pastor at Framingham, Mass., 1846–57; agent of Massachu-

setts board of education, 1857–66; was secretary for the board of education of Connecticut, 1866–82; was the promoter of "Arbor Day and of Village Improvements;" was president of the N. E. A., and was a frequent lecturer on educational subjects. He gave special attention to the Chinese and Japanese youth sent to the country to be educated, and visited Japan during the last years of his life.

O'Brien, Veronica (Mother Heironymo), in Rochester, N. Y., Jan. 30; b. in Washington, D. C., April 19, 1819; was a sister of charity; a devoted philanthropist; nurse during the civil war; established an industrial school for girls in Rochester.

Olmstead, Edward, in Wilton, Conn., Dec. 2; b. there Nov. 22, 1824; graduated at Yale University in 1845; was assistant and rector (succeeding his father) of Hopkins Grammar School in New Haven in 1849; reopened in 1855 Wilton Academy, which was established by his father in 1817, and conducted it the rest of his life.

Osborne, Geo. L., in Kansas City, Mo., Nov. 17, aged 68 years; was president of the State Normal School at Warrensburg, Mo., for twenty-four years, and was first vice-president of the N. E. A.

Osgood, Rev. Jos., D. D., in Cohasset, Mass., Aug. 2; b. in Kensington, N. H., Sept. 23, 1815; was educated at Phillips Exeter, N. H., and Harvard Divinity School; was settled at Cohasset, 1842–95; taught school early in life at Peabody, Mass.; was chairman of the school committee of his town many years, and superintendent of schools there for twelve years.

Packard, Silas Sadler, in New York, Oct. 27; b. in Cummington, Mass., April 28, 1826; had common-school advantages and went two terms to Granville Academy; in 1845 he taught in Kentucky; in 1849 he taught penmanship in Cincinnati, and in 1851 writing, bookkeeping, and drawing in Lockport, N. Y.; in 1856 he became associated with Bryant & Stratton in the management of their Buffalo college; in 1858 established his business college in New York City; in 1859–60 wrote text-books on bookkeeping.

Parvin, Theophilus, in Philadelphia, Pa., Jan. 29; b. in Buenos Ayres, Argentine Republic, Jan. 9, 1829; graduated at the University of Indiana in 1847, and medical department of the University of Pennsylvania in 1852; held a professorship in Ohio Medical College, 1864–69; in medical department of the University of Louisville, 1869–72; in Indiana Medical College, 1872–83; from 1883 till his death in Jefferson Medical College, in Philadelphia, Pa.; was president of the Indiana State Medical Society in 1861, and of the American Medical Association in 1879; wrote several medical works.

Payson, A. Moody, in Malden, Mass., Apr. 6; b. in Brentwood, N. H., June 27, 1809; fitted at Phillips Academy, Andover, Mass.; graduated at Dartmouth in 1840; was master of Berwick Academy, Maine, 1844–53; was principal of Boys' High School, Portsmouth, 1853–63, afterwards of the Girls' School; also was superintendent of the public schools at Wakefield, Mass. He compiled a volume of poetry.

Peck, James Ingraham, Ph. D., in Williamstown, Mass.; b. in Seneca Castle, N. Y., Aug. 10, 1863; fitted for college in the academies of New York; graduated from Williams College in 1887, continued his favorite study of biology at Johns Hopkins; in 1892 became assistant in biology at Williams College, and in 1894 was made an assistant professor, and in 1895 was appointed assistant director of the marine biological laboratory at Woods Holl, Mass.; he also served on the United States Fish Commission, and published several biological reports.

Peet, Isaac Lewis, LL. D., in New York City, Dec. 27; b. in Hartford, Conn., Dec. 4, 1824; graduated at Yale University in 1845; entered at once upon his life work as an instructor of the deaf and dumb in the Institute of New York, of which his father was principal twenty-six years; graduated at Union Theological Seminary in 1849; was made vice-principal in 1854, and upon the retirement of his father became principal of the institute in 1867, and was made emeritus principal in 1892. He was a prolific writer upon his specialty.

PEPPER, WM., M. D., LL. D., in Pleasanton, Cal., July 28; b. in Philadelphia, Pa., Aug. 21, 1843; graduated at the University of Pennsylvania in 1862, and from the medical department in 1864; was lecturer there on morbid anatomy, 1869–70, and on clinical medicine, 1870–76; was professor of the latter subject, 1876–87, when he became professor of the theory and practice of medicine; was provost of the university, 1881–94. During his administration the acquisitions in land and money were valued at $2,500,000, the attendance and corps of instruction were more than doubled, and several departments added. He himself gave $50,000 to the university. He filled many public commissions of trust and honor, and was the author of a large number of publications. He was especially active in organizing the Philadelphia Commercial Museum and was a member of the executive committee, and an earnest friend of the establishment of the University of the United States.

PERRY, Rev. WILLIAM STEVENS, D. D., in Dubuque, Iowa, May 13; b. in Providence, R. I., Jan. 22, 1832; graduated at Harvard University in 1854; went into the ministry of the Protestant Episcopal Church; was professor and president of Hobart College for a time; was ordained bishop of Iowa in 1876. He was a prolific writer on religious subjects.

PHELPS, TIMOTHY G., in San Francisco, Cal., June 10; was chairman of the board of regents of the University of California; had been collector of customs of San Francisco.

PICKETT, CALVIN, in New York City, Apr. 29; b. in 1825; was trustee of Central Tennessee College; secured large funds for Braden Chapel and Meharry College, Nashville, Tenn.

PIKE, AMOS W., in Salmon Falls, N. H., Dec. 30; b. 1819; was one of the oldest teachers in New Hampshire.

PIERCE, JOHN GREELY, M. D., in Yarmouth, Mar. 9; b. in Foxcroft, Me., Oct. 28, 1843; educated at public schools and at Yarmouth Academy; attended lecture course at Harvard Medical School of Maine, where he graduated; practiced his profession; was supervisor of schools for ten years.

PILLSBURY, GEO. ALFRED, in Minneapolis, Minn., July 17; b. in Sutton, N. H., Dec. 22, 1824; was in business in Warner and Concord, N. H., for many years and later in the flouring and milling business in Minneapolis. He was actively connected with the various educational, religious, and philanthropic institutions, and his benefactions in his native State and Minnesota amount to several hundred thousand dollars. Pillsbury Academy at Owatonna, Minn., was the principal beneficiary. He left large bequests; was trustee in several institutions, was president of the Baptist Missionary Union; was twice mayor of Concord and later mayor of Minneapolis. He built the soldiers' monument in Sutton; he built the beautiful library in Warner and filled it with books. He built the Margaret Pillsbury Hospital in Concord.

POOR, WALTER WILLIS, at Camp Chickamauga, Ga., Aug. 5; b. at Sebago, Me., Mar. 20, 1867; graduated from Bridgeton Academy in 1887; took charge of Pembroke High School while an undergraduate at Bowdoin; graduated at Bowdoin in 1891; was principal of Hampden Academy, 1891–94, and studied Latin and Greek there; was principal of the Anson Academy for four years.

QUINTARD, CHARLES TODD, in Meridian, Ga., Feb. 15; b. in Stamford, Conn., Dec. 22, 1824; graduated from University of City of New York in 1847; was for several years professor in a medical college in Memphis, Tenn.; became a deacon in the Episcopal Church and a bishop in 1856; in 1866 began the restoration of the University of the South, at Sewanee, Tenn.

RAINS, Gen. GEORGE WASHINGTON, in Newburgh, N. Y., Mar. 21; b. in Craven County, N. C., in 1817; graduated at the United States Military Academy in 1842; in 1844–46 was on duty at Military Academy as assistant professor of chemistry, mineralogy, and geology; served in the Mexican war and civil war; was professor of chemistry and pharmacy in the medical department of the University of Georgia, and was dean of the faculty.

RASMUSSEN, PEDER A., in Lanesboro, Minn., Aug. 15; b. in Stavanger, Norway, Jan. 9, 1829; in 1850 emigrated to America; studied theology in the seminary at Fort Wayne, Ind.; ordained as a minister of the Lutheran Church in 1854; was pastor at Lisbon, Ill., for forty-four years, and was one of the founders of the Norwegian Theological Seminary, at Northfield, Minn.

RICHARDS, DEXTER, in Newport, N. H., Aug. 7; b. there Sept. 5, 1818; received a common-school education; acquired a large fortune in manufacturing flannel; held nearly all the offices in the gift of his town and in the State legislature. He gave a public library and high-school building to Newport.

RICHARDS, MATTHIAS HENRY, D. D., in Allentown, Pa., Dec. 12; b. in Germantown, Pa., June 17, 1841; graduated at Pennsylvania College at Gettysburg in 1860, and became a teacher and student of theology; was professor of English and Latin at Muhlenberg College at Allentown, with the exception of three years, from 1868 until his death; was also connected with the schools of Allentown from 1879 as director, member of the board of control, and secretary of the board. He did much other educational work.

RICKOFF, REBECCA DAVIS, in New York, Jan. 4; b. in Kentucky, 1837; was a well-known author of school books; shared in the work of preparing the Appleton series of readers and charts; was active in contributing to educational journals and also at the State and national associations of teachers.

RIED, LEWIS FULLER, M. A., Ph. D., in Hartford, Conn., Nov. 9; b. in Fayetteville, N. Y., Nov. 16, 1853; graduated at Yale in 1875; taught the classics in a school in Cornwall-on-the-Hudson, N. Y.; taught for two years in Poughkeepsie, N. Y.; he with his father established a preparatory school in Salisbury, Conn.; in 1888 opened the Collins Street Classical School in Hartford, Conn.; assisted in the English department of Trinity College.

ROBINSON, BENJ. FRANKLIN, in Melrose, Mass., June 16; b. in Gilford, N. H., Jan. 14, 1852; fitted for college at Manchester, and graduated at Dartmouth College in 1877; principal of the Littleton (N. H.) High School; superintendent of schools at Holden and Leicester, Mass., 1892–93; and of Melrose until his death; was an editor in Littleton, and in the printing business in Worcester, Mass.; a member of the board of education of Littleton, 1878–83, and of that same board in Worcester, 1892–93.

ROGERS, PROF. WILLIAM AUGUSTUS, A. M., Ph. D., LL. D., in Waterford, Conn., Nov. 13, 1832; graduated at Brown University in 1857; became immediately assistant professor of mathematics in Alfred University and full professor in 1859; did post-graduate work at Yale Scientific School; was professor of industrial mechanics at Alfred University, 1867–71; assistant in the observatory at Harvard, 1871–75; assistant professor of astronomy in that university, 1875–86; professor of physics and astronomy at Colby University until his death; he contributed much to science by his untiring research.

ROOD, WILBER VERNON, in Akron, Ohio, June 21; b. in Elyria, Ohio, July 28, 1848; graduated at Oberlin College in 1873; principal of schools, Granville, Ill., 1876–80; of the high school, Akron, Ohio, 1880. He was a member of the board of examiners of Akron, 1892, and also of the Summit County board.

ROSS, Gen. LAWRENCE SULLIVAN, in College Station, Tex., Jan. 4; b. in Bentonsport, Iowa, Sept. 27, 1838; graduated at the University of Northern Alabama in 1858; served in the Army; engaged in farming; was twice governor of Texas; was president of the Texas Agricultural and Mechanical College.

SALPOINTE, JEANE BAPTISTE, in Tucson, Ariz., July 16; b. in St. Maurice, Puy de Dome, France, Feb. 21, 1825; studied in the College of Clermont, and at the Seminary of Clermont-Ferrand; was a teacher eight years; was a priest in the Catholic Church; came to this country; became a bishop; established schools in Arizona and New Mexico.

SANDERS, OUREN STRONG, in Boston, Nov. 20; b. in Epsom, N. H., Sept. 24, 1819; was educated at Pembroke, Gilmanton, and Effingham (N. H.) academies; graduated from Castleton Medical School, Vermont, in 1843; for two years was member of the Boston school board; was one of the founders of the Little Wanderers' Home and donated to it $5,000; made Dartmouth College his residuary legatee.

SCHAEFFER, CHARLES A., in Iowa City, Iowa, Sept. 25; b. in Pennsylvania in 1843; was professor of chemistry and mineralogy at Cornell University, 1869–87; dean of Cornell faculty, 1866–67; was made president of the University of Iowa in 1887.

SCHRIBNER, EDWIN ALBERT, in Boonton, N. J., May 22; b. in Topsham, Me., April 18, 1856; prepared for college at Brunswick High School; graduated at Bowdoin College in 1877; was professor of natural science and chemistry at Ripon College, 1880–87.

SCHELE DE VERE, MAXIMILIAN, Ph. D., in Washington, D. C., May 12; b. in Sweden; held the chair of modern languages in the University of Virginia, 1843–95; he was author of a number of historical romances, of which The Great Empress is the best known. His published studies on philology, and his translations from the French and German are most valuable.

SEGUIN, EDWARD CONSTANT, M. D., in New York City, Feb. 19; b. in Paris, France, in 1843; graduated at the College of Physicians and Surgeons, New York, in 1864; made a specialty of nervous diseases; became a member of the faculty of the College of Physicians and Surgeons in 1871 and was a lecturer there on the diseases of the spinal cord and insanity, 1871–85. He left all his valuable collections and instruments to various medical institutions.

SEILLER, Prof. M., for many years instructor in the Indiana State Normal School.

SHERRILL, HENRY J., in Belvidere, Ill., on Aug. 17; was principal of schools at Eaton, Kingston, Forestville, and Hamilton, N. Y.; St. Louis, Mo.; Belvidere, Ill.; superintendent of Boone County, Ill.

SIKES, LUCRETIA C. SMITH, at Leonardville, Kans., Feb. 17; b. in Pottsdam, N. Y., Sept. 28, 1818; graduated from Oberlin College in 1846; in 1871 she became engaged in work under the Congregational Home Missionary Society, and during the twenty-eight years in this work she taught a portion of the time.

SMITH, E. C., in Dixon, Ill., Aug. 17; was a New Yorker; in 1855 took charge of the institute at Dixon, Ill.; in 1861, of the South Side High School, and filled that position for twenty-five years; had charge of the North Dixon High School for twelve years, teaching in one vicinity for more than forty years.

SMITH, ISAAC WILLIAM, LL. D., in Manchester, Nov. 28; b. in Hamstead, N. H., May 18, 1825; fitted at Phillips Academy, Andover, Mass.; graduated at Dartmouth in 1846; practiced law in Manchester, N. H., and held many positions of public trust, among others was mayor of Manchester, member of the legislature, member of the school board, justice of the supreme court of the State, and trustee of Dartmouth College, 1885, until his death.

SNOW, A. P., in Winthrop, Me., Oct. 25; b. in Brunswick, Me., March 14, 1826; graduated from Dartmouth Medical School in 1854; in 1871 was a member of the legislature; was demonstrator of anatomy in Maine Medical School and also at Dartmouth.

SPENCER, Rev. JESSE AMES, in Passaic, N. J., Sept. 2; b. in Hyde Park, N. Y., June 17, 1813; graduated from Columbia College in 1837, and at the General Theological Seminary in 1840; did not fill any pastorate; was professor of Greek in the College of the City of New York, 1869–79, and was emeritus professor; was the author of a large number of historical and religious publications.

STANTON, Rev. ROBERT PALMER, in Norwich, Conn., Sept. 11; b. in Belcherton, Mass., Jan. 20, 1818; fitted for the college at Munson (Mass.) Academy, and graduated at Yale in 1843, and at Yale Divinity School in 1847; preached the largest part of his life; was a principal of Southington (Conn.) Academy; was visitor for thirty-three years of the Norwich schools.

START, Rev. WM. A., at College Hill, Mass., in March; b. in Cambridge, Mass., March 1, 1837; graduated at Tufts College in 1862; was prominent in the Unitarian ministry; was bursar of the Tufts, 1895, until his death.

STIMPSON, THOS. MORRILL, in Peabody, Mass., Sept. 30; b. there Jan. 21, 1827; fitted for college at Andover (Mass.) Academy, and graduated at Amherst College in 1850; practiced law all his life; was chairman of the school board of Peabody several years; a trustee of Peabody Institute, a member of its library and lyceum committee twenty-nine years, and chairman of the committee seventeen years; a member of Essex Institute, Salem, 1854, until his death.

STRANAHAN, JAMES SAMUEL THOMAS, in Saratoga, N. Y., Sept. 3; b. in Peterboro, N. Y., April 25, 1808; was a promoter and politician; was a member of the board of directors of the Polytechnic Institute, Academy of Music, and Brooklyn Institute.

SUTRO, ADOLPH HEIWRICH JOSEPH, in San Francisco, Cal., Aug. 8; b. in Aix la Chapelle, Prussia, April 29, 1830; accumulated a large fortune in the mines of Nevada and owned large real estate in San Francisco; did much to beautify San Francisco, giving parks, statues, and fountains; was mayor in 1894. He gave $10,000 to Vassar and left a large part of his estate to be finally given to educational and scientific institutions.

TAYLOR, ALLEN, in Yonkers, N. Y., Oct. 13; b. in Bangor, N. Y., July 22, 1833; he attended Union College; in 1870 practiced law in Yonkers, N. Y., and was vice-principal of a public school.

TAYLOR, Professor, in Brooklyn, N. Y., Dec. 27; was superintendent of Polytechnic Institute.

TAYLOR, HORACE WILLARD, in Kenosha, Wis., Aug. 29; b. in Granby, Mass., Feb. 1, 1823; fitted for college at Amherst Academy; graduated at Amherst in 1848; taught in Killingly, Conn., in Williston Seminary, and in Baltimore; practiced law the rest of his life.

TODD, ALWIN ETHALSTAN, in Kentucky, Jan. 30; b. in Blanford, Mass., Aug. 14, 1846; graduated at Yale in 1871; in 1875 graduated from Yale Divinity School; held pastorate in various places; in 1891 was made professor of natural sciences in Berea College, Kentucky.

TOME, JACOB, in Port Deposit, Md., Mar. 16; b. in York County, Pa., Aug. 13, 1810; accumulated an immense fortune in dealing in grain and lumber and in banking and railway enterprises; many public offices were declined by him; in 1884 gave a handsome building for scientific uses to Dickinson College; gave to Jacob Tome Institute at Port Deposit, Md., $3,500,000.

TUCKER, WILLIAM PACKARD, D. D., in Pawtucket, R. I., May 4; b. in Biddeford, Me., July 24, 1834; received his early education in the public schools of Salem, Mass.; graduated at Bowdoin College in 1854; in 1857 became tutor in Latin and mathematics at Bowdoin College; was instructor in mathematics and natural philosophy 1859–62; was librarian there 1857–63; settled in several parishes; in 1893 was elected archdeacon of the diocese of Rhode Island.

TUTTLE, EUGENE ALBERT, in Philadelphia, Pa., July 30; b. in Elyria, Ohio, Nov. 21, 1851; graduated at Oberlin College in 1878; taught in North Amherst, Ohio, 1878–82; studied law; was engaged in teaching and farming at North Amherst 1883–90; was engaged in editorial work later.

VAN INGEN, Prof. HENRY, in Poughkeepsie, N. Y., Nov. 17; b. in Holland Nov. 12, 1833; was educated at the Academy of Design at The Hague, and came to the United States in 1861; taught in Rochester until the opening of Vassar in 1865, and was at the head of the art department there from that date until his death.

VEAZEY, Judge WHEELOCK GRAVES, LL. D., in Washington, Mar. 22; b. in Brentwood, N. H., Dec. 5, 1835; graduated at Dartmouth College in 1859, and at the Albany (N. Y.) Law School in 1860; served in the Army during the war and rose to the rank of colonel, and was general by brevet; was reporter of Vermont supreme court, 1864–72; judge of the supreme court, 1879–89; also of Interstate Commerce Commission, 1889–96; he was a trustee of Dartmouth College a number of years, and was an active friend of education; was national commander of the Grand Army of the Republic.

VERBECK, GUIDO F., in Tokyo, Japan, Mar. 9; b. in Zeist, Holland, in 1830; studied at the Moravian Seminary in Zeist, and came to the United States and graduated at Auburn Theological Seminary in 1859; was a missionary at Nagasaki, Japan, 1859–68; was engaged in educational work for the Japanese Government for eleven years, and received the decoration of the Rising Sun from that Government; taught in the theological department of the Meija Gakuin.

WALCUTT, CHARLES CARROLL, in Omaha, Nebr.; graduated at the Kentucky Military Institute in 1858; served with distinction during the civil war; was mayor of Columbus; member of the Columbus school board a number of years, and its president for seven years.

WATSON, HARRIET ALMIRA, Feb. 16; b. at Hannibal, Mo., Sept. 2, 1867; graduated from the philosophical course in Oberlin College in 1892; taught in Maunola Seminary, Maui, Hawaiian Islands, until her death.

WAYLAND, HEMON LINCOLN, D. D., in Wernersville, Pa., Nov. 7; b. in Providence, R. I., April 23, 1830; graduated at Brown University, Providence, R. I.; studied at Newton Theological Institution; taught in academy at Townshend, Vt.; was tutor in University of Rochester; was chaplain of the Seventh Regiment, Connecticut; in 1865 was professor of rhetoric and logic in Kalamazoo College, Michigan; became president of Franklin College, Indiana, in 1870; was author and editor a long time of the National Baptist; was one of the founders of Wayland Seminary, District of Columbia.

WEEKS, ROBERT DODD, in East Orange, N. J., Feb. 23; b. in Clinton, N. Y., April 4, 1819; acquired a liberal education; taught school in Newark, N. J., 1846–51; was professor of English literature and farm economy in the Michigan State Agricultural College.

WELLS, DAVIS AMES, LL. D., D. C. L., M. D., Norwich, Conn., Nov. 5; b. in Springfield, Mass., June 17, 1827; graduated at Williams College in 1847 and at the scientific school at Harvard in 1851; was an assistant there, and lectured at Groton Academy on physics and chemistry; began the publication of the Annual of Scientific Discovery in 1849, which was continued for many years; was first chief of the Bureau of Statistics of the United States Treasury; was a prolific writer.

WESTON, BYRON, A. M., in Dalton, Mass., Nov. 8; b. there April 9, 1831; acquired large wealth in manufacturing paper. He was a generous benefactor of Williams College, and was lieutenant-governor of Massachusetts.

WESTON, WILLIAM GOVE, in Tarrytown, N. Y., Aug. 14; b. in Pittsfield, Mass., Nov. 21, 1811; graduated at Williams College in 1832; was tutor in a private family in Mississippi; returned to Pittsfield and continued teaching; conducted the Paulding Institute in Tarrytown for twenty years; was school commissioner for three years, and was for several years a member of the Tarrytown school board. He was occupied prominently in commercial enterprises later.

WEYLER, Rev. SAMUEL, A. M., B. D., at Saratoga, Cal., Feb. 4; b. in Riga, Russia, in 1863; graduated at Knox College in 1887 and at Yale in 1891; founded and became principal of Benicia Academy in 1896.

WHITE, ANDREW JUDSON, A. M., M. D., London, England, Sept. 28; b. in Canterbury, Conn., May 19, 1824; graduated at Yale Medical School in 1846; practiced a short time; went into business and accumulated a large property; gave White Dormitory to Yale.

WHITING, CAROLINE F., in Brooklyn, N. Y., in Dec., in her eighty-first year. She was the oldest woman teacher in Manhattan, having only retired in 1893.

WILLARD, FRANCES ELIZABETH, LL. D., in New York City, Feb. 18; b. in Churchville, N. Y., Sept. 28, 1839; graduated at the Northwestern College (female), Evanston, Ill., in 1859; taught in a district school near Janesville, Wis.; in public schools in Evanston and Harlem; Kankakee (Ill.) Academy; was professor in her alma mater; taught in the Pittsburg (Pa.) Female Seminary; Grove School, Evanston; principal at Genesee Wesleyan Seminary, Lima, N. Y.; professor of æsthetics in Northwestern University, and dean of the Woman's College. She led in a number of reforms, as president of the Woman's Christian Temperance Union, White Cross.

WILLIAMS, HENRIETTA BLODGET, May 30; b. in Kalgan, China, Sept. 25, 1867; graduated from the Oberlin College in 1889; taught at the Santee Agency; in 1893 taught in the Girls' Boarding School at Kalgan, China.

WINGFIELD, JOHN HENRY DUCACHET, D. D., LL. D., in Benicia, Cal., July 27; b. in Portsmouth, Va., Sept. 24, 1833; graduated at St. Timothy's College in 1850 and taught there two years; graduated at William and Mary in 1853 and taught there; took a course in the Protestant Episcopal Theological Seminary of Virginia; became head of the institution; founded St. Paul's School for Girls in 1871; in 1874 was made president of Missionary College of St. Augustine at Benicia, Cal.; established and became head of St. Mary's Seminary of the Pacific Coast at Benicia, Cal.; author of several notable works.

WITHERSPOON, THOMAS DWIGHT, M. A., D. D., LL. D., in Louisville, Ky., Nov. 5; b. at Greensboro, Ala., Jan. 17, 1836; graduated from University of Mississippi in 1856; took a course at Columbia Theological Seminary; served as chaplain in the civil war; held various pastorates; held a professorship in Central University, Richmond, Ky.; taught homiletics in the Louisville Presbyterian Theological Seminary.

WOODWORTH, Rev. CHARLES LOUIS, D. D., in East Amherst, Mass., May 23, 1820; fitted for college at Monson Academy; graduated at Amherst College in 1845 and at Hartford Theological Seminary in 1848; was pastor at East Amherst, 1849–61; chaplain during the civil war; was connected with the American Missionary Association of Massachusetts as field agent, 1865–88; trustee of Atlanta University, Georgia, from 1886 until his death, and its financial agent, 1888–89.

WRIGHT, CHARLES BARSTOW, in Philadelphia, Pa., Mar. 24; b. in Wysox, Pa., Jan. 8, 1822; was a banker and railway promoter. He endowed Annie Wright Seminary for Girls and the Washington College for Girls.

WYMAN, JONATHAN, in Concord, N. H., June 22; b. in Cornish, N. H., Feb. 25, 1817; fitted for college at Kimball Union Academy and graduated at Dartmouth College in 1842; taught in Virginia, Georgia, and Alabama five years and five years in New York City until 1855, when he engaged in business.

YANDELL, DAVID WELDELL, M. D., in Louisville, Ky., May 2; b. near Murfreesboro, Tenn., Sept. 12, 1826; graduated at University of Louisville in 1846 and studied two years in Europe; professor in his alma mater, 1859; medical director Confederate Army, 1861–66; established the American Practitioner in 1870; president of American Medical Association, 1871; and was appointed professor of surgery in Indiana University in 1874.

ZACHOS, JOHN C., in New York City, Mar. 20; b. of Greek parents in Constantinople, Turkey, in 1820; studied at Amherst College and graduated at Kenyon College in 1840; studied medicine, but did not practice it; was professor of English in Antioch College, Ohio, 1853–62; surgeon in the Army, 1862–64; preached two years; professor of rhetoric Meadville (Pa.) Theological Seminary, 1866–71; curator Cooper Union, New York City, 1871, until his death.

ZIEGLER, Rev. HENRY, in Selinsgrove, Pa., Nov. 25; b. in Center County, Pa., Aug. 19, 1816; graduated at Pennsylvania College, Gettysburg, in 1841; studied theology there; occupied a number of pastorates; was professor of theology at Susquehanna University, 1858–81, and wrote several text-books

ENGLISH.

AVELING, EDWARD BIBBINS, in London, England, Aug. 4; b. in Stoke-Newington, Nov. 29, 1851; was educated at University College, London; studied medicine and went to Cambridge as assistant in philosophy; later was professor of chemistry and physiology at New College and of comparative anatomy at London Hospital; was a member of the London school board in 1882; advocate of socialism; editor, writer, and lecturer.

CAIRD, Rev. JOHN, in Greenocks, Scotland, July 30; b. there in Dec., 1820; studied at Glasgow University and was ordained a minister of the Scottish Kirk; was well known as a preacher; professor of divinity in Glasgow University, 1862, and principal and vice-chancellor of the university in 1873; Gifford lecturer on natural theology at Glasgow in 1892 and again in 1895. He was the author of a number of publications.

COCHRANE, Rev. WM., D. D., in Brantford, Ontario, Canada, Oct. 17; b. in Paisley, Scotland, in 1831; studied at University of Glasgow, but graduated at Hanover College, Indiana, in 1857; was ordained to the ministry in 1859; was pastor at Brantford from 1862 and for many years president of the Young Ladies' College there.

DAVIDSON, Rev. SAMUEL, Apr. 1; b. in Ballymena, Ireland, in 1807; was educated at Glasgow University and at the Presbyterian Theological Seminary at Belfast, Ireland; was professor of biblical criticism in the latter institution, 1835-42; professor of biblical literature in the Lancashire Independent College, Manchester, 1845 to 1857; was a prolific writer.

DODGSON, CHARLES LUTWIDGE, in Guilford, Surrey, Jan. 14; b. in Daresbury, Cheshire, January 27, 1832; was educated at Richmond, Rugby, and Oxford; was a mathematical lecturer at Christ Church, 1854–81, and a fellow at the same institution, 1861, till his death; the author of Alice in Wonderland, and other juvenile books, under the pen name "Lewis Carroll," also of mathematical treatises.

JENNER, Sir WILLIAM, M. D., in Bishops Waltham, Dec. 11; b. in Chatham in 1815; studied at University College, London; graduated from medical department of University of London in 1844; became a member of the Royal College of Physicians in 1848; professor of pathological anatomy in University College and assistant physician to the College Hospital; fellow of the Royal College of Physicians and Gulstonian professor in 1852; professor of clinical medicine, 1857; physician to the Queen, and professor of the practice of medicine in University College in 1861; president of the Royal College of Physicians, 1881–89.

KANTHACK, ALFREDO ANTUNES, in Cambridge, England, Dec. 22; b. in Brazil, March 4, 1863; was educated in Germany and Cambridge, becoming professor of pathology at Cambridge in 1897.

LEWIS, THOMAS HAYTER, in London, Dec. 10; b. there July 9, 1818; studied architecture under Parkinson and Tite; was professor of architecture at University College, London, in 1865 and dean of the faculty of arts in 1871; emeritus professor in 1881.

LIDDELL, Rev. Dr. HENRY GEORGE, in Ascot, Jan. 18; b. in Durham in 1811; was educated at Charterhouse School and Christ Church, Oxford; was ordained a priest in 1838; was tutor, and, later, professor of moral philosophy in the university thirteen years; head master of Westminster Training School, London, 1846–55; dean of Christ Church; later, vice-chancellor of the university. He was a member of a commission which made large reforms in university education in England.

MOULTON, WILLIAM FIDDIAN, D. D., Feb. 5; was head master of Seys School, Cambridge, since 1874.

MULLER, GEORGE, in London, Mar. 10; b. near Halberstadt, Prussia, Sept. 27, 1805; was founder of the orphan homes, Ashleydown, Bristol, England, where many children were housed and educated.

MONK, WILLIAM, M. D., in London, Dec. 20; b. in 1815; educated at University College, London, and at the University of Leyden, in 1837; became a member of the Royal College of Physicians in 1844 and a fellow in 1854; held several professorships during his life.

PLAYFAIR, Prof. LYON, LL. D., in London, May 29; b. in Meerut, British India, May 21, 1819; educated at St. Andrews, New Brunswick; took a course in chemistry at the Andersonian University, Glasgow; studied organic chemistry in Germany under Liebig; was professor of chemistry in the Royal Institute at Manchester, England, in 1843; occupied many high and important positions in England, among them inspector-general of the Government museums and schools of science in 1856; in 1857 was elected president of the Chemical Society of London; in 1858 became professor of chemistry at the Edinburgh University; was a member of Parliament. He was the author of numerous scientific memoirs.

PRICE, BARTHOLOMEW, Dec. 30; b. in Coln St. Dennis, Gloucestershire, May 14, 1818; was educated at Pembroke College, Oxford, and graduated in 1840; a fellow of Pembroke in 1844; professor of natural philosophy at Oxford, 1853; secretary for many years of the Clarendon Press; master of Pembroke College, 1892 till his death; author of several mathematical treatises.

QUAIN, Sir RICHARD, in London, Mar. 13; b. in Mallow, near Corls, Oct. 30, 1816; graduated from medical department of University of London in 1842; attained a large practice; became a fellow of the Royal College of Physicians in 1851; a member of the senate of London University and chairman of the Brown Institution.

OTHER FOREIGN.

ABRAMSON, AUGUST, at Nääs, Aug. 6; founder of the manual training school at Nääs, Sweden.

AHMAD KLIAN, Sir SALYID, in Allahabad, Mar. —; b. in Delhi in 1817; was an Indian statesman; founded an Anglo-Oriental college at Aligahe in 1873.

BECKER, A., at Cologne, Germany, Sept. 6; was school councilor; principal of blind asylum.

BENSER, Dr. ALBERT, Apr. 14; was principal of commercial high school in Dresden, Saxony, Germany.

BÖHME, FRANZ M., in Dresden, Saxony, Germany, Oct. 18; was professor of music.

BRAUER, KARL F., at Naumburg, Germany, July 29; noted composer of church and school music.

BÜTTNER, FRANZ AUGUST, at Dresden, Saxony, Germany, Sept. 14; was court councilor, principal of blind asylum.

CENERI, GIUSEPPE, Italian politician, at Bologna, in June; b. there in 1827; in 1859 became secretary of public instruction in provisional government; his course on Roman law in the University of Bologna was the most esteemed in Italy.

DELIANOFF, Count IVAN DAVIDORICH, a Russian statesman, in St. Petersburg, Jan. 10; b. in Moscow in 1818; studied at Moscow University; in 1882 was appointed minister of public instruction.

DRONKE, D. A. F. W., in Koblenz, Germany, June 10; principal of the modern high and technical school; writer of a number of German text-books.

EBERHARD, H., in Eisenach, Germany, Oct. 3; school councilor, author of Poetry in School.

EBERS, GEORG, in Tutzing, Bavaria, Germany, Aug. 7; b. in Berlin, March 1, 1837; received education at gymnasiums of Kottbus and Quedlinburg and University of Göttingen and Berlin; was lecturer at University of Jena and professor of Egyptian Archæology at University of Leipzig; was a novelist and an author of many publications.

ERLSELENZ, Dr. HERMANN, in Cologne, Germany, Apr. 9; principal of the girls' high school there.

ERNST, GEORG, Jan. 9; one of the founders of the Austrian teachers' association in Vienna, Austria.

EYBESFELD, CONRAD VON, Austrian statesman, in Grätz, Austria, in July; b. in 1831; was minister of public instruction in 1888.

FISCHER, OSKAR, Jan. 3, principal of girls' high school in Hildesheim, Germany.

FORSTER, Dr. THEODORE, at Halle, Germany, Aug. 27; royal school inspector.

FUNK, VALENTIN, in Wiesbaden, Germany, Aug. 18; promoter of teachers' associations.

GOETZE, Dr. JULIUS WOLDEMAR, at Leipzig, Germany, Nov. 14; director of manual-training normal school.

GUDE, KARL, at Wasserode, Germany, Nov. 30; teacher and author of popular school readers.

GÜNTHER, EDUARD, at Cologne, Germany, Aug. 11; principal deaf-mute institute at Neuwied.

HARDER, Rev. KARL, in Elbing, Germany, Mar. 4; editor of religious and educational journal.

D'HARQUES, Mar. 27; school councilor in Berlin, Germany.

HENCKEL, JULIUS, at Hanover, Germany, Sept. 29; rector of the city school; author of text-books on language.

HENNING, in Otweiler, Westphalia, Germany, Aug. 8, privy school councilor in Münster.

HERZOG, H., Jan. 7; teacher in Aarau, Switzerland; well-known author of juvenile books.

HIELSCHER, Dr. G., in Heidelberg, Baden, Germany, Nov. 23; royal school councilor.

HOCHSTETTER, I., Apr. 19; was school councilor in Fürth, Bavaria, Germany.

HOFFMANN, TH., at Gera, Germany, Feb. 21; was a popular publisher of text-books and other educational works.

HUMMEL, AUGUST, Jan. 19; was a normal school teacher in Halle, Germany; author of geographical text-books and numerous historical works for children.

KANNEGIESSER, K. ERWIN, in Cassel, Germany, Mar. 8; was privy councilor of state schools; was author of articles on supplementary education.

KRAMER, in Germany, Bingen on the Rhine, Mar. 25; was district school inspector.

LANGE, RUDOLF, Feb. 4; was a normal-school teacher in Weissenfels, Germany, and a composer of church and school music.

LANGE, Dr. THEODOR, Feb. 21; was school principal in Clendon, near Berlin, Germany.

LATENDORF, Dr. J. FR. TH., May 1; was head master in gymnasium at Schwerin, Germany; specialist in history of literature.

LATTMANN, Dr. JULIUS, at Göttingen, Germany, Aug. 19; was school councilor; author of Latin and Greek text-books.

LIEZEN-MAYER, ALEXANDER VON, a German painter; in Munich, Feb. 19; b. in Raab, Hungary, Jan., 1839; in 1880 was director in the School of Art; a professor in the Munich Academy in 1883; a member of Vienna Academy in 1887.

MADRAZO, FEDERIGO, a Spanish painter; in Madrid, Aug.; b. in Rome in 1815; was appointed court painter at Madrid; was director of Madrid Academy of Fine Arts.

MARCO, FERDINAND, at Branchstein, Germany, Aug. 31; was inspector of gymnastics.

MASCHER, Dr. H. A., at Hörde, Westphalia, Germany, Aug. 24; mayor of city of Hamm; author of pedagogical books and compiler of laws.

NEUENSCHWENDER, SAMUEL, at Thun, Switzerland, July 2; music teacher and popular composer.

REUTER, Dr. W., Jan. 9; was normal-school teacher in Boppard, Germany; author of a history of literature.

RIBBACK, Dr. OTTO, at Erfurt, Germany, July 18; was professor of philosophy in Berne, Basel, Kiel, Heidelberg, and Leipzig.

RIVIER, ALPHONSE PIERRE OCTAVE, a Belgian legal writer, in Brussels, Belgium, July 21; b. in Lausanne, Switzerland, Nov. 9; studied law at University of Lausanne and in Berlin; was professor in University of Berne 1863–67; was professor at University of Brussels; was the author of several publications.

RUHSAM, JULIUS, in Annaberg, Saxony, Germany, Nov. 17; was teacher in secondary schools; noted as reformer in methods of teaching natural history.

SCHIEBERT, Dr. KARL, in Breslau, Feb. 18; was privy councilor and school superintendent in Pomerania, Germany; author of educational works.

SCHILLING, Dr. MAX, at Züllichan, July 29; was head teacher in normal school at Züllichan, Germany.

SCHMELZER, Dr. KARL, in Berlin, Germany, Oct. 6; was principal of classical high school in Berlin; author of popular educational works.

SCHMIDT, P., April 26; taught in normal school at Pyritz, Germany.

SCHUMACHER, KARL, at Berlin, Germany, May 11; was rector of city school.

SCHWALBE, Dr. J., in Posen, Germany, Dec. 3; was school inspector.

SOMMER, Dr. OTTO, Apr. 18; was principal of girls' high school in Brunswick, Germany.

STEEG, JULES, in Paris, May 4; Protestant teacher in Paris; since 1896 director of normal school.

STEUDENER, Dr. HEINRICH, in Quedlinburg, Germany, May 13; was professor in the famous cloister school at Rossleben; author of historical works.

STOCKHARDT, E. TH., Mar. 27; was professor in Chemnitz, Saxony, Germany.

TASCHEREAU, ELZIAR ALEXANDRE, D. C. L., in Quebec, Canada, Apr. 12; b. in Sainte-Marie-de-la-Beauce Feb. 17, 1820; educated in Quebec and Rome; professor of moral philosophy in the Seminary of Quebec, 1842–54; director of the minor seminary in 1856 and of the great seminary in 1859; superior in 1860 and rector of Laval University; papal delegate, archbishop, and cardinal.

TEUBER, KARL, at Patschkau, Germany, Sept. 5; was teacher and author of juvenile literature.

TOPELIUS, ZACHRIS, in Helsingfors, Finland, Mar. 12; b. in Kuddnas, Finland, Jan. 14, 1818; was educated at Helsingfors University; editor, 1840–61; professor extraordinary of Finnish history at his alma mater, 1853; professor of the history of Finland and northern regions, 1863; professor of general history, 1876–78; author of several books of poems and novels.

UELLNER, Dr. JULIUS, at Düsseldorf, Germany, Oct. 24; was director of secondary schools for girls.

VOEBRODT, Dr. F., at Erfurt, Germany, Sept. 27; was city school councilor.

VRIES, J. F. DE, at Emden, Germany, Oct. 11; was rector of city school; became famous through his advocacy of home geography.

WOLF-DELITZ, B., at Magdeburg, Germany, Oct. 28; was head teacher and president of provincial teachers' association.

WALTER, F., at Berlin, Germany, June 13; was rector of city schools and contributor to educational press.

WOLF, K., at Steglitz, Germany, Jan. 1; was school councilor.

ZABEL, R., at Zerbst, Germany, Feb. 22; was founder of deaf-mute school.

ZIEPRECHT, HEINRICH, in Kössel, Germany, Jan. 1; was a teacher and a member of executive committee of the national teachers' association.

ZIMMERMANN, Dr. ROBERT, in Vienna, Sept. 1; was professor of philosophy in University of Vienna.

CHAPTER L.

PORTABLE SCHOOL BUILDINGS.

[From the Annual Report of the Superintendent of Instruction of St. Louis, Mo. (Hon. F. Louis Soldan), for 1898–99, p. 51.]

It seems advisable to provide a remedy for the trouble which the board have experienced in regard to this matter [of double daily sessions] in the past. It can not be the policy of the board to provide school room in advance before the necessity of it is felt in any part of the city. After a school, however, has become overcrowded and a new building has been decided upon, a year must necessarily pass before it can be completed and occupied. During this year temporary provision must be made for the surplus of children. In the city of Milwaukee the plan of portable school buildings for temporary purposes has been tried with satisfaction for many years. The idea of portable school buildings seems to have originated in Paris, when, after the Franco-Prussian War, a compulsory education law was passed, and the sudden influx of children into the public schools of that metropolis was so large that existing schoolhouses could not take care of the number. Under these circumstances the plan of temporary school buildings was tried and was found to meet the emergency. Several other large European cities, such as Munich, have tried this plan with good success. At a cost hardly greater than the rental of an adequate room for two years, such buildings, large enough to accommodate 50 children, well ventilated and heated and protected from cold by double walls, can be erected, and I believe they would present better sanitary conditions for the temporary accommodation of children than the ordinary rented rooms and would be much better economy than double-time sessions. They could be put into the yards of the school buildings that need relief and make use of the outhouses and of the janitor service provided for the main building.

[From the Annual Report of the Commissioner of School Buildings of St. Louis, Mo. (Mr. William B. Ittner), for 1898–99.]

PORTABLE SCHOOLROOMS.

I am pleased to report a successful trial of the portable schoolroom. Beginning with the present board (in June, 1897), a large number of rented rooms were maintained in various parts of the city. The addition of new school buildings has enabled the board to reduce the number of rented rooms at this time to 19. These rented rooms, though the best that can be procured in the neighborhood of the school needing relief, are at best ill adapted to the requirements, are expensive to fit up for school purposes and to restore to their original condition when given up. The building devised to relieve temporarily the overcrowded condition at any school will enable the board to properly provide for such overflow and, with the proper number of portable rooms on hand, to dispense with rented rooms entirely.

The buildings are constructed in such manner as will enable them to be readily taken apart where no longer required at one school and moved to another. They

are 24 by 36 feet, inside measurement, with a clear story height of 12 feet. The floor is constructed in 8 sections, the sides in 6 sections, the ends in 4 sections, and the pitched roof in 16 sections. Each section is built upon frames which are readily bolted together in such manner as to make a perfectly tight and secure room. All joints between the sections are covered both inside and out by movable pieces secured with screws. They are heated and ventilated by an indirect furnace with double casing. The fresh air is taken directly from the outside, which supply can not be cut off by the teacher. The vent is erected at the opposite end of the room from the furnace, and the draft of the vent is induced by carrying the smoke pipe from the furnace through the upper part of the vent flue. This not only makes a perfect method of ventilation, but effectually prevents any possibility of fire from the furnace smoke pipe. A test of the ventilation of the first room, set up at the Walnut Park school, shows that the air of the room is being changed every 9.74 minutes, thus supplying each of the pupils with 16 cubic feet of fresh warm air per minute.

The buildings thus far completed have been erected by our own carpenters, the cost being as follows:

Lumber	$372.00
Millwork	78.56
Hardware and iron work	69.50
Labor	123.20
Roofing	38.50
Painting and glazing	85.00
Heating and ventilating	86.40
Total	853.16

The rooms can readily be taken apart, moved, and reerected. They are fitted with 60 adjustable desks, and in all respects make a satisfactory and comfortable school room.

[From letter of Mr. William B. Ittner, commissioner of school buildings, June 14, 1900.]

I will add this description of the heating and ventilating apparatus, which is not explicitly covered in my report:

The furnace is known to the trade as a "room heater" and weighs 450 pounds. It has an outer casing (for appearance) of Russia iron; the exposed chimney in the class room being also of Russia iron. The inner casing surrounding the furnace is of heavy stovepipe iron; the same being corrugated and set with about a 1½-inch air space between the inner and outer casing.

There is a row of 1-inch holes 3 inches apart through the outer casing just above the floor. This permits of a good circulation of air through the space between the casings and assists materially in keeping the outer casing cool.

We place a door about 6 by 12 inches on each side of the casing near the floor, so that when the room is not occupied, these doors can be opened up and the room quickly warmed before the fresh-air inlets are opened. We cover the top of the furnace with a No. 8 wire screen, to prevent mischievous youngsters from throwing papers, etc., over the casings. This has been found convenient also in suburban schools to warm coffee and the children's lunch.

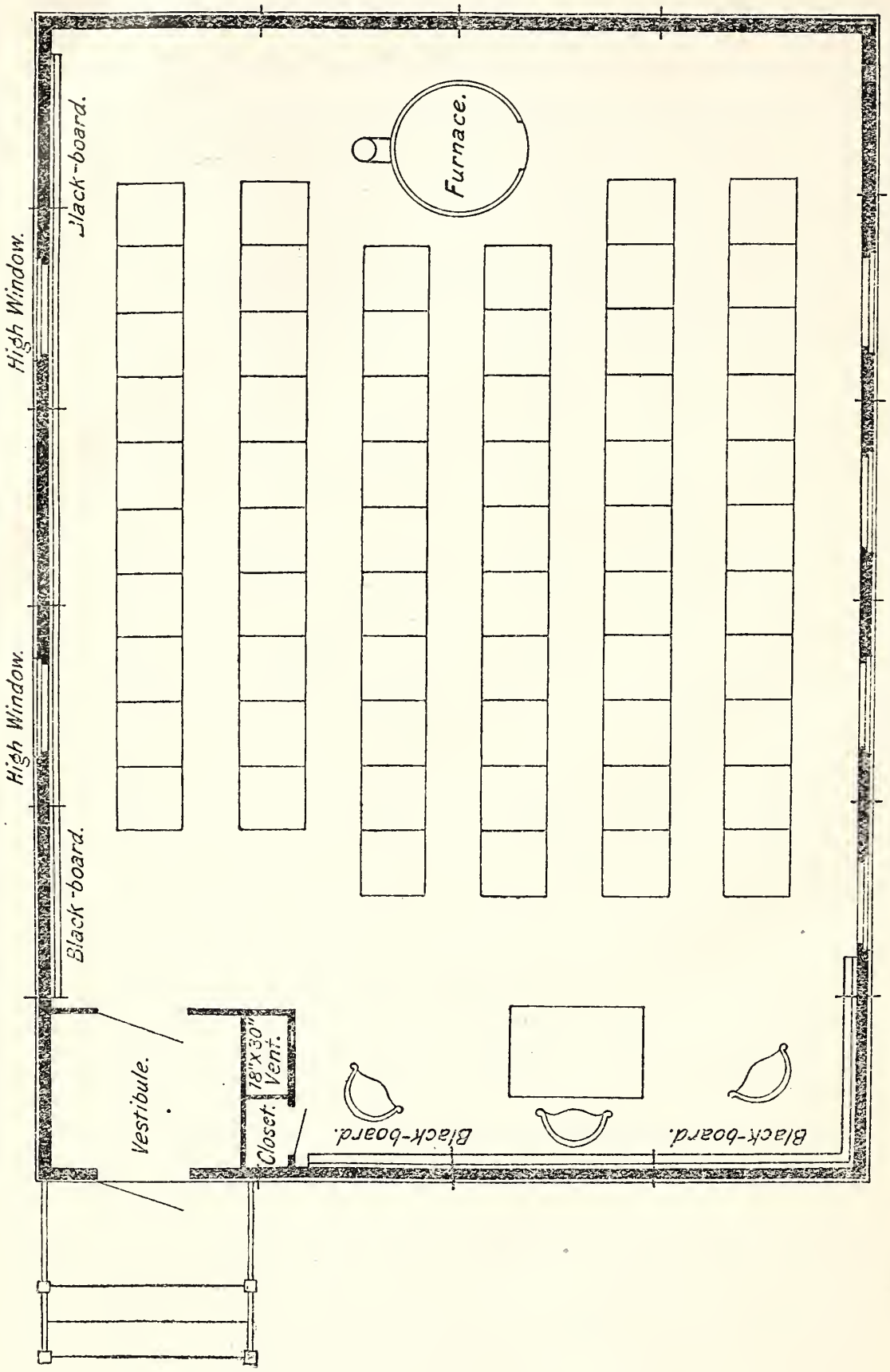
The fresh air is brought in through a wood duct under the floor. The duct extends to both sides of the building, permitting the air to enter from both sides. Doors can be arranged to be opened and closed from the room by means of chain and pulley, giving the teacher easy control of the quantity of fresh air to be admitted.

The outer openings should, of course, be covered with heavy wire screens. The space in the floor under the heater is cut out for the admission of fresh air around the casing of the furnace and inside of the inner casing. The floor joists under the

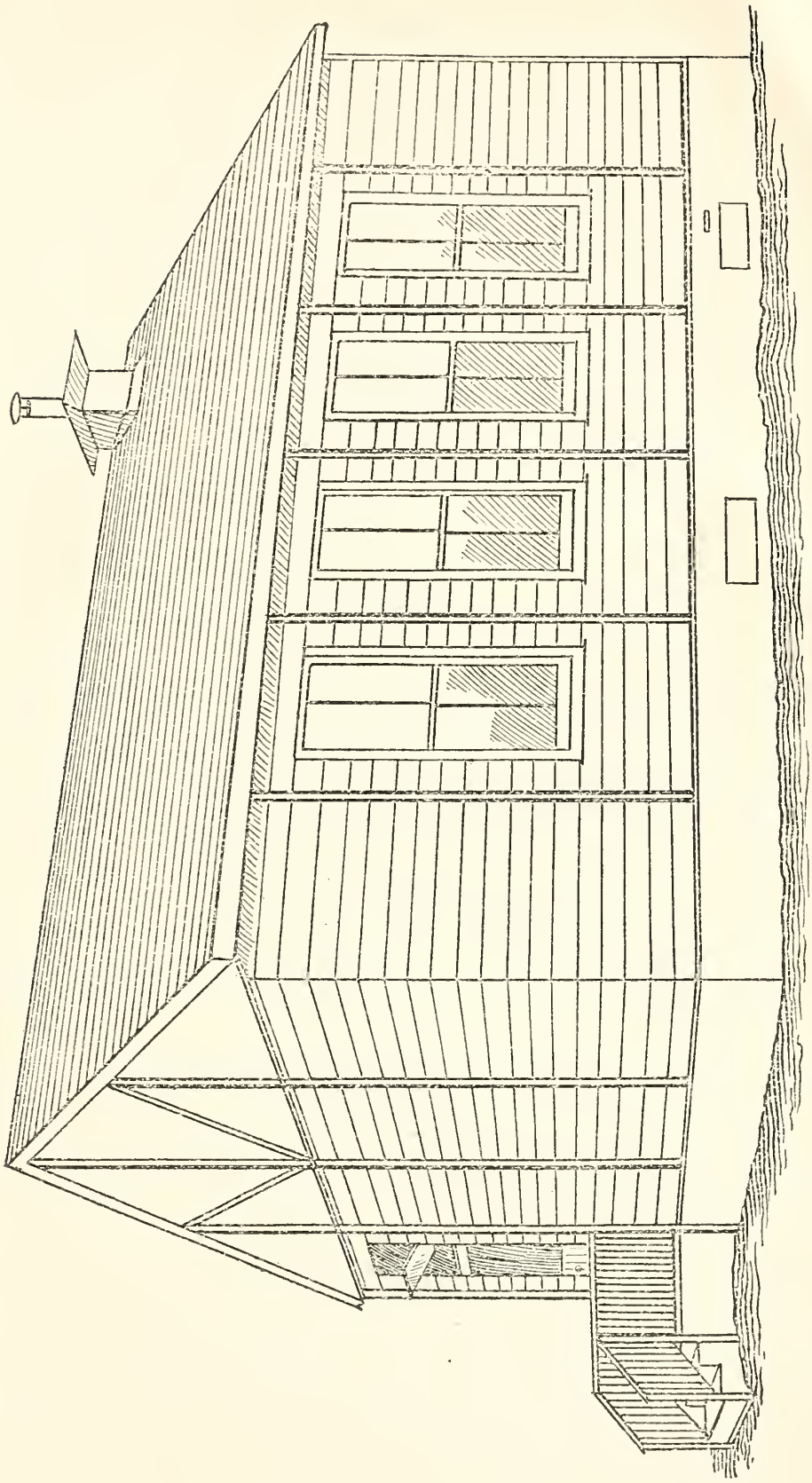
heater are protected by wrapping them with several layers of asbestus paper and then covering them with stovepipe iron.

The vent outlet is placed at the opposite end of the room alongside of the book closet. While this location may not seem the correct position for the vent opening, yet tests of this apparatus have proved a thorough circulation of air throughout the entire room. By passing the smokepipe over the furnace through the vent flue, the air in that part of the flue is heated, thereby inducing and maintaining a constant flow of air through the room at all times.

Tests of the heater have shown that the air of the room can be changed every seven minutes; that the temperature varies only two degrees from maximum to minimum, using six thermometers, one of which was placed on the teacher's desk, the other five distributed about the room.



PLAN OF PORTABLE SCHOOLROOM.



PORTABLE SCHOOLROOM.

CHAPTER LI.

STATISTICS OF ELEMENTARY EDUCATION IN FOREIGN COUNTRIES.

	Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Men.	Women.	Total.
	1	2	3	4	5	6	7	8	9	10	11
	I.—EUROPE.										
1	Austria-Hungary ..	1897	3,166,715	2,991,088	6,157,803	15.0	.....	87.5	90,559	27,500	118,059
2	Austria.....	1897	1,817,800	1,809,345	3,627,145	15.2	.....	90	66,704	20,473	87,177
3	Hungary.....	1897	1,348,915	1,181,743	2,530,658	14.5	.....	85	23,855	7,027	30,882
4	Belgium	1896	392,838	359,224	752,062	11.73	.....	.....	7,695	7,352	15,027
5	Bulgaria	1898	239,500	109,216	348,716	10.53	.....	.....	6,421	1,544	7,965
6	Denmark	.....	.....	.....	307,633	14.08	.....	.....	.....	.....	.....
7	France *a*	1896–97	2,782,547	2,748,871	5,531,418	14.38	.....	.....	67,339	84,938	152,277
8	Germany	1895–96	.....	.....	.....	18.0	.....	99	.....	.....	.....
9	Alsace-Lorraine (imperial possession).	1891	.....	.....	229,628	14.0	.....	90	2,703	2,303	5,006
10	Anhalt (duchy)	1891	22,673	22,549	45,222	16.0	.....	90	897	93	980
11	Baden (grand duchy).	1894	160,222	160,422	320,644	19.2	.....	90	.....	.....	5,503
12	Bavaria (kingdom).	1895	541,732	546,010	1,087,792	20.0	.....	90	17,953	6,299	24,252
13	Bremen (free city).	1897	12,636	12,991	25,627	13.0	.....	90	484	135	619
14	Brunswick (duchy).	1891	34,671	34,329	69,000	17.0	.....	90	1,049	.....	1,049
15	Hamburg (free city).	1898	44,761	50,977	95,738	14.0	.....	90	1,720	1,368	3,088
16	Hessia (grand duchy).	1891	94,572	98,240	192,812	19.4	.....	90	2,467	324	2,791
17	Lippe (principality).	1891	12,061	11,474	23,595	18.3	.....	90	.....	.....	473
18	Lübeck (free city).	1896	7,603	7,024	14,627	17.5	.....	90	236	136	372
19	Mecklenburg-Schwerin (grandduchy)	1891	43,692	41,142	84,834	14.6	.....	90	1,912	145	2,057
20	Mecklenburg-Strelitz (grandduchy)	1891	7,726	7,583	15,309	16.0	.....	90	355	.....	355
21	Oldenburg (grandduchy)	1891	30,556	29,851	60,407	17.0	.....	90	960	.....	930
22	Prussia (kingdom).	1896	3,160,737	3,180,530	6,341,267	20.0	.....	90	81,762	10,299	92,061
23	Reuss, jr. line (principality)	1891	9,702	9,801	19,503	17.0	.....	90	290	18	308

a Algiers is included in these statistics. The heading "Boys" includes 464,142 in private schools, "Girls" includes 876,956 in private schools, and the total includes 1,341,098 in private schools. Under the head of "Teachers" 10,963 men in private schools are included; 35,540 women in private schools are included, and the total in private schools is 46,503.

CHAPTER LI.

STATISTICS OF ELEMENTARY EDUCATION IN FOREIGN COUNTRIES.

Current expenditures.					Population.	Date of census.	Chief officer of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
$18,871,019	$6,834,841	$25,705,850	$1.60	$0.60	41,358,886	1890	No imperial office	1
14,813,156	5,495,945	20,309,101	6.83	.85	23,895,413	1890	Dr. W. von Hartel, minister of public instruction.	2
4,957,863	1,338,895	5,396,759	2.48	.45	17,463,473	1890	Dr. J. von Wlassics, minister of public instruction.	3
.....	.....	6,663,705	8.85	1.04	6,410,783	1895	M. F. Schollaert, minister of the interior and public instruction.	4
.....	.....	.....	.....	.....	3,310,713	1893	Dr. Iv. Vatchow, minister of public instruction.	5
.....	.....	.....	.....	.....	2,185,335	1890	Bishop H. V. Sihyr, minister of public instruction and ecclesiastical affairs.	6
.....	.....	*b*38,742,413	9.24	1.06	38,517,975	1896	M. George Leygues, minister of public instruction and fine arts.	7
.....	.....	.....	.....	.....	52,246,589	1895	No imperial office	8
.....	.....	*c* 624,000	2.66	.39	1,641,220	1895	Herr Richter, director of public instruction.	9
.....	.....	332,457	7.13	1.22	293,123	1895	Herr Rümelin, president department of public instruction.	10
.....	.....	*c* 869,842	2.71	.52	1,725,470	1895	Dr. W. Nokk, minister of worship and public instruction.	11
.....	.....	5,869,883	5.25	1.13	5,797,414	1895	Herr von Landmann, minister of worship and public instruction.	12
180,000	70,000	250,000	10.00	1.30	196,278	1895	Dr. D. Ehmck, senator, commissioner of public instruction.	13
.....	.....	294,690	4.27	.73	433,986	1895	Herr G. Spiess, president of consistory.	14
.....	.....	*d* 1,740,100	17.09	2.55	681,632	1895	Dr. J. O. Stammann, senator, president department of schools.	15
.....	.....	1,940,826	10.06	1.95	1,039,388	1895	Dr. H. Eisenhut, president department of schools.	16
.....	.....	*c* 68,640	2.91	.54	134,617	1895	Dr. Miesitschek von Wischkau, minister of state.	17
171,593	50,000	221,593	15.15	2.65	83,324	1895	Dr. Eschenburg, senator, commissioner of instruction.	18
.....	.....	.....	.....	.....	596,886	1895	Herr Giese, president of consistory.	19
.....	.....	.....	.....	.....	101,513	1895	Dr. Piper, president of consistory.	20
.....	.....	496,423	8.20	1.46	373,739	1895	Herr G. F. H. A. Flor, minister of worship and instruction.	21
31,871,325	12,577,049	44,248,374	7.00	1.40	31,849,795	1895	Dr. Conrad Studt, minister of worship, instruction, and medical affairs.	22
.....	.....	*c* 68,497	2.91	.57	131,469	1895	Herr Graesel, councilor of state	23

b Public schools only, which enroll 4,190,320 pupils, or three-fourths the total in elementary schools.
c From State only.
d Including tuition fees.

Statistics of elementary education

	Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Men.	Women.	Total.
	1	2	3	4	5	6	7	8	9	10	11
	I.—EUROPE—cont'd.										
24	Reuss, sen. line (principality)	1891	5,417	5,571	10,988	17.5	.....	90	215	7	220
25	Saxe-Altenburg (duchy).	1891	14,439	15,186	29,625	17.3	.....	90	500	.....	500
26	Saxe-Coburg-Gotha (duchy)	1891	16,581	16,922	33,503	16.2	.....	90	.....	.....	580
27	Saxe-Meiningen (duchy).	1891	.....	.....	39,592	17.7	.....	90	589	.....	589
28	Saxe-Weimar (grandduchy)	1891	29,464	29,463	53,927	18.4	.....	90	863	9	872
29	Saxony (kingdom).	1896	397,841	331,267	729,108	20.0	.....	90	9,409	3,060	12,496
30	Schaumburg-Lippe (principality).	1891	3,389	3,369	6,758	17.3	.....	90	.....	.....	126
31	Schwarzburg-Rudolstadt (principality)	1891	7,380	7,187	14,579	17.0	.....	90	.....	.....	263
32	Schwarsburg-Sondershausen (principality).	1891	6,479	6,484	12,963	17.1	.....	90	.....	.....	264
33	Waldeck (principality).	1891	5,625	4,815	10,440	18.2	.....	90	.....	.....	247
34	Württemberg (kingdom).	1897	185,090	208,538	393,628	19.0	.....	90	.....	.....	5,030
	Great Britain and Ireland:										
35	England and Wales.	1897	.....	.....	5,507,039	17.73	4,488,543	81.5	.....	.....	130,773
36	Scotland	1897	.....	.....	719,934	17.04	605,389	84.09	.....	.....	16,096
37	Ireland	1897	.....	.....	*b* 816,001	17.92	521,141	63.9	.....	.....	13,007
38	Greece	1889	78,815	18,986	97,801	4.02	.....	.....	.....	.....	1,641
39	Italy	1895–96	1,296,461	1,082,888	2,379,349	7.47	.....	.....	19,968	32,544	52,512
40	Netherlands	1897–98	374,578	344,837	719,415	14.18	.....	.....	12,986	5,855	18,841
41	Norway	1895	.....	.....	319,860	15.99	.....	.....	4,402	2,116	6,518
42	Portugal	1890	.....	.....	237,791	4.71	.....	.....	.....	.....	.....
43	Roumania	1896–97	.....	.....	298,283	5.14	.....	.....	.....	.....	5,411
44	Russia	1896	2,948,274	831,544	3,779,818	2.99	.....	.....	91,165	22,879	113,984
45	Finland.....	1899	47,517	41,045	*c* {177,886 / 88,562}	10.57	.....	.....	1,016	1,291	2,297
46	Servia.....	1893–94	65,846	11,329	77,175	3.34	.....	.....	929	576	1,505
47	Spain	1895	.....	.....	1,356,136	7.72	.....	.....	.....	.....	.....
48	Sweden	1897	.....	.....	733,836	14.49	.....	.....	.....	.....	15,471
49	Switzerland.....	1898	359,121	287,995	647,116	20.7	.....	88.2	8,138	6,297	14,435

a From State only. *b* Average enrollment.

c Total contribution for elementary education from the various ministers in 1899. In 1894 this amount was stated to be $3,105,860.

in foreign countries—Continued.

Current expenditures.					Population.	Date of census.	Chief officer of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
.....	.....	$27,000	$6.55	$1.55	67,454	1895	Herr Schulze, councilor of state..	24
.....	.....	.....	.....	.....	180,012	1895	Dr. von Helldorf, minister of state.	25
.....	.....	208,724	6.27	1.01	216,624	1895	Dr. F. Kretschmar, councilor of state.	26
.....	.....	246,712	6.23	1.10	234,005	1895	Dr. F. von Heim, minister of state.	27
.....	.....	388,893	6.60	1.20	338,887	1895	Herr R. von Pawel-Rammingen, councilor of state.	28
$4,604,053	$1,466,733	6,070,786	8.30	1.92	3,783,014	1895	Dr. K. D. P. von Seydewitz, minister of worship and public instruction.	29
.....	.....	*a* 20,640	4.37	.78	41,224	1895	Herr Bömers, president of consistory.	30
.....	.....	*a* 71,584	4.91	.83	88,590	1895	Herr Hauthal, councilor of state..	31
60,864	2,496	*a* 63,360	4.91	.84	78,248	1895	Herr H. Petersen, minister of state.	32
.....	.....	*a* 55,794	5.34	.98	57,782	1895	Baron von Hadeln, president of consistory.	33
.....	.....	*a* 1,416,562	3.80	.70	2,030,898	1895	Dr. von Sarwey, minister of state..	34
.....	.....	51,701,540	9.38	1.66	31,055,353	1897	Committee of council on education: Vice-president for England, Sir John Gorst.	35
.....	.....	7,403,067	10.28	1.75	4,222,784	1897	Vice-president for Scotland, Lord Balfour, of Burleigh.	36
.....	.....	6,374,716	7.81	1.44	4,551,631	1897	Commissioners of national education in Ireland.	37
.....	.....	653,274	6.68	.27	2,433,806	1896	Ath. Aftaxias, minister of ecclesiastical affairs and public instruction.	38
.....	.....	12,164,244	5.11	.37	31,856,675	*1899	Dr. G. Baccelli, minister of public instruction.	39
4,267,361	.....	5,908,636	8.21	1.16	5,074,632	*1898	H. G. Borgesius, minister of the interior.	40
.....	.....	2,210,571	6.91	1.15	2,000,917	1891	V. A. Wexelsen, minister of public instruction and ecclesiastical affairs.	41
.....	.....	.....	.....	.....	5,049,729	1890	J. de Azevedo Castillo Branco, director-general of public instruction and fine arts.	42
.....	.....	1,764,121	5.91	.30	5,800,000	1893	Take Joneseu, minister of public instruction and ecclesiastical affairs.	43
.....	.....	*c* 19,345,842	5.12	.15	126,411,736	1897	M. Bogolopoff, minister of public instruction.	44
.....	.....	*c* 538,525	2.02	.21	2,520,437	1897	Dr. L. L. Lindelöf, director-general in charge of schools.	45
.....	.....	532,553	6.90	.23	2,312,484	1895	And. Georgevitch, minister of public instruction and ecclesiastical affairs.	46
.....	.....	.....	.....	.....	17,565,632	1887	Sr. Garcia Alix, minister of public instruction.	47
2,735,131	1,445,437	4,180,568	5.69	.82	5,062,918	*1898	N. L. A. Claeson, minister of ecclesiastical affairs. C. W. Kastman, secretary-general of elementary instruction.	48
6,105,488	232,939	6,338,427	9.80	2.03	3,119,635	1898	No federal office.....	49

d In ambulatory schools.
c For elementary and normal schools.
* December 31.

Statistics of elementary education

	Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Men.	Women.	Total.
	1	2	3	4	5	6	7	8	9	10	11
	II.—ASIA.										
	British India:										
50	Assam	1896–97	.....	.....	84,267	1.57	.....	.....	.....	.....	.....
51	Bengal	1897–98	.....	.....	1,259,615	1.76	.....	.....	.....	.....	.....
52	Berar	1897–98	.....	.....	50,085	1.72	.....	.....	.....	.....	.....
53	Bombay	1898–99	488,824	70,046	558,870	2.95	440,991	78.90	.....	.....	.....
54	Burmah (upper and lower).	1898–99	115,764	25,543	141,307	18.57	.....	.....	.....	.....	.....
55	Central provinces.	1896–97	.....	.....	122,616	1.13	.....	.....	.....	.....	.....
56	Coorg	1896–97	.....	.....	4,039	2.33	.....	.....	.....	.....	.....
57	Madras	1898–99	587,251	36,166	623,417	17.49	.....	.....	.....	.....	.....
58	Mysore *a*	1896–97	77,114	10,564	*b* 87,678	1.91	.....	.....	.....	.....	.....
59	Northwest provinees and Oudh.	1897–98	258,614	13,449	*c* 272,063	.57	.....	.....	.....	.....	.....
60	Punjab	1897–98	167,544	13,850	*d* 181,394	.80	.....	.....	.....	.....	.....
61	Ceylon	1898	110,290	39,940	150,230	.....	91,529	.....	.....	.....	.....
62	Japan	1897	2,559,370	1,415,603	3,974,973	9.31	3,156,301	79.44	.....	.....	79,274
	III.—AFRICA.										
63	Cape of Good Hope.	1898	68,375	67,420	135,805	8.89	105,051	77.35	1,674	2,596	4,270
64	Egypt	1898	.....	.....	210,399	2.16	.....	.....	.....	.....	15,983
65	Natal	1897	10,075	9,147	19,222	3.5	.....	.....	.....	.....	.....
	IV.—NORTH AMERICA.										
66	British Columbia	1896–97	.....	.....	15,798	16.09	9,999	63.29	.....	.....	384
67	Manitoba	1896	.....	.....	37,987	24.96	23,247	61.11	.....	.....	1,093
68	New Brunswick	1898	.....	.....	63,536	19.77	35,386	55.7	.....	.....	1,912
69	Northwest Territories.	1898	8,694	8,060	16,754	.....	8,826	.....	232	251	483
70	Nova Seotia	1897	.....	.....	100,847	22.39	54,922	54.46	.....	.....	2,485
71	Ontario	1897	.....	.....	441,157	20.86	248,548	56.34	2,690	5,686	8,376
72	Prinee Edward Island.	1896	12,145	9,993	22,138	20.29	13,412	60.58	324	245	569
73	Quebec	1896–97	.....	.....	*e* 197,993	13.30	139,876	70.60	.....	.....	5,628
74	Newfoundland	1894	.....	.....	35,501	17.3	.....	.....	.....	.....	.....
75	Mexico	1897	.....	.....	584,171	4.63	391,657	67.04	.....	.....	10,327
76	Bermuda	1898	.....	.....	1,996	12.64	.....	.....	.....	.....	.....
	V.—WEST INDIES.										
77	Jamaiea	1898–99	.....	.....	97,091	.....	54,041	.....	.....	.....	1,545
78	Trinidad	1894	.....	.....	20,621	9.36	.....	.....	.....	.....	.....
79	Cuba *f*	1899	.....	.....	85,009	5.41	54,298	63.87	1,090	1,575	2,665

a Feudatory state under native administration.
b Also in private elementary schools, 23,981.
c Also in private elementary schools, 40,230.
d Also in private elementary schools, 42,493.
e Also 99,395 in model schools and academies.

in foreign countries—Continued.

Current expenditures.					Population.	Date of census.	Chief officer of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
.....	.....	.....	.....	.....	5,476,833	1891	.....	50
.....	.....	$710,722	$0.56	$0.01	71,346,987	1891	Mr. C. A. Martin, director of public instruction.	51
.....	.....	.....	.....	.....	2,897,491	1891	.....	52
.....	.....	655,797	1.17	.03	18,901,123	1891	Mr. E. Giles, director of public instruction.	53
.....	.....	56,322	.39	.007	7,605,560	1891	Mr. Vansomeren Pope, director of public instruction.	54
.....	.....	.....	.....	.....	10,784,294	1891	.....	55
.....	.....	.....	.....	.....	173,055	1891	.....	56
.....	.....	359,411	.57	.01	35,530,440	1891	Mr. D. Duncan, director of public instruction.	57
.....	.....	102,368	1.16	.02	4,581,029	1891	Mr. J. Bhabba, inspector-general of education.	58
.....	.....	418,762	1.53	.01	46,905,085	1891	Mr. T. C. Lewis, director of public instruction.	59
.....	.....	612,363	3.37	.03	20,866,847	1891	Mr. W. A. Bell, officiating director of public instruction.	60
.....	.....	91,709	.61	.03	3,009,461	1891	Mr. J. Harward, acting director...	61
.....	.....	9,297,186	2.34	.22	42,708,264	*1896	Count Kabayama Sukeki, minister of state for education.	62
.....	.....	1,085,792	8.00	.72	1,527,222	1891	Mr. Thomas Muir, superintendent-general of education.	63
.....	.....	.....	.....	.....	9,734,405	1897	Hussein Pacha Fakhry, minister of public works and public instruction.	64
.....	.....	221,193	11.50	.41	543,913	1891	Mr. Robert Russell, superintendent, inspector of schools.	65
.....	.....	220,810	13.90	2.24	98,173	1891	Hon. James Baker, minister of education.	66
.....	.....	714,049	18.79	4.68	152,506	1891	Hon. J. D. Cameron, minister of education.	67
.....	.....	577,219	9.08	1.07	321,263	1891	Mr. J. R. Inch, chief superintendent of education.	68
.....	.....	133,643	7.97	.....	.....	.....	Mr. D. J. Goggin, superintendent of education.	69
.....	.....	810,696	8.03	1.79	450,396	1891	Mr. A. H. Mackay, superintendent of education.	70
.....	.....	3,913,501	8.87	1.84	2,114,321	1891	Hon. G. W. Ross, minister of education.	71
.....	.....	153,316	6.92	1.40	109,078	1891	Mr. D. J. MacLeod, superintendent of education.	72
.....	.....	1,523,807	7.70	1.00	1,488,535	1891	Mr. Boucher de la Bruere, superintendent of education.	73
.....	.....	147,544	4.15	.73	202,040	1891	.....	74
.....	.....	2,083,267	3.55	.17	12,630,863	1895	J. Baranda, minister of justice and public instruction.	75
.....	.....	7,773	3.89	.49	15,794	1895	Mr. George Simpson, secretary of the board of education.	76
.....	.....	250,586	2.58	.37	672,762	1894	Mr. Thomas Capper, superintending inspector of schools.	77
.....	.....	113,078	5.48	.51	220,285	1891	Mr. K. Gervase Bush, inspector of schools.	78
.....	.....	716,892	8.43	.46	1,572,797	1899	Alexis E. Frye, superintendent of schools.	79

f The statistics, which include pay and free schools, are taken from "Census of Cuba," 1899, pp. 585, 618-619. It is stated (on p. 615), however, that there were in June, 1900, about 3,000 public schools, 3,500 teachers, and 130,000 pupils under instruction, and that the estimated expenditures for all school purposes were upwards of $1,000,000. The above estimates from the Tables are more conservative, and form a more complete estimate for the computations made.

*December 31.

Statistics of elementary education

	Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Men.	Women.	Total.
	1	2	3	4	5	6	7	8	9	10	11
	VI.—CENTRAL AMERICA.										
80	Costa Rica	1897	.....	.....	21,913	9.01	17,153	82.83	357	447	784
81	Guatemala	1899	.....	.....	47,303	3.08	.....	.....	.....	.....	1,578
82	Nicaragua	1894	.....	.....	20,000	5.26	.....	.....	.....	.....	.....
83	Salvador	1893	16,663	12,764	29,427	3.66	.....	.....	453	340	793
	VII.—SOUTH AMERICA.										
84	Argentina	1898	129,974	115,760	245,734	6.22	198,433	80.75	2,023	4,529	6,552
85	Bolivia	1897	.....	.....	*a* 36,690	1.81	.....	.....	.....	.....	.....
86	Brazil	1889	.....	.....	300,000	2.09	.....	.....	.....	.....	.....
87	Chile	1898	48,192	51,689	99,881	3.68	65,619	65.69	755	1,553	2,308
88	Colombia	1897	.....	.....	143,076	3.69	.....	.....	.....	.....	.....
89	Ecuador	1894	.....	.....	76,878	6.04	.....	.....	.....	.....	1,666
90	Paraguay	1897	.....	.....	25,000	4.17	.....	.....	.....	.....	700
91	Peru	1897	.....	.....	85,592	1.21	60,771	70.88	.....	.....	1,618
92	Uruguay	1898	26,435	23,298	49,733	6.01	.....	.....	238	831	1,069
93	Venezuela	1891	.....	.....	100,026	4.31	.....	.....	.....	.....	.....
94	Hawaii *c*	1899	8,651	6,839	*d* 15,490	14.20	.....	.....	192	352	*d* 544
95	Mauritius	1899	.....	.....	19,181	5.16	11,945	.....	.....	.....	467
	VIII.—AUSTRALASIA.										
96	New South Wales	1897	.....	.....	226,157	17.24	148,381	65.6	2,332	2,110	4,492
97	Queensland	1899	.....	.....	92,120	21.78	63,133	68.5	870	1,017	1,887
98	South Australia	1899	.....	.....	68,329	19.15	41,655	60.9	411	872	1,283
99	Victoria	1898	122,018	115,701	237,719	20.18	134,845	56.72	.....	.....	4,618
100	West Australia	1899	.....	.....	16,053	10.16	12,465	77.64	.....	.....	433
101	New Zealand	1898	.....	.....	131,621	18.71	110,256	83.76	1,463	2,201	3,664
102	Tasmania	1899	.....	.....	23,272	15.86	13,105	56.31	.....	.....	.....

a Includes pupils in private schools.
b Expenditures by the higher council "for educational purposes."
c Annexed to the United States by joint resolution of Congress July 6, 1898.

in foreign countries—Continued.

Current expenditures.					Population.	Date of census.	Chief officer of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
.....	.....	$164,946	$7.53	$0.68	243,205	1892	J. A. Facio, minister of foreign affairs, ecclesiastical affairs, public instruction, charities and justice.	80
.....	.....	317,970	6.72	.21	1,535,632	1898	Domingo Morales, minister of public instruction.	81
.....	.....	.....	.....	.....	380,000	1895	Dr. Joaquin Sanson, minister of foreign affairs and public instruction.	82
.....	.....	.....	.....	.....	803,534	1894	Dr. Carlos Bonilla, minister of charities and public instruction.	83
.....	.....	10,195,992	41.47	2.58	3,954,911	1895	Dr. O. Magnaseo, minister of justice.	84
.....	.....	.....	.....	.....	2,019,549	1893	T. Valdivieto, minister of public instruction, colonics, telegraphs, public works, and industry.	85
.....	.....	.....	.....	.....	14,333,915	1890	Ep. Pessoa, minister of interior and justice.	86
.....	.....	761,051	7.62	.28	2,712,145	1895	Fr. Herboso, minister of justice and public instruction.	87
.....	.....	.....	.....	.....	3,878,600	1881	F. Suarez, minister of public instruction.	88
.....	.....	.....	.....	.....	1,271,861	.....	Abelardo Monscayo, minister of finance, public instruction, and immigration.	89
.....	.....	*b* 381,964	15.28	.64	600,000	1897	G. Pereira Cazal, minister of justice, ecclesiastical affairs, and public instruction.	90
.....	.....	207,924	2.43	.05	4,609,999	1876	Elidoro Romero, minister of justice, ecclesiastical affairs, and public instruction.	91
.....	.....	694,468	11.95	.84	827,485	1897	C. M. Peña, minister of agriculture, industries, public instruction, and public works.	92
.....	.....	483,232	4.83	.21	2,323,527	1891	C. Urbaneja, minister of public instruction.	93
.....	.....	569,188	36.74	5.22	109,020	1896	E. A. Mott-Smith, minister of foreign affairs and public instruction.	94
.....	.....	50,023	2.60	.13	371,665	1897	Mr. A. Standley, acting superintendent of schools.	95
.....	.....	3,365,042	14.87	2.56	1,311,440	1897	Hon. M. J. Garrard, minister of public instruction.	96
.....	.....	1,148,995	12.46	2.71	422,941	1897	Mr. D. H. Dalrymple, secretary for public instruction.	97
.....	.....	*c* 678,854	9.93	1.90	356,835	1897	Hon. E. L. Batchelor, minister controlling education.	98
.....	.....	3,028,387	12.73	2.57	1,177,444	1897	Hon. A. J. Peacock, minister of public instruction.	99
.....	.....	301,458	18.80	1.91	157,819	1897	Hon. G. Randel, minister of education.	100
.....	.....	2,222,416	16.88	3.15	703,360	1896	Hon. W. C. Walker, minister of education.	101
.....	.....	194,638	8.36	1.32	146,667	1891	Hon. Stafford Bird, minister of education.	102

d Includes pupils and teachers of private schools.
e Also for buildings, $793,691; scholarships in secondary schools, $6,342.

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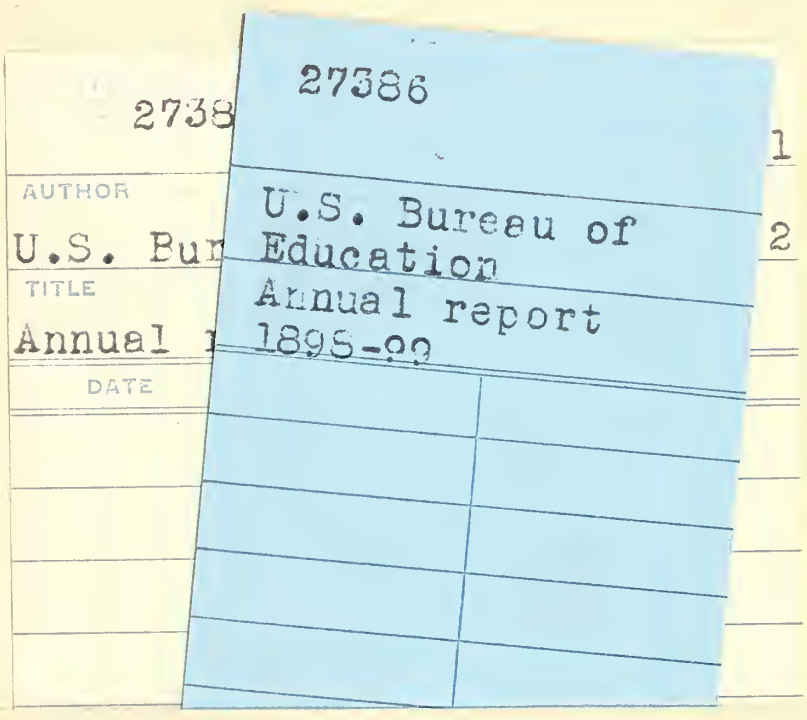
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